

## Our Rationale

RE provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these. It offers opportunities for personal reflection and spiritual development. It enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures. It encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Religious education encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a plural society and global community. It has an important role in preparing pupils for adult life, employment and lifelong learning.

Religious education enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. Airedale Junior school has strong links with our local church (Holy Cross) and Reverend Tracy.

## Aims: Intent

It is our aim to:

- To develop knowledge and understanding of Christianity and other principal religious traditions represented in Great Britain.
- To develop understanding of the ways in which beliefs influence people and their behaviour, practices and their communities.
- To reflect on, deepen and clarify their own experiences, values and beliefs and those of others.
- To develop an awareness of fundamental questions about life arising from human experience and how religious beliefs and practices can relate to them.
- To recognise the right of people to hold diverse beliefs and values and to develop positive attitudes of respect towards other people.

- To benefit from opportunities to enhance their spiritual, moral, social and cultural development.
- To promote and continue to foster the strong and vital links we have with Holy Cross Church. We work to embody our Christian foundation in all aspects of school life.

### Curriculum and Subject Content: Implementation

As a school we follow the programmes of study set out in the agreed Wakefield Agreed Syllabus 2018-2023. This curriculum enables all of the children in our school to acquire and develop skills, knowledge, a mutual respect and tolerance of different beliefs and religions. The syllabus encourages and enables pupils to explore their own beliefs, values and traditions and those of others in meaningful and engaging ways. Through religious education we aim to acknowledge our children's immediate needs and nurture their spiritual, moral, social and cultural awareness ensuring they grow into valued and responsible adults.

### RE Curriculum Map

<b>Year 3</b>	Why is the bible so important to Christians today?		What does it mean to be a Christian in Britain today?	Why is Jesus inspiring to some people?	Why do people pray?	
<b>Year 4</b>	What does it mean to be a Hindu in Britain?		What do different people believe about God?		Why are festivals important to religious communities?	Why do some people think that life is a journey and what significant experiences mark this? (Make links between festivals and births, deaths, marriages)
<b>Year 5</b>	If god is everywhere, Why go to a place of worship (Expressing)		Why do some people think that God exists? E.g. Humanists (Believing)		What matters most to Christians & Humanists? (Living)	What would Jesus do? (Believing)
<b>Year 6</b>	Is it better to express your religion in arts, architecture or charity and generosity?		What does it mean to a Muslim in Britain today?	What difference does it make to believe in ahimsa, grace and Ummah?		What do religions say to us when life gets hard?

### **Monitoring and Evaluation: Impact**

Throughout the term/year a range of monitoring activities are conducted in-line with the schools monitoring calendar such as: lesson observations/drop-ins, book/work scrutiny, pupil voice, display audits alongside data analysis. This enables the RE leader to constantly monitor their subject area, identify needs for CPD and/or peer support, while keeping abreast of standards in RE across school

### **Assessment**

At Airedale Junior School, assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess the progress of individual children. Assessment is built into RE at the planning stage of each focus of work. There is planned opportunity for day to day assessment

#### **Assessment should:**

- Be formative and summative
- Be used to inform the teacher for future planning
- Promote continuity and progression
- Form the basis for reporting to parents
- Be based on observation, participation and written outcomes

Class teachers are responsible for recording achievement of children working below at, or above age related expectations for their age. All staff at Airedale Junior School strive to ensure that our children reach their full potential in Religious Education and that they understand and enjoy their experiences. They ensure that tasks are differentiated appropriately to match the needs of all pupils, including those with Special Educational Needs. We have a tracking system within school, to follow and accelerate pupil's progress. The school Religious Education Leader monitors progress through the school by sampling children's work at regular intervals.

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