

# Jerry Clay Academy



## Religious Education & World Views Guidance Document

Updated September 2022



## **Introduction**

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. RE 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. RE has an important role in preparing pupils for adult life, employment and lifelong learning by enabling pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

## **Intent**

### **Aims and objectives**

- 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 in their behaviour, practices and in their communities.
- To reflect on, deepen and clarify their own experiences, values and beliefs and those of others.
- To develop 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.

## **Implementation**

### **Teaching and Learning**

We follow the Wakefield local agreed syllabus. For pupils in the Early Years new Foundation Stage Programmes are integrated and more suited to their needs from the Revised Early Years Foundation Stage Document. RE is taught through stories, cross-curricular themes, RE topics, festivals and whole school topics, discussion on specific ideas and spontaneous enquiries.

Jerry Clay Academy uses a variety of teaching and learning to promote the learning in all lessons, including Religious Education. Teachers ensure that all children are given opportunity to fully develop their knowledge, skills and understanding during sessions and allow time for children to reflect on their personal beliefs. Teaching methods are stimulating and engaging, providing all students with access to religious education. Consideration is paid to different learning styles and the differing abilities of children so that all children make progress in their learning. A range of teaching and learning strategies, which are effective for inclusive teaching of religious education, include:

- Visits to places of worship, museums and art galleries.
- The use of representatives from religious traditions as visitors to the class.
- The use of artefacts, big books, posters, videos, artwork.
- The use of picture or word cards for matching, classifying, prioritising, sequencing, etc.
- The use of art and craft to enable students to express their ideas.
- The use of drama, role play, gesture or dance.
- The use of music to create an atmosphere or for expression of ideas and emotions.
- The use of information and communication technology, such as digital cameras, interactive whiteboards, websites, etc.

## **Key Stage 1**

Throughout key stage 1, pupils explore Christianity and at least one other principal religion. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief, especially for other children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging. Children in KS1 should have 30 hours of learning in Religious Education a year. This can be through a variety of forms including trips, assemblies and individual lessons.

## **Key Stage 2**

Throughout key stage 2, pupils learn about Christianity and at least two of the other principal religions, recognising the impact of religion and belief locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in religious education. Children in KS2 should have 45 hours of teaching in RE. This can be through visits, assemblies and individual lessons.

At Jerry Clay Academy we have strong links with the local places of worship and the staff at them. Visitors from St Anne's C of E Church, The Mission Church and Wrenthorpe Methodist Church are regular visitors to the school and often lead assemblies. As part of our JCA Pupil Passport, all children visit every place of worship covered in our curriculum throughout their time at JCA.

## **Strategies to support children with SEN**

At Jerry Clay Academy, in RE, we use a number of evidence-based strategies to support children with SEN. Strategies include:

### Scaffolding

- Support for SEN children with learning vocabulary; this may include flash cards, word mats, word banks
- Visual aids, stories and pictures to support learning
- Games/songs to support vocabulary learning.
- Support in writing sentences eg, missing words rather than writing the whole sentence.

All scaffolding follows a 'I do, you do, we do' approach.

### Explicit Instruction

- Pupils may be supported in their thought process in RE.
- Pupils will be given specific opportunities by adults to practise specific skills that are barriers to learning.
- Visual aids and concrete examples (where necessary) will be used to support learning.

### Cognitive and Metacognitive Strategies

- Tasks may be 'chunked' into smaller steps.
- Vocabulary prompts may be used to support sentence work.
- Depending on ability, children with SEN may be asked to evaluate their own progress and discuss what they can do to move their learning forward.

### Flexible Grouping/Fading

- Temporary groups may be established to support learning a particular concept.
- Pre-teaching and support with new vocabulary may be used.
- Precision teaching to support children who require additional support.

### Use of technology

- Tasks set may include useful apps/websites to move learning forward.
- Speech generating apps may be used for recording ideas and reasoning.
- Digital cameras or websites used to explore religious artefacts.

### Impact

#### **Monitoring and Evaluation**

The teaching, assessing and resourcing of Religious Education is managed by the RE curriculum leader. The curriculum leader attends regular training and professional development, and organises INSET and training for other members of staff when necessary. RE planning is collected for monitoring and a sample of books looked at regularly throughout the year. Resources are stored centrally for all staff to use.

Further information on the impact of the implementation of RE can be found on our RE Curriculum Page Overview. This includes key pupil voice and whole school progress data.

#### **Pattern and location of the daily act of worship**

Collective worship takes place daily between 10.10 am and 10.30 am

Monday 9.10 am	Hall	Executive/ Headteacher
Tuesday 10.10 am	Hall	Visitor Assembly
Wednesday 10.10 am	Hall	Key Stage Leader Assemblies
Thursday 10:10am	Hall	Singing Assembly
Friday 10.00 am	Hall	Whole School - Celebration

**Miss C Morley- RE & World Views Leader**

