



RE Policy including Jigsaw RE

RE Policy including Jigsaw RE

Throughout this policy 'headteacher' refers to one or both Co-Headteachers.

Introduction

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

Religious Education is taught in our school because it makes:

"a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world". (RE: realising the potential, Ofsted 2013).

This fits with our school ethos of every child having the opportunity to speak freely about their own opinions and be heard. In RE lessons at Oak Green School, children have opportunities to talk about their personal experiences and beliefs. As a result, the children put into practise the school's Golden Values (honest, respect, friendship, kindness, trust and fairness. In RE, children are encouraged to respect the diversity of backgrounds, religions, cultures and languages in our community through. This is evident with guest speakers from various backgrounds to various Key Stages to speak about their culture and religion as well as planned RE trips to different places of worship.

At Oak Green School, we deliver RE in line with the Locally Agreed Syllabus, Buckinghamshire Agreed Syllabus. We use the Jigsaw RE programme as our scheme of work from Years 1 to 6 inclusive.

This RE policy is informed by current national guidance:

- RE in English Schools: Non-statutory guidance 2010 (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190260/DCSF-00114-2010.pdf)
- RE : realising the potential Ofsted 2013 (www.ofsted.gov.uk/resources/religious-education-realising-potential)
- A Curriculum Framework for RE in England, REC 2013 (<http://resubjectreview.recouncil.org.uk/re-review-report>)

The aims of our RE, using the Jigsaw RE Scheme of Work

Jigsaw RE meets the requirements of our locally agreed syllabus and is aligned to the non- statutory guidance described above.

By following Jigsaw RE at Oak Green School, we intend that Religious Education will:-

- **adopt an enquiry- based approach** as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.
- **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- **encourage pupils to explore their own beliefs** (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- **enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society.
- **teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice.

- **prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- **develop a sense of awe, wonder and mystery.**
- **nurture children’s own spiritual development.**

Jigsaw RE Content

Jigsaw RE covers all areas of RE for the primary phase, Christianity and at least one other religion is taught in each year group. The grid below shows specific enquiries for each year group. We use the term Worldview below to encompass both religions and worldviews.

Year 1:

| Jigsaw RE Enquiry | Worldview studied: |
|--|--------------------|
| What do Christians believe about God? | Christianity |
| What gifts might Christians in my town have given Jesus if he had been born here rather than in? | Christianity |
| What do Humanists believe? | Humanism |
| Why was Jesus welcomed like a King or celebrity on Palm Sunday? | Christianity |
| Why do Sikhs admire their Gurus? | Sikhi |
| Does taking part in the Baisakhi help Sikh children feel a sense of belonging? | Sikhi |

Year 2:

| Jigsaw RE Enquiry | Worldview studied: |
|---|--------------------|
| Is it possible to be kind to everyone all of the time? | Christianity |
| Why do Christians believe God gave Jesus to the world? | Christianity |
| Who is God to the Jews? | Judaism |
| How important is it to Christians that Jesus came back to life after his crucifixion? | Christianity |
| Is Shabbat important to Jewish children? | Judaism |
| Does visiting the synagogue help Jewish children feel closer to God? | Judaism |

Year 3:

| Jigsaw RE Enquiry | Worldview studied: |
|---|--------------------|
| Does visiting the Ganges make a person a better Sanatani? | Sanatana Dharma |
| What do some deities tell Sanatanis (Hindus) about God? | Sanatana Dharma |
| Could Jesus heal people? Did He perform miracles or was there some other explanation? | Christianity |
| What is ‘good’ about Good Friday? | Christianity |
| What is the best way for a Sanatani to lead a good life? | Sanatana Dharma |
| What motivates Humanists to lead good lives? | Humanism |

Year 4:

| Jigsaw RE Enquiry | Worldview studied: |
|---|--------------------|
| Does praying at regular intervals help a Muslim in their everyday lives? | Islam |
| What is the most significant part of the nativity story for Christians today? | Christianity |
| Does completing a pilgrimage make a person a better Muslim? | Islam |
| Is forgiveness always possible for Christians? | Christianity |
| Do people need to go to church to show they are Christians? | Christianity |
| What is the best way for a Muslim to live a good life? | Islam |

Year 5:

| Jigsaw RE Enquiry | Worldview studied: |
|--|---------------------------|
| What is the best way for a Sanatani (Hindu) to show commitment to God? | Sanatana Dharma |
| Is the Christmas story true? | Christianity |
| How can Brahman be everywhere and be in everything? | Sanatana Dharma |
| How significant is it for Christians to believe that God intended Jesus to die? | Christianity |
| Do beliefs in Karma, Samsara and Moksha help Sanatanis (Hindus) live good lives? | Sanatana Dharma |
| What is the best way for a Christian to show commitment to God? | Christianity |

Year 6:

| Jigsaw RE Enquiry | Worldview studied: |
|---|---------------------------|
| How do inspirational people impact on how Humanists live today? | Humanism |
| What is the best way for a Muslim to show commitment to God? | Islam |
| Is anything ever eternal? | Christianity |
| Is Christianity still a strong religion over 2000 years after Jesus was on Earth? | Christianity |
| How is the Qu'ran vital to Muslims today? | Islam |
| Does belief in Akhirah (life after death) help Muslims lead a good life? | Islam |

How is RE organised in this school?

Jigsaw RE brings together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of teaching and learning theories and the need for adaptive teaching. Each enquiry starts from the children's own life experiences using these as a bridge into the investigation of the religion being studied.

Learning is assessed and children have opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position.

At Oak Green School, RE is taught weekly and is a 45 minute lesson across Years 1 to 6 inclusive. RE is taught using an online education scheme, Jigsaw RE. One teacher in each year group plans it termly for all 3 classes. Teachers follow the RE Long Term Plan (available on the school website) which is broken down into the main religion taught and its Enquiry question (taken from Jigsaw RE) termly. Each year group studies Christianity and at least one other main religion (worldview) across the academic year. For example, Year 1 studies Christianity, Sikhi and Humanism in Year 1. RE is taught using an online education scheme, Jigsaw RE. using the Jigsaw RE platform, lessons are split into 6 across a half term. Learning objectives are created by the class teacher based on the Enquiry Map available on the website. Each lesson has a plan, resources and children self-assess their learning at the end of each lesson. Each half term, lessons are evidenced in the students' RE books and class floor book. Three classes are evidenced in RE books and three in floor books per half term. This is decided by the teacher planning RE. The RE lead carries out regular book checks and gets feedback from learning ambassadors about RE lessons termly.

SEND Provision

Jigsaw RE is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will add to the planning to meet the needs of the children in their classes. To support this, many enquiries suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers adapt the teaching, for children in KS1 and 2, each enquiry has exemplars for those children working towards the learning objective, at the expected level for this age group and those working beyond the expected level of achievement.

Assessment

Teachers are eager to ensure children are making progress with their learning throughout their RE. Therefore, each enquiry has built-in assessment. This task is the formal opportunity for teacher assessment of the children's knowledge of that religion, depth of critical thinking, and ability to answer the enquiry question. This stand-alone

evidence is used in conjunction with other evidence such as records of discussions, recorded work and annotations from other lessons within the enquiry to assist the teacher in assessing whether a child is working at the expected level or towards or beyond it. Children are assessed over three aspects of learning:

- a personal resonance with or reflection on the material/religion being studied to answer the enquiry question.
- knowledge and understanding of the material/religion being studied to answer the enquiry question.
- evaluation/critical thinking in relation to the enquiry question

These are tracked throughout the planning stage so that teachers can utilise the appropriate evidence accordingly. In line with non-statutory guidance issued by the RE Council in 2013 (cited on page 1) descriptors of these aspects utilise age-related expectations of working towards, working at the expected attainment and working beyond.

Recording and tracking progress

To support the teacher in tracking each child's progress throughout the year, there is an overview sheet for each enquiry on which to record the progress of the whole class. This supports teacher overview and facilitates subject leader monitoring and moderation.

Reporting to Parents/Carers

The assessment process described above helps teachers report to parents/carers. Jigsaw RE enquiries give teachers meaningful evidence to cite in reports.

Monitoring and evaluation

The RE leader monitors delivery of the programme through observation and discussion with teaching staff, as well as discussions with children (including learning ambassadors) and scrutiny of their written work to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness is conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Monitoring of assessment to ensure progression throughout the school.

External contributors

RE gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights. The British Values agenda is intrinsic to Jigsaw RE. RE is an important subject in contribution to the schools development as a Rights Respecting School.

External contributors from the community, e.g. local clergy, local members/speakers from other religions etc make a valuable contribution to the RE programme as do visits to places of worship. Their input is carefully planned and monitored so as to fit into and complement the programme.

Teachers are always present during these sessions and remain responsible for the effective delivery of the RE programme.

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that respect for each other's views and beliefs and those of the believers of that religion is encouraged at all times and that any artefacts are handled with respect and care. For this reason we provide the Jigsaw RE Charter.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience and discussing personal beliefs.

Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to different opinions. Teachers should never feel obliged to discuss their own beliefs unless they feel comfortable doing so and can ensure that this will not influence or restrict the children's own expression.

Involving parents and carers

The school believes that it is important to have the support of parents, carers and the wider community for the RE programme. Parents and carers are/will be given the opportunity to find out about and discuss RE through:

- * Response to RE comments on reports
- * Curriculum newsletters
- * Displays

Right to withdraw a child from all or part of RE

Religion and belief have become more visible in public life in recent years, making it important that all pupils should have an opportunity to engage in RE. However, the parent of a pupil at a community, foundation or voluntary school (or pupils themselves if they are aged 18 or over) may request that they be excused from all or part of the religious education (RE) provided.

Parents who wish to withdraw their children from RE should be aware of its aims and what is covered in the RE curriculum and that they are given the opportunity to discuss this if they wish. It should be made clear whether the withdrawal is from the whole RE curriculum or specific parts of it. No reasons need be given.

Important - limitations to withdraw

- If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching. A pupil may be required to work in another area of the school, such as in the library or intervention room.
- Whilst parents or carers have a right to withdraw children from RE, they should note that children may also encounter religions and beliefs and wider aspects of faith in other areas of the curriculum from which there is no right of withdrawal.
- On occasion, spontaneous questions about religious matters are raised by pupils or issues related to religion arise in other curriculum subjects such as history or PSHE. For example, schools promote community cohesion and help pupils to understand ideas about identity and diversity, feelings and emotions within both religious and non-religious contexts.

Managing the Right of Withdrawal

If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises where it is feasible and appropriate. Where a request for withdrawal is made, the school must comply and excuse the pupil until the request is rescinded. Though not legally required, it is good practice for the headteacher's to invite parents to discuss their written request. (*Section 71(3), School Standards and Framework Act 1998*).

Training and support for staff

All staff benefit from training in order to enhance their RE delivery skills. In January 2025, introductory training was delivered by the RE lead to all staff to launch the new scheme, Jigsaw RE. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

Dissemination

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

Links to other policies and curriculum areas

We recognise the clear link between RE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy
- *SMSC Policy*
- *British Values*
- *Prevent Strategy*