

Plat Douet School
Religious Education
Policy



September 2025

Vision Statement

At Plat Douet School, Religious Education (RE) is a celebration of diversity, identity, and belief. Through an enquiry-based curriculum, we create a safe, respectful environment where all children can explore their own values and those of others. We promote curiosity, compassion, and understanding across faiths and cultures, preparing pupils to live thoughtfully and harmoniously in a diverse world. Our RE curriculum helps pupils reflect on life's big questions and their place in the world.

Introduction

Plat Douet School is made up of staff and pupils who come from different nationalities, cultures and faiths. Our vision as a school is to provide a caring environment where children feel secure and able to express their views and beliefs. Children are encouraged to value their own opinions, whilst developing respect and sensitivity for the views of others. Links are made with a variety of faith groups to help develop this.

Intent

Our intent is to develop pupils' knowledge and understanding of world religions, while also nurturing spiritual, moral, social and cultural growth. We aim to:

- Provide opportunities for children to explore key beliefs, values, and traditions of Christianity and other principal religions in Jersey and the UK.
- Encourage respect for different faiths, cultures, and viewpoints within our school and global community.
- Enable pupils to make informed, reasoned responses to moral and religious issues.
- Support pupils in exploring their own beliefs and developing a sense of identity, empathy, and open-mindedness.
- Ensure all pupils have access to high-quality RE, regardless of background or ability.

Implementation

RE at Plat Douet is delivered through the **Discovery RE** scheme, using a questioning, enquiry-based model. Our implementation includes:

- Planned progression through Christianity and a second world religion each year, ensuring breadth and depth of understanding.
- A balanced focus on both *Learning about Religion* (knowledge, beliefs, practices) and *Learning from Religion* (reflection, values, identity).
- Use of inclusive cooperative learning strategies (PIES) in every lesson to ensure full participation and engagement.
- RE taught weekly, fortnightly, or through RE Days to meet time allocation expectations (36–45 hours annually depending on Key Stage).
- Active learning strategies, including drama, music, art, artefacts, visits, visitors, ICT, and reflection, to deepen learning and engagement.
- Clear planning that promotes inclusive practice and links with pupils' own experiences and cultural contexts.
- Links with local faith groups and integration of RE across school events and celebrations.
- Respect for pupil choice and the legal right to withdraw, with sensitive engagement from the Headteacher if requested.

Impact

The impact of our RE curriculum is evident in:

- Thoughtful, respectful pupils who can talk confidently about a range of religions and belief systems.
- Pupils who reflect on their own values and beliefs with increasing maturity.
- A strong sense of empathy, tolerance and respect for others, observed in classroom discussions and whole-school life.
- Positive pupil voice that highlights interest and engagement in RE learning and enrichment experiences.
- Teachers using ongoing assessment to adapt and shape future learning opportunities.

Within the framework of the Law and the Agreed Syllabus, our aims in RE are for pupils to:

- acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Jersey and in the United Kingdom;
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures, from the local to the global; develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in the United Kingdom.

Enhance their spiritual, moral, social and cultural development by:

- developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings and other beliefs can relate to them;
- responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience;
- reflecting on their own beliefs, values and experiences in the light of their study; develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions and beliefs.

Legal requirements

The Law states that all pupils must receive religious education in our schools in Jersey. Plat Douet is committed to providing the best curriculum possible to ensure our pupils are engaged in their learning and gain a full and rounded understanding of religion.

Equal Opportunities

In keeping with the aims of the school policy for equal opportunities, the teaching of RE endeavours to ensure that all pupils receive equal access to educational opportunities regardless of their religious beliefs, gender, race, ability, social background or physical capacity. Care is taken in RE to avoid the reinforcement of negative or stereotypical images and RE aims to celebrate and appreciate cultural diversity through a variety of materials, tasks and experiences, in order to reflect the cultural diversities of our society.

Spiritual, Moral, Social and Cultural Development

Religious Education plays a key role in pupils' spiritual and moral development, and makes a distinctive contribution to their social and cultural development.

Rights Respecting School

Plat Douet School is a Rights Respecting School. Through teaching of RE lessons we specifically support the development of the following Articles.

Article 14

You have the right to choose your own religion and beliefs.

Article 30

You have the right to practice your own culture, language and religion - or any you choose.

Teaching and Learning

Planning for Religious Education is based on the two attainment targets:

1. Learning about Religions
2. Learning from Religions

Learning about religion includes enquiry into and investigation of the nature of religion, its key beliefs and teachings, practices, their impacts on the lives of believers and communities, and the varying ways in which these are expressed. It also includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues.

Learning from religion is concerned with developing pupils' reflection on and response to their own experiences and their learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion, particularly to questions of identity and belonging, meaning, purpose and truth and values and commitments, and communicating their responses.

The teaching and learning styles used promote a range of skills such as thinking skills, reasoning, enquiry and research. Examples of active learning strategies and activities which can be used are:

- drama;
- group work;
- individual reflection;
- use of music and art;
- artefact handling;
- multi - sensory approaches;
- visits and visitors;
- use of ICT;
- use of photos, posters, DVDs.

The 'Discovery' Scheme

The 'Discovery' scheme provides plans for each group; children will study a religion each half term. This will be based around a question allowing children to investigate and enquire about the religion they study. Across Plat Douet School each year group will study Christianity and one other religion;

Year 1 – Christianity and Judaism

Year 2 – Christianity and Islam

Year 3 – Christianity and Hinduism

Year 4 – Christianity and Buddhism

Year 5 – Christianity and Sikhism

Year 6 – Christianity and Islam

During the Christmas and Easter periods all children within the school will study Christianity with a focus on both Christian celebrations.

The Foundation Stage

In the Foundation Stage RE is taught as part of "Personal, Social and Emotional Development." The children learn to develop an awareness of their own needs and the needs of others, and to develop a respect for their own cultures and beliefs and those of other peoples.

Cooperative Learning

In Religious Education lessons will be taught utilising cooperative learning approach. Teachers know and apply their understanding of the PIES principles that underpin cooperative learning:

- (P) Positive Interdependence –**children feel on the same side and that they need each other;**
- (I) Individual Accountability -**children feel they can't hide-** they are required to participate;
- (E) Equal participation -**children feel equal status;**
- (S) Simultaneous Interaction high % of class active -**children feel engaged;**

Teachers use at least one planned cooperative learning structure per lesson. This is recorded on the teachers MTP planning.

- Teachers use a wide range of structures when teaching Religious Education.
- The structures used match the type of learning- see page 6.24 of Kagan Cooperative learning book.
- During lessons, teachers will also use quick unplanned structures. ***For example ask a question, give children think time and then select a simple known structure such as RallyRobin or As tell Bs.***
- Teachers to adopt a no hands up approach in their classrooms.
- Teachers stop and fix a structure as needed.
- Children are placed in heterogeneous teams of 4 based on achievement levels, gender, personality and other factors.

- Children know their 'face partner' and 'shoulder partner' using these partners for verbal responses.

Time Allocation

The following minimum hours should be allocated to religious education.

- Reception classes: Approx 36 hours per year – mainly cross curricula;
- Key Stage 1: 36 hours per year;
- Key Stage 2: 45 hours per year.

The requirement to teach religious education does not apply to Nursery classes.

Class Based Teaching

At Plat Douet School we deliver this curriculum as follows:

- ½ hour timetabled RE teaching per week;
- 1 hour per fortnight;
- "RE" days whereby the curriculum for that term is delivered in a day.

The Right of Parental Withdrawal

In accordance with the Jersey Education Law parents retain the right to withdraw their child from Religious Education, acts of worship or assemblies of a religious nature. A parent of a pupil may withdraw the pupil on giving notice to the Headteacher. In all withdrawal cases the Headteacher will wish to discuss with the parents the implications of their request.

Assessment, Recording and Reporting

Pupils' work in RE is assessed by making informal judgements both by staff and the pupils themselves during lessons and at the end of a unit of work.

These judgements are used by the teacher to decide "where next" within a lesson and within the unit, as well as the next time that particular skill, attitude or knowledge is encountered.

Monitoring, Evaluation and Review

The RE Subject Leader is responsible for monitoring the standards of the children's work and the quality of the teaching in Religious Education. They are also responsible for supporting colleagues in the teaching of RE, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.