



**Park Brow  
Primary School**

Happy - Respect - Pride - Caring - Potential



## RE Policy 25-26

### Jigsaw RE

#### 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).

Park Brow is a community school. We deliver RE in line with the Locally Agreed Syllabus – Knowsley agreed Wirral SOW. We use the Jigsaw RE programme as our scheme of work.

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](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](http://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 Park Brow 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 plus one other religion is taught in each year group. The grid below shows specific enquiries for each year group.

RE Curriculum Map 25-26						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Special People	Christmas	Celebrations	Easter	Story time	Special Places
Year 1	What do Christians believe about God?	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Christianity	Who is God to the Jews?	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Christianity	Is Shabbat important to Jewish children? Judaism	Does visiting the synagogue help Jewish children feel closer to God?
Year 2	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 Muslims?	How important is it to Christians that Jesus came back to life after His crucifixion?	How important is the prophet Muhammad to Muslims?	How important is the Qur'an to Muslims?
Year 3	Who is God to Sanatanis? Enquiry 1 5-6)	Has Christmas lost its true meaning? Christianity	Could Jesus heal people? Were these miracles or is there some other explanation? Hinduism	What is 'good' about Good Friday? Christianity	Would visiting the River Ganges feel special to a non-Hindu? (Enquiry 1)	What is the best way for a Sanatanis to lead a good life? (Enquiry 3)
Year 4	Is it possible for everyone to be happy?	What is the most significant part of the nativity story for Christians today? Christianity	Can the Buddha's teachings make the world a better place?	Is forgiveness always possible for Christians? Christianity	What is the best way for a Buddhist to lead a good life? Buddhism	Do people need to go to church to show they are Christians? Christianity
Year 5	How far would a Sikh go for his/her religion? Sikhism	Is the Christmas story true? Christianity	Are Sikh stories important today? Sikhism	How significant is it for Christians to believe God intended Jesus to die? Christianity	What is the best way for a Sikh to show commitment to God? Sikhism	What is the best way for a Christian to show commitment to God? Christianity
Year 6	What is the best way for a Muslim to show commitment to God? Islam	Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Christianity	Is anything ever eternal? Christianity	Is Christianity still a strong religion 2000 years after Jesus was on Earth? Christianity	Does belief in Akhirah (Life after death) help Muslims lead good lives? Enquiry 3	Humanism

## Implementation

Long, medium and short term planning formats are provided by the Jigsaw R.E scheme and are adapted accordingly by staff to meet the needs of their particular class. These adaptations should incorporate National curriculum requirements, milestones of achievement and our own school enhancements eg curriculum drivers. The Discovery R.E scheme meets the requirements of our local agreed syllabus which is the Wirral Scheme.

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 students so that all students make progress in their learning. RE is approached through stories, cross curricular themes, RE topics, festivals and whole school topics, discussion on specific ideas and spontaneous enquiries.

### Structure and content

- The comprehensive Jigsaw RE curriculum map identifies the specific units taught across the school.
- RE is taught within stand-alone sessions.
- In Park Brow we recognise that there is a high level of cross over between RE, PSHE, SMSC and the promotion of British Values.
- To ensure the coverage of all elements of British values a standalone unit on beliefs has been incorporated in to our teaching cycle for every year group (see Curriculum map)

## Inclusion and equal opportunities

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. It is hoped that this approach will motivate and support children's learning at all levels including the More Able and Talented, EAL and children identified with a Special Educational Need (SEN).

We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background

We are aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time

We use materials for teaching which avoid stereo-typing, and bias, towards race, gender, role or disability

We deal with such issues clearly and sensitively when they arise

### For our gifted and talented pupils, we will expect:

- Teachers to provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas, and try different approaches. Pupils should be encouraged to set their own questions, offer ideas, suggest solutions or explanations, and reflect on what they have heard, seen or done in order to clarify their thoughts.
- Greater independence in working, e.g., a pupil to be able to carry out their own simple enquiry.
- Encourage mastery through communicating their understanding in a variety of ways, giving them responsibility for choosing and evaluating the most appropriate method.
- Provide opportunities within R.E for pupils to develop their skills in other areas, such as intrapersonal skills (for example, opportunities to use initiative), and interpersonal skills (for example, leadership and group membership). These opportunities also relate to the key skills of working with others and improving own learning and performance.

## Curriculum Drivers

In addition to the content that is driven by the curriculum objectives, we have developed curriculum drivers (alongside our cultural capital offer) – key elements that form relentless, consistent threads that run through our curriculum. These were devised by teaching staff to meet the wider needs of our children specifically as they go forward in their lives. These drivers ensure that wherever possible the curriculum is delivered in a way that explores these issues.

- Promoting Possibilities:

Children cannot aspire to things they have never encountered. At Park Brow, we work to broaden our pupils' horizons, expanding their knowledge of the world by nurturing their interests as well as engaging fearlessness of what is new or unknown.

- Increasing Knowledge of the world:

Our pupils are all part of a global community. Our aim is to help the children to gain a sense of place and understanding that they play a part in its future. At Park Brow, we provide opportunities for them to explore similarities and differences between communities and they fit into the wider world.

- **Developing Emotional Awareness:**

We set high standards for personal conduct and character development. Our pupils are encouraged to demonstrate integrity, empathy, kindness, compassion and respect in their interactions with peers, teachers, and the wider community.

- **Embracing Cultural Richness:**

We aim to expose our students to the diversity and richness of cultures worldwide. Through engaging activities, multicultural events, and exposure to different perspectives, we prepare our students to thrive in an increasingly interconnected world. At Park Brow, we celebrate diversity and strive to create an environment where all cultures are respected and appreciated.

At Park Brow Primary School, our commitment extends beyond academic excellence. We are dedicated to nurturing compassionate, aspirational, and culturally aware individuals who are well-prepared to contribute positively to society. We believe that by focusing on the personal development of our students, we equip them not only for academic success but also for a lifetime of ethical leadership and responsible citizenship. With this core belief in mind, we are steadfast in our commitment to delivering an education that not only imparts knowledge but also nurtures the moral and ethical compass of our students.

### **Cultural Capital**

Teaching staff are encouraged to broaden the experience of the topics for the children through promotion of the outdoor curriculum, off-site visits, visitors into school and shared experiences with the wider school community, e.g., involvement with parents/ carers, local, national and international school.

### **Impact**

End of unit assessments and assessment descriptors will be used to assess each child. These are taken from the Jigsaw R.E scheme and children will be assessed using working towards, working at and working beyond at the end of each unit. Data from each year group will be collated and used to inform planning in order to close gaps in knowledge, skills and understanding.

R.E will be monitored throughout the school by the R.E Coordinator who will be responsible for gathering samples of curriculum work. The R.E Coordinator will also monitor R.E books and schemes of work to ensure that the Programmes of Study are being effectively taught and match the needs and abilities of the pupils.

Monitoring and review takes place on a regular basis in accordance with the School Monitoring Cycle, the School Improvement Plan and the Creative Curriculum Action Plan.

### **Responsibilities and Roles**

- The Headteacher and Governing Body have overall responsibility for the R.E Curriculum, supported by the Curriculum Leaders.
- The Curriculum Leaders and subject coordinators are responsible for overseeing the delivery of the R.E Curriculum through:
- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary
- Acting as a consultant to colleagues on resources, visits, visitors, curriculum changes, classroom teaching and learning ideas
- Monitoring and evaluating pupils' work, pupils' views about the subject, displays and teachers' planning
- Providing evidence to support the writing of the school development plan and a SEF
- Auditing resources and ordering resources when needed
- Keeping up to date with developments in R.E and disseminating information to the rest of the teaching staff
- Leading staff meetings as appropriate
- Attending relevant in-service training and prompting others about relevant training

Updated by – J Connell 2025

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