

St Jackson
M. Mepunt-Lavery

HERITAGE PARK PRIMARY SCHOOL
POLICY STATEMENT FOR RELIGIOUS EDUCATION

INTRODUCTION

As a community school, the teaching and learning of RE, is in line with the Peterborough Agreed Syllabus 2018-22. This enables the teaching of RE to make a significant contribution to the spiritual, moral, social and cultural development of pupils and support wider community cohesion.

THE SCHOOL'S APPROACH

At Key Stage 1 the children explore Christianity and Islam. Whenever possible, children will visit a place of worship linked to the religion they are studying and visitors from these faiths will be encouraged to come into school.

At lower Key Stage 2 the children are taught about Christianity, Judaism, Islam and Sikhism. In upper Key Stage 2 they explore Christianity, Humanism, Buddhism and Hinduism. Whenever possible, children will visit a place of worship linked to the religion they are studying and visitors from these faiths will be encouraged to come into school.

Teaching across all key stages will follow the objectives set out in the Peterborough Agreed Syllabus progression documents and will focus on the two attainment targets in RE. As part of AT1 (Learning about religion and belief) children will spend time enquiring into, investigating and understanding religious beliefs. Within AT2 (Learning from religion and belief) the children will spend time questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied.

Time allocations:

Early Years	Minimum 30 hours teacher-led activities
Key Stage 1	Minimum of 36 hours in a school year
Key Stage 2	Minimum of 45 hours in a school year

THE AIMS OF RELIGIOUS EDUCATION

The aims of the Agreed syllabus are for pupils to:

- to develop religious literacy;
- to acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented in the United Kingdom;
- to develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures;
- to develop attitudes of respect towards other people who hold views and beliefs different from their own;
- to develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally and in the United Kingdom.

Religions deal with some of the most profound and difficult questions in human life, questions such as:

- What is the purpose of life?
- How should people treat each other?
- How do we explain and cope with death and suffering?

Religions approach these issues in complex ways, in ways of life, culture and action, as well as ritual, tradition, story, symbol and belief. Religious Education must take account of this depth and complexity, helping pupils to an understanding appropriate to their age and aptitude.

To do this RE needs:

- to develop pupils' skills;
- to enable them to ask questions;
- to discover information, to approach new material with empathy;
- to reflect on their learning. Pupils should not only acquire knowledge but also be able to use their knowledge to understand their world, build community, and develop their personal position.

Throughout the RE curriculum pupils will be encouraged to explore religions, engage with their knowledge, and reflect on their learning and lives.

EQUAL OPPORTUNITIES

The Agreed Syllabus secures for all pupils, irrespective of social background, culture, race, religion, gender, difference in ability and disabilities, an entitlement to learning in RE. This contributes to the children's developing knowledge, understanding, skills and attitudes, which are necessary for their self-fulfilment and development as active and responsible citizens.

ASSESSMENT

Teachers will highlight the children's progress against the attainment targets for their year group and then report on their progress using the vocabulary of working towards, working at or exceeding.

One key assessment piece will be collected for each unit or enquiry across the year, varying in style and attainment focus. End of key stage progress will be reported to SACRE.

CONCLUSION

By following this policy, we at Heritage Park Primary School, seek to develop within the children attitudes that demonstrate understanding, sensitivity and respect for a variety of different beliefs and cultures.

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