



## **Pilgrims' Way Primary School**

### **Religious Education Policy**

*Created: Summer Term 2019*

*Reviewed: July 2020*

*Review Date: July 2021*

**Religious Education stands alone from other curriculum subjects in that it is determined by a Local Agreed Syllabus. At Pilgrims' Way Primary School, we follow 'The Kent Agreed Syllabus RE Today Model 2017-2022 for Religious Education.' (KAS)**

**Intent:** At Pilgrims' Way Primary School our intent is to make the Religious Education curriculum creative, engaging, questioning and exciting. We aim to engage pupils in systematic enquiry into significant human questions which religions and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as developing responses of their own.

We seek to make a major contribution to the spiritual, moral, social and cultural development of all pupils by enabling them to acquire knowledge and understanding of the major religions represented in Britain today.

We seek to provoke challenging questions about the meaning and purpose of life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.

We seek to teach pupils to articulate, clearly and coherently, their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

Throughout the Religious Education Curriculum we aim to build the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life.

The key aims for religious education are reflected in the two attainment targets.

Attainment Target 1- Learning about religion and belief

Attainment target 2- Learning from religion and belief

The development of knowledge, skills and understanding focuses on these two key aspects of learning in Religious Education.

**Implementation:** Our RE curriculum offers a clear structure that makes sense to pupils and enables them to make connections between the three strands, believing, expressing and living, within each unit of study. In each key stage a good grounding in systematic study of individual religions helps prepare pupils for thematic study, where they compare religions. Exploration of key ideas and concepts from different perspectives, at the heart of religions/worldviews, enriches understanding. Encountering diverse examples of religions and worldviews will enable pupils to make connections and see differences across religions and beliefs.

Our curriculum enables pupils to embed learning in their long-term memory by giving repeated opportunities to engage with content, handle and absorb core knowledge, check understanding and recall previous learning. It gives many chances for all pupils to express their own beliefs and make connections between the ideas studied, the world around them, and their own worldviews, therefore allowing them to apply their learning to living.

### **Experiences and enrichment opportunities**

- Handling artefacts
- Exploring sacred texts
- Using imaginative play or drama to express feelings and ideas
- Responding to images, games, stories, art, music and dance
- Meeting visitors from local religious communities
- Making visits to religious places of worship where possible, and where not, making use of videos and the internet
- Taking part in whole school events- (multi-faith days, Harvest Festival, school performances)
- Participating in moments of quiet reflection
- Participating in assemblies
- Using ICT to further explore religion and belief globally
- Comparing religions and worldviews through discussion
- Debating and communicating religious belief, worldviews and philosophical ideas and answering and asking ultimate questions posed by these.

### **Key Stage One**

During this key stage, pupils are taught the knowledge, skills and understanding through religion and belief as well as wider learning themes. They are introduced to other principle religions and can reflect on prior learning as they progress through the units.

#### **Learning about religion and belief**

Pupils should be taught to:

- Explore a range of religious stories and religious texts and talk about their meaning
- Explore a range of celebrations, teachings and traditions in religions, noting similarities and differences
- Recognise how belonging to a religion is important to people and the impact it has on their lives
- Explore how religious beliefs and ideas are expressed
- Begin to establish a religious vocabulary and suggests meanings for religious symbols.

#### **Learning from religion and belief**

Pupils should be taught to:

- Reflect on what matters to them and others who hold religious views

- Reflect on moral values of right and wrong
- Recognise there are similarities and differences between theirs and others lives
- Communicate their ideas and ask and respond to questions
- Recognise how religious ideas and beliefs impact people's lives personally and socially.

## **Key Stage Two**

During this key stage, pupils are taught the knowledge, skills and understanding through deeper enquiry into known religions and encounter secular world views. Pupils in Year 5 and Year 6 consider the impact of beliefs and practices in greater detail and respond to more philosophical questions.

### **Learning about religion and belief**

Pupils should be taught to:

- Explore and comment on the key aspects of religions, believer's lives, their stories and traditions and their influence
- Explore how practices are related to beliefs and teachings
- Interpret information about religion and religious beliefs through a range of sources
- Recognise similarities and differences within and between religions
- Consider how religious and spiritual ideas are expressed
- Describe and begin to encounter religious and other responses to ultimate questions and ethical or moral issues
- Use a developed religious vocabulary when discussing and expressing their knowledge and understanding.

### **Learning from religion and belief**

Pupils should be taught to:

- Reflect on what it means to belong to a faith community and how this relates to them and others' lives
- Recognise how religious practice is conducted in a variety of ways
- Discuss their own and other's views of religious truth and belief
- Reflect on morality and how people respond to decisions they are faced with
- Reflect on sources of information and what they value in in their own and other's lives.

**Impact:** Our RE curriculum will extend the pupils' knowledge and understanding of religions and beliefs, it will develop a religious vocabulary and enable them to interpret religious symbolism in a variety of forms. It will enable pupils to reflect on questions of meaning, offering their own thoughtful and informed insights into religious and secular world views. It will enable pupils to explore ultimate questions of beliefs and values in relation to a range of contemporary issues in an ever-changing society.

Termly summative assessments are used to determine pupils' understanding and inform teacher's planning and further differentiated support for pupils. This data is reviewed on a termly basis by the subject leader who also carries out learning walks, book-looks and lesson observations. The impact of our RE curriculum is also sought directly from the pupils as surveys and questionnaires are used to gather pupils' voice on this subject and together with summative assessment, action can be taken to further develop the RE curriculum.

**Health and Safety** The Health and Safety Policy will follow the same guidelines as the School Policy.

It is necessary to supervise children when they are using certain equipment in the course of their RE work e.g. scissors, cooking equipment, artefacts. Children should be adequately supervised when making visits to places of worship (see school policy) and be made aware of the correct behaviour expected, in terms of clothing, food, etc.

**Equal Opportunities** It is important that the contributions of all pupils should be valued in RE lessons, and no pupil should feel that he or she is discriminated against because of any views expressed. Children from disadvantaged background, or ethnic minorities should feel as valued as any other member of the class. It is hoped that a member of another World faith could be asked to talk to the class during lesson/assembly times.

**Pupils with Special Education Needs** In this school pupils with Special Educational needs are encouraged to contribute in many ways towards RE lessons, in discussion, by having appropriate tasks set for them, and working in a one to one situation, or small group, with a classroom assistant. Exceptional pupils are encouraged to extend their knowledge, by use of resources, including books and artefacts. They are encouraged to use the library, resource boxes and internet for their individual research.

**Law** Every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for RE for all registered pupils at the school (including those in the sixth form), except for those withdrawn by their parents (or withdrawing themselves if they are aged 18 or over) in accordance with Schedule 19 of the School Standards and Framework Act 1998.

**Rights of Withdrawal** Parents have the right to withdraw their children wholly or partly from Religious Education, but one would hope parents would confer with the Head Teacher or teacher responsible for Religious Education before exercising this right. (DES Circular 1/94 Par 48 makes it clear that parents cannot insist that their child be withdrawn every time issues relating to religion and spiritual values are raised in other areas of the curriculum). This would be of particular relevance in an integrated curriculum e.g. where History, Geography and Religious Education are taught by a 'topic' approach.

**Teacher's Right not to teach RE** According to the Education Act 1944 Section 30, teachers have a right not to teach RE and a refusal to do so cannot be used to discriminate against them. Teachers who wish to discuss this may do so with the head teacher.