



Parkland
Primary School

Learning together

Religious Education Policy

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Page 1 of 9		Next review due:	June 2018

Introduction

Leicestershire is a vibrant and unique county with much diversity of religion and belief. The population of the city and county includes very large communities of tens of thousands of Christians, Hindus, Muslims and Sikhs, and smaller groups of other significant faith communities including Jewish, Buddhists.

Many children in Leicestershire come from families that hold non-religious life stances. RE taught using this syllabus allows all learners to share their experiences and to learn from one another and the religions and beliefs in our community. This rich diversity influences the religions and beliefs to be taught in RE in Leicestershire.

The Agreed Syllabus for Religious Education 2016-2020 Leicestershire SACRE makes space for all pupils to explore their own beliefs, values, and traditions, and those of others, in engaged and engaging ways. RE taught using the new RE Agreed Syllabus aims to support children to develop positive attitudes of respect towards people from all religions and worldviews.

Quotes:

“Religious Education teaches pupils to develop respect for others, including peoples with different faiths and beliefs, and helps to challenge prejudice. Encourages pupils to explore their own beliefs (Religious or Non- Religious) in the light of what they learn. Provoke challenging questions about meaning of life, beliefs, the self and issues of right and wrong, commitment and belonging.”

Miss Ramanandi

“I find teaching RE in Key Stage very rewarding. The children are all very enthusiastic and enjoy learning about different cultures and beliefs.

They are beginning to understand the importance of being tolerant, having an open mind and respecting people of all faiths.”

Mrs Sperry

As Leicester is a multi-cultural city, it is important that the children learn about the diverse religious beliefs that are held by people who live in their community.

The new RE syllabus teaches the children to have mutual respect and tolerance of those with different faiths and beliefs and for those without a faith. We’ve had many visitors in school who talk to the children about their beliefs, and we have had been out to visit various Places of Worship.

The children have gained a lot from this. They have found out that although there are lots of different faiths, they all have the same values of love, tolerance, respect and peace.

- Love for family and friends.
- Tolerance of others
- Respect each other’s views
- Peace- to live and get along together.

Mrs Tebbutt

“RE matters. It gives children the opportunity to learn about different faiths and religious traditions. Beliefs and values are important.”

Mrs Whalley

“I really enjoy planning and teaching RE in YR6. The pupils benefit from the discussion based units of work where they can share their own experiences and ask questions freely, which deepens their understanding of the faiths and religions they are learning about.”

Mrs Pratt

Aims and Purposes

The curriculum for RE aims to ensure that all pupils:

1. Know about and understand a range of religions and worldviews¹, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals.
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom² found in religions and worldviews.
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- appreciate and appraise varied dimensions of religion.

2. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Throughout schooling, teachers should consider how their teaching contributes towards the principal aim of RE in the local area, and how they help pupils to achieve the threefold aim.

Actively promoting values, including British Values

- We want learners to understand religious and belief systems' commitment to morality and social justice, to responsible stewardship of the environment and to deepening the experience of being human.
- Through the exploration of multiple identities and local communities, through visits to places of worship and meeting people from religious and belief communities, and through a deepening understanding of beliefs and practices, our aim is for young people to come to an informed and empathetic understanding of different groups which will help promote cohesion and integration. Pupils will explore British values in relation to religions and beliefs.
- Breadth and balance are essential in RE, as in the whole curriculum. There are greater possibilities in this syllabus and its accompanying materials for creative cross-curricular development, as well as for high standards within RE when taught as a discrete subject. Schools can, within the statutory requirements of this syllabus, construct a curriculum that is appropriate to the needs, ages and ability of their learners.
- We want to encourage teachers to bring academic rigour into the study of religion and beliefs. They are complex and controversial, they demand multi-disciplinary study and they require understanding of difficult language and concepts. Such learning is rewarding at all levels. But this is not just a dispassionate approach to study. Both teachers and learners can develop personally through learning about and from religion and beliefs, challenging preconceptions, asking for justification of opinions, reassessing their own stance on issues and recognising that the world is vast, fascinating and a source of deep enrichment for us all.

Developing Knowledge and Understanding and attitude in RE

1. Skills to be developed in Religious Education Pupils should:

- Know about and understand a range of religions and world views, so that they can:
- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom² found in religions and worldviews
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

2. Express ideas and insights about the nature, significance and impact of religions and world views, so that they can:

- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
 - Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
 - Appreciate and appraise varied dimensions of religion.
- ### **3. Gain and deploy the skills needed to engage seriously with religions and world views, so that they can:**
- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
 - Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
 - Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Places of Worship and Visitors in school

We have Faith Leaders come to our school for special celebration assemblies and to celebrate World Religion Day. Faith Leaders are also available to come and talk about their Religions in year groups. The Faith Leaders are very supportive and the children enjoy a variety of experiences of each Religion.

From Foundation to Year 6 the pupils at Parkland Primary school will experience all 6 Worship places in Leicester.

Hindu Temple: Mandir

Sikh Temple: Gudwara

Christianity: Church (St Thomas Church)

Buddhist Temple

Jewish: Synagogue

Islam: Mosque

Our Faith Leaders in Parkland Primary School are:

Christopher Johnson/ Richard Eastman/ Barry Cook: Christian Faith Leader

Mr Singh- Sikh Faith Leader

Tony Nelson- Jewish Faith Leader

Priya Ramanandi- Hindu Faith Leader

Ash Deen/ Rabiha- Islam Faith Leader

Al Ohbin- Buddhist Faith Leader

Religious Education Key Questions: an overview.

Stage	Ref.	Title
Foundation	F1	Which stories and people are special in religion and how do we remember them?
KS1	1.7	What is the same and what is different between a Christian, a Muslim and a Jew?
KS1	1.4	
Lower KS2	L2.4	How do people celebrate faith and what do they believe?
Lower KS2	L2.3	
Upper KS2	U2.4	How can religion be relevant in modern life and what do different faiths believe?
Upper KS2	U2.7	

Within the key questions the Religions are broken down to cover Buddhism, Sikhism and Hinduism and visit to Places of Worship are organised.

RE and Early Years Foundation Stage

RE in the EYFS sits within the areas of personal, social and emotional development and understanding the world. RE enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. Assessment The assessment of RE is informed by the academy's Assessment and Feedback Policies. Formative assessment strategies are embedded in teaching and

learning in RE as in all subjects. Teachers use a range of formative assessment strategies and informal tasks and tests e.g. quizzes to assess pupil learning and to inform further teaching. A mastery approach to summative assessment is adopted. Teachers use evidence from formative assessments conducted throughout the year to make a summative judgement of pupil attainment at the end of each year.

Reporting to parents

The right of withdrawal from RE at Parkland Primary School: we are committed to the principles of inclusion and hospitality to people of all faiths and none. We recognise that parents have the legal right to withdraw their children from Religious Education on the grounds of conscience.

We would ask any parent considering this to contact the class teacher in the first instance to discuss any concerns or questions they may have about the teaching of Religious Education at Parkland Primary.

Parents will be informed of Faith Leaders visits and visits to places of worship. Parents will be sent letters and also can go on Parkland website where there is reference to the principles of the Religious Education Curriculum.

Monitoring and Evaluation

Religious Education is the responsibility of the Subject Leader for RE and the Governors' Teaching and Learning Committee. Monitoring activities include:

- work scrutiny
- lesson observation
- pupil interviews
- learning walks

Each half term, RE curriculum leads record the attainment of each child – Below, Towards, At (ARE) or Greater Depth to determine attainment and progress of individual cohorts. It is the role of the Subject and Curriculum Leader to ensure that this data is used effectively to ensure that standards are maintained across the school.

It is the head teacher's duty to ensure that: RE is provided in accordance with this Agreed Syllabus for all registered pupils at the school:

- **Parents receive an annual written report on their child(ren)'s progress in RE.**
- **Requests from parents for the withdrawal of their child from RE are responded to an alternative arrangement made, so long as it does not incur any additional cost to the school or the local authority.**
- **RE makes a significant contribution to pursuing the strategic priorities of the Local Authority and the Leicestershire Education Excellence Partnership. These include providing high quality teaching and learning, effective leadership and effective school practice, designed to enable sustained improvement through collaborative working. RE is included in the curriculum.**
- **Sufficient time and resources are devoted to RE to enable the school to meet its legal obligations and to deliver an RE curriculum of quality.**