

St Peter's Church of England Junior School

Religious Education Policy

Start Date: January 2023

Review Date: January 2026

Signed by Chair of Governors: Mary Jane Tinsley

OUR VISION

Peter was championed by Jesus to go beyond what he ever thought was possible; building the foundations for the first church and being given the keys to heaven. **We champion our children to build a rock- like foundation for learning which unlocks a successful future!**

We take the P from Peter and enact this vision by holding up the PILLARS of:

- **Positivity**
- **Perseverance**
- **Passion and**
- **Presence**

Our Values unpacked:

WITH POSITIVITY- We embark on a CURRICULUM of academic challenge; rich in knowledge; matching the needs of our learners.

WITH PASSION- We are a school where ALL can achieve, flourish and be celebrated for their talents and successes.

WITH PERSEVERANCE- We empower each other to take responsibility; develop a curiosity in God's creation and become courageous advocates for change.

WITH PRESENCE- The school will be a place of safety and security for all the children and families we serve; becoming valued members of the community where they are loved and cared for.

"In the Gospel of Matthew 16:19, Jesus says to Peter, "I will give you the keys of the kingdom of heaven, and whatever you bind on Earth shall be bound in heaven, and whatever you loose on Earth shall be loosed in heaven."



Commitment to Equality

At St Peter's C of E Junior School we believe that the provision of an outstanding education which develops a wide range of skills is crucial for opening up opportunities and increasing the chance of a successful life for every pupil. As a Church academy, we are therefore committed to avoiding discrimination and promoting equality for all and recognise that by doing this, attainment and progression for each pupil will be improved.

Pupils at St Peter's will learn about and from religion.

AIMS

RE aims for pupils to:

- Acquire and develop knowledge and understanding of Christianity and **it's** founder Jesus Christ as well as the other principal religions represented in the UK
- Develop an understanding of the influence of beliefs (both religious and secular) values and traditions on individuals, communities, societies and cultures
- Develop positive attitudes of respect towards other people who hold views and beliefs different from their own; living in a society of diverse religions
- Explore diversity, similarities and differences within and between religions, humanism and other world views.
- Develop the ability to make reasoned and informed judgements about religious issues with reference to the teachings of the principal religions represented in Cambridgeshire and the UK
- Become literate in RE and develop confidence and the vocabulary to articulate their opinion.
- Encourage openness to ask questions and search for answers of meaning and purpose for themselves
- Enhance their spiritual, moral, social and cultural development and link to the British Values by:

-developing awareness of the fundamental questions raised by human experiences, and of how religious teachings 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.

-developing tolerance of others beliefs and values even if they are different to their own.

The Importance of Religious Education - Objectives

Religious Education should help pupils to:

Develop skills of experimenting, enquiring, exploring, investigating and learning about religion in relation to Christianity and other principal religions represented locally, in the United Kingdom and around the world.

Develop skills of exploring diversity, similarities and differences within and between religions, Humanism and other worldviews.

Develop an understanding of non- religious world views including Humanism.

Develop understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.

Develop the ability to make reasoned and informed responses to religious and moral issues.

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

- Developing awareness of the fundamental questions of life raised by human experiences, and of how religions relate to them
- Responding to such questions with reference to their own understanding and experience, and to the practices and teachings of religions
- Exploring and reflecting on their own experiences, values and beliefs in the light of their study

Develop a positive attitude towards:

- Other people, respecting their right to hold different beliefs from pupils own
- Living in a society of diverse religions and cultures
- Religion as a significant element in human experience

St Peter's school uses:

- The Agreed Syllabus (2023) which is the legal basis for Religious Education in Cambridgeshire Schools.
- Religious Education is taught through an enquiry process. The core and additional units of work are based upon the 'community of Enquiry' approach to teaching and learning. A key question is explored through a number of smaller questions over a series of lessons.
- At key stage 2, 58 % of the syllabus will be about Christianity and 42% will be about the other five major religions (Buddhism, Hinduism, Islam, Judaism and Sikhism), other world religions and non-religious world views including Humanism.

Other Faiths

Each class in Yr 3 and Yr 6 will study Christianity for 4 half terms and another faith for 2 half terms, while Yr 4 and Yr 5 will study Christianity for 3 half terms and other faiths for three half terms per academic year. Each class will use the agreed syllabus guidance and lessons to support the majority of their planning. The lesson will be taught as a discrete subject although evidence of links with other subjects will be seen.

Implementation

1. Planning in RE must give an equal balance between the two attainment targets AT1 (learning about Religion and Belief) and AT2 (Learning from Religion and Belief)
2. Teaching is 58% Christianity and 42% other world Faiths taught across the Key stages. See Curriculum maps and table above.
3. Time allocation aims to give Key Stage 2 children 45 hours a year.
3. Each year group's scheme of work follows the liturgical year exploring different themes around the main Christian festivals, as well as different topics taught between these times.
4. RE is taught by the class teacher.
5. RE is taught to all children in ways appropriate to their age and abilities. Activities are planned to encourage full and active participation by all children.
6. Learning is enriched by children having contact with people who can talk about an aspect of their own faith; by clergy sharing particular aspects of the Christian faith; by Bible study; by visits to places of worship; by the use of artefacts and photos, by practical and investigative activities and from reference and story books found in the school library.
7. The children are encouraged to record learning in a variety of ways including ICT and Art, showcased through Class Journey Books.
8. The beliefs and traditions of others are respected at all times. The religious, or non-religious, background of children is viewed in a non-judgemental way and accepted as of equal value. Differences between beliefs are explored and valued.
9. An RE display and spiritual space can be found in every classroom at all times.

10. Classes are encouraged to visit local churches as part of their learning. Years five or six attend the Ely Cathedral church schools day each year. All Key Stage 2 take part in a local church day once a year. Visits to other faiths places of worship are encouraged to support learning in the classroom.

Assessment

An eight-level scale and performance Descriptors (P Scales) can be used to assess pupil's progress and establish expectations, taken from the Agreed Syllabus 2023.

Links with other subjects

RE has links with other areas of the curriculum including English, History, Art, Music and Dance. It is also linked to the way in which the school organises its Collective Worship.

Withdrawal from RE

It is recognised that parents/carers have the right to withdraw their child from RE - in its entirety or in part. If a parent/carer chooses to withdraw their child from RE then arrangements are made for that child by the class teacher in consultation with the Head teacher.

Monitoring

Monitoring will be carried out by the RE Co-ordinator through:

- Scrutiny of work
- Scrutiny of assessments
- Discussions with staff and children
- Scrutiny of planning

It is the responsibility of all Governors to ensure that legal requirements are met. It is the particular responsibility of Foundation Governors, together with the curriculum/SIAMS Governor to monitor the standards of RE by observation and discussion with the RE co-ordinator. The RE subject leader will meet with the RE governor at least once a term to monitor RE throughout the school – see above examples.

SEND Adaptations, Scaffolding and inclusivity:

For the small number of pupils who may need the provision, material may be selected from earlier or later key stages, to enable individual pupils to progress and demonstrate achievement. Such material should be presented in contexts suitable to the pupil's age. [Adaptations may also be used in lessons to enable inclusive learning and understanding of the topics.](#)

In making decisions about adjusting the content of the key stage, teachers should take into account the previous experience of the pupil as well as the need to communicate to subsequent teachers a specific differentiated approach to entitlement.

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