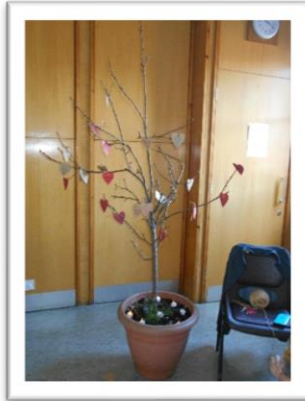


## Curriculum Statement for Religious Education at Earley St Peter's CE Primary School



### Intent

At Earley St. Peter's CE Primary School we believe that Religious Education (R.E.) helps children build good foundations for the opportunities, responsibilities and experiences of later life. We value R.E. for its contribution to the development of the children's own beliefs and values, and sense of identity. A study of the major world religions contributes to children's general knowledge and cultural capital. Children will understand that for many people, their faith impacts their lives with regard to how they live and the moral decisions they make.

We believe that knowledge led learning within R.E. provides children with opportunities to:

- develop subject specific knowledge and understanding of Christianity and other world faiths;
- explore key concepts within different faiths. This will help pupils to develop an understanding and respect for different faiths, beliefs, values and traditions;
- consider difficult and puzzling questions about the meaning and purpose of life;
- learn about religious teaching;
- develop their sense of identity and belonging so preparing them for life in a multi faith and multi-cultural society;
- develop skills of enquiry and response;
- reflect on their own experiences and to explore their own beliefs and values;

### Implementation

#### Early Years Foundation Stage

During the Early Years Foundation Stage, children begin to explore the world of religion in terms of special people, books, times, places and objects, and through celebration. Children listen to and talk about stories. They are introduced to some subject specific words and use their senses in exploring



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**Respect**

religious beliefs, practices and forms of expression. They reflect upon their own feelings and experiences.

### Key Stage One

At Key Stage 1, children focus on the study of Christianity with additional units covering work on Judaism. Children learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use subject specific vocabulary. They begin to understand the importance and value of religion for believers, especially other children and their families.

Children engage in dialogue with their peers and ask relevant questions. They develop a sense of wonder about the world, using their imaginations. They talk about what is important to themselves and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

### Key Stage Two

At Key Stage 2, children focus on the study of Christianity with two additional units per year covering work on Sikhism (Year 3), Judaism (Year 4), Hinduism (Year 5) and Islam (Year 6).

Children learn about the beliefs, teachings, practices and ways of life central to these religions. They learn about sacred texts and other sources of wisdom and consider their meanings. They make connections between different aspects of religion and belief and consider different forms of religious expression.

They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and the importance of dialogue between them. They extend their range and use of subject specific vocabulary.

Children engage in dialogue with their peers and communicate their ideas clearly, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in religious education.

In addition to regular R.E. lessons, children in all year groups participate in a number of 'RE:Inspired' sessions where they further develop their knowledge of an aspect of Christianity which links to the unit of work they are studying.

### Impact

When children leave Earley St. Peter's, they will have acquired subject specific knowledge and understanding of the core beliefs, concepts and practices of Christianity, Judaism, Sikhism, Islam and Hinduism (as the principal religions represented in Great Britain). They will also be able to make links between these religions. They will have made significant progress on their own journey of understanding what they believe as individuals. This in turn will supplement and enrich their general



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knowledge of the culture within which they live. The teaching of a wide range religions will also develop pupils' understanding and tolerance of people from other faiths.

### **Assessment**

Assessments of the children's knowledge and understanding will be ongoing throughout the year. Assessment will include observations, discussions and written outcomes. A summative assessment of whether a child is working at age related expectations plus their attitude to learning R.E. will be reported to parents/carers in a written annual report.

During the course of the academic year, pupils carry out a variety of assessment tasks to provide a good evidence base of pupil attainment. This is used to contribute to a school portfolio with samples of R.E. assessments, tasks and pupil work. Teacher assessments are recorded on Target Tracker.

Written by Mr Florides

Subject Leader for Religious Education.



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