

Peters Hill Primary RE Policy



Introduction

At Peters Hill Primary School, we believe that R.E is an essential part of a broad and balanced education, providing a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.

RE gives opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. It helps to promote a positive and inclusive school ethos that champions democratic values and human rights and contributes to the school's development of a rights respecting school.

At Peters Hill we deliver RE lessons in line with the Dudley Agreed Syllabus, following The Discovery RE scheme of work. This scheme has been cross-referenced to ensure that the requirements of the Locally Agreed Syllabus are met.

The RE policy is informed by current national guidance:

RE in English Schools: Non-Statutory Guidance 2010

RE: Realising the potential Ofsted 2013

A Curriculum Framework for RE in England REC 2013

Aims and Intent

At Peters Hill Primary School we intend that Religious Education will:

Adopt an enquiry-based approach, beginning with the children's own life experience before moving into learning about and from religion.

Provoke challenging questions about the meaning and purpose of life, beliefs, commitment and belonging. It develops pupils understanding of Christianity, other principal religions and religious traditions that examine these questions.

Encourage children to explore their own beliefs (religious or non-religious) in the light of what they learn, as they examine issues of 'religious belief' and faith.

Enable pupils to develop their sense of identity and belonging which helps them flourish within communities and as citizens in a diverse society.

Teach pupils to develop respect for others, including people with different faiths and beliefs. Prompt pupils to consider their responsibilities to themselves and to others, encouraging empathy, generosity, and compassion.

Develop a sense of awe, wonder and mystery.

RE Curriculum

The schools long term overview for RE shows the coverage of the world religions that are taught. Each year group teaches Christianity and one other religion in each academic year.

Religions taught in KS1 include: Christianity, Judaism and Islam. In KS2 they include: Christianity, Sikhism, Judaism, Hinduism and Islam.

In line with the Dudley Agreed Syllabus it is planned that RE is taught for 30 hours at KS1 and 39 hours at KS2.

Foundation Stage

Enquiry	Religions studied
What makes people special?	Christianity/ Judaism
What is Christmas?	Christianity
How do people celebrate?	Islam / Judaism
What is Easter?	Christianity
What can we learn from stories?	Christianity Islam / Buddhism / Christianity / Islam / Sikhism
What makes people special?	Christianity/ Islam / Judaism

Year 1

Enquiry	Religions studied
Does God want Christians to look after the world?	Christianity
What gift would I have given to Jesus if he had been born in my town, not in Bethlehem?	Christianity
What does it mean to be a Muslim?	Islam
Why was Jesus welcomed like a king or celebrity on Palm Sunday?	Christianity
Is Shabbat important to Jewish children?	Judaism
Does celebrating Chanukah make Jewish children feel close to God?	Judaism

Year 2

Enquiry	Religions studied
Is it possible to be kind to everyone all of the time?	Christianity
Why did God give Jesus to the world?	Christianity
Why is God important to Muslims	Islam
Is it true Jesus came back to life again?	Christianity
Does going to a Mosque give Muslims a sense of belonging?	Islam
Does completing Hajj make a person a better Muslim?	Islam

Year 3

Enquiry	Religions studied
Do the teachings of Sikhism help Sikh's to lead a better life?	Sikhism
Has Christmas lost its true meaning?	Christianity
Could Jesus really heal people? Were these miracles or is there some other explanation?	Christianity
What is good about Good Friday?	Christianity
Do Sikh's think it is important to share?	Sikhism
What is the best way for a Sikh to show commitment to God?	Sikhism

Year 4

Enquiry	Religions studied
How special is the relationship Jews have with God?	Judaism
What is the most important part of the Nativity story for Christians today?	Christianity
How important is it for Jewish people to do what God asks them to do?	Judaism
Is forgiveness always possible?	Christianity
What is the best way for a Jew to show commitment to God?	Judaism
Do people need to go to church to show they are Christians?	Christianity

Year 5

Enquiry	Religions studied
What is the best way for a Hindu to show commitment to God?	Hinduism
Is the Christmas story true?	Christianity
How can Brahman be everywhere and in everything?	Hinduism
Did God intend Jesus to be crucified?	Christianity
Do beliefs in karma, samsara, and moksha help Hindu's lead better lives?	Hinduism
What is the best way for a Christian to show commitment to God?	Christianity

Year 6

Enquiry	Religions studied
What is the best way for a Muslim to show commitment to God?	Islam
How significant is it that Mary is Jesus' mother?	Christianity
Is anything ever eternal?	Christianity
Is Christianity still a strong religion 2000 years after Jesus was on earth?	Christianity
Does belief in Akhirah (life after death) help Muslims lead good lives?	Islam
Does belief in Akhirah (life after death) help Muslims lead good lives?	Islam

Teaching and Learning

The school uses the Discovery RE Scheme for Primary schools as a whole school approach for the provision of RE as well as the Dudley agreed Syllabus.

RE is taught through weekly timetabled lessons. Recorded work will be kept in curriculum books for each child from year 1-6 and in a learning journal for the foundation stage.

Teaching strategies are varied to incorporate different learning styles. Each enquiry starts from the child's own life experiences using these as a bridge into investigation of the religion being studied. The children have opportunities to express their thoughts and beliefs and empathise with believers of a religion.

Resources and Facilities

RE learning is embellished by the use of physical artefacts for children to observe, use and ask questions about. At Peters Hill, we are lucky enough to hold an array of religious artifacts representing the six main world religions. As the RE team, we place a strong emphasis on the utilization of these resources to enhance children's learning experiences. Teachers are provided with an inventory of the artefacts available and are consistently asked for feedback on others that may need to be provided. This inventory also informs staff of the location of each resource. These artefacts serve as tangible connections to the diverse faith traditions that we teach, allowing our students to explore and appreciate the beliefs and practices associated with each religion. By integrating these artefacts into our curriculum, we ensure that learning is brought to life, fostering a deeper understanding and respect for different faiths among our pupils. In addition to having religious artifacts accessible, we also welcome visitors with religious backgrounds into our school throughout the year.

Assessment

Teachers regularly assess by making informal judgements as they observe pupils during lessons. This includes activities such as discussions with pupils, group activities, asking and answering questions and more formal written tasks. The school uses mark books to assess pupil progress for each half termly enquiry. It is the responsibility of the class teacher to monitor and record the pupils learning at regular intervals throughout the year. The assessment process outlined above supports teachers to report to parents in the pupils' end of year report.

Monitoring and Evaluation

The RE subject team will monitor RE through discussion with teaching staff to ensure that the policy is being

implemented. This may include lesson observations, pupil discussions and evaluating children's work. The Subject team will keep up to date with current developments in RE and inform staff as required. They will endeavor to support staff using the guidance of the Discovery RE scheme and the Dudley Agreed Syllabus and will audit and update resources when appropriate.

Contribution to Other Subjects

RE at Peters Hill uses, and is used, as a vehicle for other curriculum subjects. In lessons, pupils are encouraged to read and write responses to religious texts and topics. In addition, some lessons use a range of writing activities, such as diary entries and information texts, which blend religious education with creative writing, allowing students to explore religious themes through their own words. The links between RE and the other humanities subjects are also clear in our curriculum. We recognize that understanding the world's religions is crucial for comprehending the historical and geographical contexts in which they thrive. By weaving these threads together, our students gain a good understanding on the context of each religion and its beginnings.

Right of Withdrawal

The 1944 Education Act, reaffirmed in the 1988 Act, gives parents the right to withdraw their child from all or part of RE, if they wish. Any parent who wishes to exercise this right may consult the Head teacher. The school will ensure that parents who wish to withdraw their children from RE lessons are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs. Once a child has been withdrawn, they cannot take part in RE lessons until the request for withdrawal has been removed.

Provision for SEND

Teachers make provision in RE, when necessary, to support individuals or groups of children to enable them to participate effectively in the RE curriculum. We meet the individuals' requirements for curriculum access through differentiation of tasks and materials, consistent with school-based intervention as set out in the SEND Policy.

Equality Statement

The RE curriculum aims to fall in line with the Equality Act (2010) and the Equality Objectives set by the school. In particular, the RE curriculum reflects the diversity of our school community and aims to educate pupils about people who hold different beliefs, as equal members of society.



Ambition

Belief

Compassion

Pride

Respect

Date of next review: Autumn 2025

Mrs J Burrows and Mrs B Welch



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