

KnMPA RE Policy

At Knighton Mead Primary Academy, we aim for our children to understand the complexity of people's lives, how people's views differ based on the spiritual, moral, social and cultural beliefs and how tolerance and mutual respect are fundamental to become a good citizen.

Purpose of Study

Religious Education is important for all pupils as it promotes spiritual, moral, social and cultural development. A high-quality RE education addresses important questions about the meaning and purpose of existence. These questions are important for all people, whether they are religious or not. Children are encouraged to reflect on their own beliefs and develop their awareness of the beliefs of those around them. This underpins the British value of mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Intent Statement

At Knighton Mead, we aim to develop in the children a mutual respect of the spiritual, moral, social and cultural beliefs of the members of school, community and the wider world.

Curriculum Aims

At Knighton Mead, we follow the Locally Agreed Syllabus for Leicester.

The curriculum for RE aims to ensure that all pupils:

- Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the United Kingdom;
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures, from the local to the global;
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in the United Kingdom;
- Enhance their spiritual, moral, social and cultural development;
- Develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions and beliefs.

Legal Status of RE

With regard to Religious Education, primary legislation from 1944 to 1993 has been consolidated by The Education Act (1996) and the School Standards and Framework Act (1998). The legal requirement is that Religious Education must be provided for all registered pupils in full time education except those withdrawn at the request of their parents. Parents should initially discuss this with their child's class teacher.

Enrichment

At Knighton Mead, we aim to provide enrichment opportunities to enhance the experiences and learning of all pupils.

In RE, we aim to do this through:

- Providing visits to places of worship
- Inviting members of different religious communities into school
- Providing RE linked and festival workshops.

Outcomes

EYFS:

Throughout EYFS, the children will learn to make choices which benefit both themselves and others. They will look at different celebrations and consider what is important to them.

Key Stage 1 RE covers 7 themes:

- Believing: what people believe about God, humanity and the natural world;
- Story: how and why some stories are sacred and important in religion;
- Celebrations: how and why celebrations are important in religion;
- Symbols: how and why symbols express religious meaning;
- Leaders and teachers: figures who have an influence on others locally, nationally and globally in religion;
- Belonging: where and how people belong and why belonging is important;
- Myself: who I am and my uniqueness as a person in a family and a community.

Key Stage 2 RE covers 9 themes:

- Beliefs and questions: how people's beliefs about God, the world and others impact on their lives;
- Teachings and authority: what sacred texts and other sources of authority say about God, the world and human life;
- Worship, pilgrimage and sacred places: where, how and why people worship, including at particular sites;
- The journey of life and death: why some occasions are sacred to believers, and what people think about life after death;
- Symbols and religious expression: how religious and spiritual ideas are expressed;
- Inspirational people: figures from whom believers find inspiration;
- Religion and the individual: what is expected of a person following a religion or belief;
- Religion, family and the community: how religious families and communities practise their faith, and the contributions this makes to local life;
- Beliefs in action in the world: how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment.