

Religious Education

At Dartford Primary Academy, we have a variety of ways in which we explore Religious Education. We explore faith in action, reflect on ultimate questions, affirm and challenge our own beliefs and values, investigate the beliefs and practices of others and develop the skills, attitudes and processes of learning required for success in Religious Education.

As a school, we promote personal respect for pupils' own world views and those of others, we deepen our understanding of our own and other people's beliefs and opinions, we encourage an enquiring and open mind with the confidence to ask ultimate questions and develop the skills of listening, communicating and empathising.

Our WALT statements focus on two aspects of attainment: learning about religion and learning from religion. Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society.

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these.

RE also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.

We follow the **Kent Agreed Syllabus** which recommends that to ensure the requirements are met and the curriculum is broad and balanced:

-Christianity should be studied throughout each key stage.
- the other principal religions represented in Great Britain (regarded as Buddhism, Hinduism, Islam, Judaism and Sikhism) should be studied across the key stages.

It is essential that Religious Education enables pupils to share their own beliefs, viewpoints and ideas without embarrassment or ridicule. Many pupils come from religious backgrounds but others have no attachment to religious beliefs and

practices. To ensure that all pupils' voices are heard and there is a respect and tolerance of difference.

Reception:

The Programme of Study for Reception class children is in line with the Early Learning Goals and consistent with the key stage 1 Religious Education curriculum. It is based on religious material and experiences which most children in Kent encounter as they begin school. Its inclusion in the curriculum helps them make sense of their environment.

During the Foundation Stage children begin to explore the world of religion in terms of special people, special books, special times, special places, special objects and by visiting places of worship.

Children listen to and talk about religious stories. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression. They reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

Key Stage 1:

Christianity and **at least one other** principal religion. We will learn about religion and from religion. Developing the skills needed to be successful in RE.

Key Stage 2:

Christianity and **at least two other** principal religions. Sikhism is introduced at a subsidiary level in Year 6 to provide a 'bridging unit' for transition to year 7. We will learn about religion and from religion. Developing the skills needed to be successful in RE.

Key Stage 1 and Key Stage 2:

Learning about religion

1. Students should be taught to :

- a) investigate, study and interpret significant religious, philosophical and ethical issues, including the study of religious and spiritual experience, in the light of their own sense of identity, experience and commitments
- b) think rigorously and present coherent, widely informed and detailed arguments about beliefs, ethics, values and issues, drawing well-substantiated conclusions
- c) develop their understanding of the principal methods by which religions and spirituality are studied
- d) draw upon, interpret and evaluate the rich and varied forms of creative expression in religious life

e) use specialist vocabulary to evaluate critically both the power and limitations of religious language

Learning from religion

2. Students should be taught to :

a) reflect on, express and justify their own opinions in the light of their learning about religion and their study of religious, philosophical, moral and spiritual questions b) develop their own values and attitudes in order to recognise their rights and responsibilities in the light of their learning about religion

c) relate their learning in Religious Education to the wider world, gaining a sense of personal autonomy in preparation for adult life

d) develop skills that are useful in a wide range of careers and in adult life generally, especially skills of critical enquiry, creative problem-solving, and communication in a variety of media.