



CURRICULUM STATEMENT

RELIGIOUS EDUCATION



INTENT

At Park View Community School, religious education has a significant role for the development of pupils' spiritual, moral, social and cultural development. Through religious education, pupils develop their knowledge of world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures.

We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. Our religious education curriculum is enhanced further with trips to places of worship in our local area and visitors of different religions in school.

The key aims for religious education are reflected in the two attainment targets.

Attainment Target 1- Learning about religion and belief

Attainment target 2- Learning from religion and belief

The development of knowledge, skills and understanding focuses on these two key aspects of learning in religious education.



IMPLEMENTATION

Religious education promotes an enquiry-based approach through the Plan Bee scheme of work, which covers the Manchester Agreed Syllabus for RE from Key Stage One and Two and can be used to contribute to the learning experiences of the Early Learning Goals within the Foundation Stage.

Experiences and enrichment opportunities at Park View Community School:

- handling artefacts
- exploring sacred texts
- using imaginative play or drama to express feelings and ideas
- responding to images, games, stories, art, music and dance
- meeting visitors from local religious communities
- making visits to religious places of worship where possible, and where not, making use of videos and the internet
- taking part in whole school events- (multi-faith days, Harvest Festival, school performances)
- participating in moments of quiet reflection
- participating in daily reflection through the Park View Promise and Park View Creed
- using ICT to further explore religion and belief globally
- comparing religions and worldviews through discussion
- debating and communicating religious belief, worldviews and philosophical ideas and answering and asking ultimate questions posed by these.



IMPLEMENTATION

Early Years Foundation Stage

Pupils are taught about traditions, beliefs and world views outside of their own experiences through exploring other cultures and practices in the wider world.

Learning about religion and belief

Pupils should be taught to:

- Talk about religious stories, including Bible stories and the stories behind Christmas and Easter
- Recognise some religious beliefs or teachings
- Identify simple features of religious life and practice
- Recognise some religious words
- Name and recognise some religious symbols

Learning from religion and belief

Pupils should be taught to:

- Recognise their own experiences and feelings in religious stories and celebrations
- Recognise there are similarities and differences between theirs and other's lives
- Identify what they find interesting about religious events
- Question what they find puzzling in religious stories
- Say what matters to them and to talk about how to care for others.



IMPLEMENTATION

Key Stage One

During this key stage, pupils are taught the knowledge, skills and understanding through religion and belief as well as wider learning themes. They are introduced to a range of religions and can reflect on prior learning as they progress through the units.

Learning about religion and belief

Pupils should be taught to:

- Explore a range of religious stories and religious texts and talk about their meaning
- Explore a range of celebrations, teachings and traditions in religions, noting similarities and differences
- Recognise how belonging to a religion is important to people and the impact it has on their lives
- Explore how religious beliefs and ideas are expressed
- Begin to establish a religious vocabulary and suggests meanings for religious symbols

Learning from religion and belief

Pupils should be taught to:

- Reflect on what matters to them and others who hold religious views
- Reflect on moral values of right and wrong
- Recognise there are similarities and differences between theirs and others lives
- Communicate their ideas and ask and respond to questions
- Recognise how religious ideas and beliefs impact people's lives personally and socially



IMPLEMENTATION

Key Stage Two

During this key stage, pupils are taught the knowledge, skills and understanding through deeper enquiry into known religions and in Year 6, encounter secular world views. Pupils in Year 5 and Year 6 consider the impact of beliefs and practices in greater detail and respond to more philosophical questions.

Learning about religion and belief

Pupils should be taught to:

- Explore and comment on the key aspects of religions, believer's lives, their stories and traditions and their influence
- Explore how practices are related to beliefs and teachings
- Interpret information about religion and religious beliefs through a range of sources
- Recognise similarities and differences within and between religions
- Consider how religious and spiritual ideas are expressed
- Describe and begin to encounter religious and other responses to ultimate questions and ethical or moral issues
- Use a developed religious vocabulary when discussing and expressing their knowledge and understanding.

Learning from religion and belief

Pupils should be taught to:

- Reflect on what it means to belong to a faith community and how this relates to them and others' lives
- Recognise how religious practice is conducted in a variety of ways
- Discuss their own and other's views of religious truth and belief
- Reflect on morality and how people respond to decisions they are faced with
- Reflect on sources of information and what they find value in in their own and other's lives.



IMPACT

At Park View Community School, we envision RE curriculum impacting the pupils in the following ways:

- Extend their knowledge and understanding of religions and beliefs
- Develop a religious vocabulary and interpret religious symbolism in a variety of forms
- Reflect on questions of meaning, offering their own thoughtful and informed insights into religious and secular world-views
- Explore ultimate questions of beliefs and values in relation to a range of contemporary issues in an ever-changing society.

By the end of each key stage, pupils are expected to know, understand and apply skills related to the two attainment targets and learning themes embedded within the Plan Bee Scheme of work. Assessment criteria has been developed in line with the expectations laid out in the Agreed Manchester Syllabus and the Plan Bee scheme of work to enable teachers to assess the progress of the children as they move through the key stages. This data is reviewed by the subject leader who also carries out learning walks and book scrutinies. The impact of our RE curriculum is also sought directly from the pupils as surveys and questionnaires are used to gather pupils' voice on this subject and together with summative assessment, action can be taken to further develop the RE curriculum.