

Policy title	:	RE Curriculum Policy
Date approved	:	September 2023
Review date*	:	September 2024

SCHOOL CONTEXT

The curriculum for RE is progressive and demanding. A displayed progress journey at the beginning of lessons enables pupils to rehearse, overlearn and deepen their learning by making connections.

Our clear approach to lesson sequencing ensures that lessons build upon each other. This, in turn, ensures that all pupils make exceptional progress. The building blocks or core components of lessons ensures that children are ready for subsequent learning, giving them the best opportunity to know more and remember more.

Monega Primary School is a multi-cultural school which serves the needs of the local community in the local area. There is provision at the school for children with severe communication difficulties. The school is keen to maintain good relationships with the parents and the members of the local community.

THE NATURE OF R.E

At Monega we believe that R.E should enable children to develop knowledge and understanding of themselves and others. Alongside this, children learn about the values and traditions of the big seven religions in our country. Therefore, the ethos of the school should reflect values and attitudes which characterize our multi-faith community. Children should be encouraged to develop a sense of respect for themselves and others and become sensitive to their views and beliefs.

The development of R.E will ensure that the teaching of R.E will contribute to whole school topics and that it will develop the school ethos as a caring community which has respect for all.

THE AIMS OF R.E AT MONEGA

At Monega, we do not press religious or non-religious beliefs on children or to compromise children's own beliefs by promoting one religion over another. We aim to:

- Neither promote nor undermine any particular religions' spiritual or secular stance.
- Be accessible to pupils and teachers of any religious stance or none.
- Encourage pupils to be confident and able to safely express their views and opinions.
- Encourage pupils to have confidence in their own growing sense of identity as well as valuing and respecting diversity in others.
- Help pupils in their search for meaning and purpose in life.

LEGAL REQUIREMENTS

The teaching of Religious Education has been compulsory for state schools since 1944. The Education Reform Act (1988) introduced the National Curriculum and confirmed R.E as a

compulsory element of the basic curriculum for children. Legislation requires that RE is part of the school curriculum for all registered pupils and must be taught to the agreed syllabus with the exception of pupils in nursery.

Parents have the right to withdraw their child from all or part of Religious Education.

The 1988 Education Reform Act requires that each LEA draws up its own agreed syllabus which reflects the local circumstances. It must be reviewed every 5 years.

The updated Newham R.E Agreed Syllabus was produced in 2022 and is titled 'Exploring Beliefs, Celebrating Diversity'. The Newham Agreed Syllabus (2022) encourages schools to ensure that RE is well taught and makes a significant contribution to the education of children and young people. The document states that "RE is an important curriculum subject. It is important in its own right, and also makes a unique contribution to the spiritual, moral, social, and cultural development of pupils and supports wider community cohesion. The government is keen to ensure all pupils receive high quality RE"

CURRICULUM TIME

It is recommended that throughout the Early Years Foundation Stage, RE should be a discernible element of the curriculum and should be reflected in the teaching of Understanding the World and Personal, Social and Emotional Development. In each of the Key Stages 1 and 2 RE should be taught for 1 hour per week.

SCHOOL POLICY AND THE NATIONAL CURRICULUM

Since 1988, it has been a requirement that every local authority has a Standing Advisory Council on Religious Education (SACRE) Newham SACRE, which begun in 1989 is designed to suit the diversity of the borough.

At Monega, we ensure that all of our pupils achieve their best personally, emotionally, socially and academically by:

- Understanding our intention for RE and using this to implement high quality lessons that are supported by the use of real artefacts.
- Encouraging a positive attitude to enable children to feel equal and as a valued member of our Monega community.
- Enriching values and beliefs.
- Support children in understanding the British Values including tolerance for those with different values, faiths and beliefs.
- Using the 'Big Question' to enhance an awareness of religious beliefs and practises and supporting children to become active citizens in our world.
- Supporting the development of the skills needed for appropriate debate and discussion.

This policy will become part of the overall curriculum policy of the school.

KEY STAGE 1

At Key Stage 1 the Newham Agreed Syllabus (2022) requires that schools 'reflect that the religious traditions in Great Britain are in the main Christians, whilst taking account of

the teaching and practices of the other principal religions presented in Great Britain' (The Education Act 1996)

Through the Agreed Syllabus Key Stage 1 pupils at Monega will be taught about Christianity. However, our pupils will also learn about other religions that are part of the 'big seven' religions. These are:

- Christianity
- Islam
- Sikhism
- Hinduism
- Buddhism
- Judaism
- Humanism

The questions that will underpin the learning in Year 1 and Year 2 are:

Year 1 - What does it mean to belong? (Religions covered in Year 1 are Christianity, Sikhism, Hinduism and Islam)

Year 2 - What can we learn from stories? (Religions covered in Year 2 are Christianity, Islam, Judaism, Hinduism, Sikhism and Buddhism)

During Key Stage 1 pupils are beginning to develop an awareness of themselves and others. They begin to recognise that there are stories, people, places, times and values that are important to themselves and to others.

KEY STAGE 2

Throughout Key Stage 2, it has been stated by the Newham Agreed Syllabus (2022) that the content of RE lessons should 'reflect that the religious traditions in Great Britain are in the main Christians, whilst taking account of the teaching and practises of the other principal religions presented in Great Britain'

Through the Agreed Syllabus Key Stage 2 pupils at Monega will be taught about Christianity, however our pupils will also learn about other religions that are part of the 'big seven' religions. These are:

- Christianity
- Islam
- Sikhism
- Hinduism
- Buddhism
- Judaism
- Humanism

Year 3 and Year 4

The questions that will underpin the learning in Year 3 and Year 4 are:

Year 3 - How are symbols and sayings important in religion? (Religions covered in Year 3 are Christianity, Buddhism, Judaism, Hinduism and Sikhism)

Year 4 - What is important to people in my local community? (Religions covered in Year 4 are Hinduism, Christianity. Other religions within the big seven religions will also be covered during broader topics such as 'Marriage')

Pupils will develop their interest in, as well as knowledge and understanding of, different religious beliefs and practices. Through studying Christianity, Islam, Buddhism, Sikhism, Judaism and Hinduism, pupils will begin to recognize diversity within, as well as between, religious and cultural traditions. Pupils will begin to develop research skills and use religious vocabulary with confidence.

Year 5 and Year 6

The questions that will underpin the learning in Year 5 and Year 6 are:

Year 5 - What impact do beliefs have on actions? (Religions covered in Year 5 are Christianity and Islam. Other religions within the big seven religions will also be covered during broader topics such as 'Inner Forces')

Year 6 - How important are the similarities and differences between and within religions? (Religions covered in Year 6 are Christianity however other religions within the big seven religions will also be covered during broader topics such as 'Life After Death')

At Monega Primary School, pupils will develop an understanding of the connection between beliefs and actions. They will increasingly understand some of the ways in which cultural and social influences affect how people practice their religion and will be able to compare their own beliefs and lifestyles with those of others. Pupils will gain these skills through the study of Christianity, Islam, Buddhism, Sikhism, Judaism, Humanism and Hinduism.

EQUAL OPPORTUNITIES

All pupils are enabled, through a variety of learning experiences and teaching strategies to develop their own sense of achievement, self-respect and self-confidence. Pupils at Monega Primary School come from a diverse range of religious and non-religious backgrounds. Their views, beliefs and values are to be appreciated and respected. In order for this to be implemented teachers need to differentiate tasks and activities according to their children's abilities. Planning should provide for:

- The range of pupil ability in the group, with differentiated activities.
- The past and present experience of pupils.
- The family background of pupils.
- The individual needs of pupils including their special educational needs.
- A range of opportunities to assess progress.

Resources

The R.E. coordinator has the responsibility for the purchase of resources for which all staff can make suggestions. At present there are 12 topic boxes for the major religions. Resources have been purchased that are recommended in the Newham Agreed Syllabus, Exploring Beliefs, Celebrating Diversity (2022) and are available for teachers to use in their lessons. These resources are stored in the 'Reflection Room,' which is a space for reflection, meditation and prayer.

Assessment

Assessment is a vital part of a Childs development. Assessment in RE is based on attainment targets. Through knowledge sustained as part of a broad and progressive curriculum, teachers should judge which descriptions best fit the pupils' performance.

Evaluation

It is essential that classroom policy reflects our policy intentions. Therefore RE lessons should be evaluated weekly by the teacher. Teachers should identify children who have achieved and underachieved and use this information in their planning for the next lesson. Teaching and learning will be monitored regularly by the RE Subject Lead and SLT to ensure the RE policy is implemented across the school.