



Curwen Primary School Religious Education Policy Summer 2023

Review Date: 2026

Links with other Policies

When agreeing or reviewing the Religious Education Policy, links should be made with other relevant policies and guidelines, including the Trust's Equality Information and Objectives, and the school's Collective Worship Policy, Safeguarding Policy.

Contents

1. Introduction.....	3
2. Statutory Requirements	3
3. Curwen Vision.....	3
4. Aim (Intent)	3
5. Curriculum (Implementation)	4
6. Resources	4
7. Meeting the Needs of all Pupils.....	5
8. Assessment Recording and Reporting.....	5
9. Deepening Learning and Mastery in RE	5
10. Withdrawals	5
11. Monitoring and reviewing	6
12. Appendices	7 - 12

Introduction

Religious Education (RE) is part of the curriculum that all schools must provide for pupils 4 -18. RE is not covered in the National Curriculum, however the programme for RE in each Local Authority (LA) is locally agreed. The document in which each LA sets out the RE programme for its schools is called a 'local agreed syllabus for religious education'. In Newham, the local agreed syllabus must be followed by all community and foundation schools. The title of the Newham Agreed Syllabus (NAS) is 'Exploring Beliefs, Celebrating Diversity' (2022). Religious Education should enable children to develop an awareness of themselves and to teach them to value and respect others. RE provides Curwen's pupils ample opportunities to learn the skills of tolerance and mutual respect, as result pupils are able to positively contribute to Life in Morden Britain.

Statutory Requirements

Legislation requires that RE is part of the school curriculum for all registered pupils. Schools are required by the 1988 Education Act to provide religious education for all pupils aged 4-18. The teaching of religious education should "reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principle religions represented in Great Britain" Education Act 1996 375(3). As an academy, we must provide RE in accordance with the requirements for agreed syllabuses and have regard to the requirements of the non-statutory National Framework for RE (DFE, 2010).

Curwen Vision

At Curwen Primary, children are equipped to learn and progress in RE. They are given opportunities to learn, to make links with their own and others' lives, beliefs and current affairs. They are taught to discuss and find out about others, respectfully. As a result, our children learn to respect and live with others in a Modern British society.

Aims (Intent)

In line with the Newham agreed syllabus, 'Exploring Beliefs, Celebrating Diversity' (2022), we make sure that the children learning about, expressing and communicating their ideas and deploying skills needed for the study of religion and worldviews.

The process of knowing about and understanding Religion and Worldviews:

- focuses on those strands or aspects of religion and human experience that seeks to understand beliefs, teaching and sources, practices and ways of life and forms of expression
- consists of more than information-gathering in that it includes identifying the underlying concepts and theme enables pupils to engage with the material through developing a range of identifiable skills

The process of expressing and communicating ideas about Religion and Worldviews:

- encourages pupils to make links between their learning and their own personal experiences through considering; identity and belonging, meaning, purpose, truth, values and commitments
- enables pupils to develop their thinking about their own and others' experiences so that they are enabled to develop in their thinking about their own experiences in life, as they compare their experiences with those of others
- encourages pupils to express their responses in a range of forms and styles (representational, symbolic etc.)
- encourages pupils to be sensitive to a range of human responses that might differ from their own.

The process of gaining and deploying skills needed for the study of Religion and Worldviews

- encourages pupils to use higher order skills in their work and think creatively and deeply about religion and world views and
- enables pupils to make links between other areas of the curriculum.

We have ensured that RE and religious studies are rooted in three key disciplines. These are theology, philosophy and the human/social sciences. Multi- disciplinary in RE aids us in understanding religious studies and worldviews from different angles and viewpoints. This ensures content chosen for RE/Religion and Worldviews is appropriate and well established within academic traditions and ensures pupils use and develop a range of subject-specific skills. Please see appendix 4, which is taken from the NAS (2022)

Curriculum (Implementation)

Curwen uses the unit of works provided by Newham Agreed syllabus but each unit should be developed to meet the individual needs of Curwen's pupils. Year groups have 6-7 units of work available, where this is an option, the RE Lead, year group leader and SLT will decide during summer term planning meetings which units will be taught. This is then added to the long term plan (see appendix 1) which is saved on the shared system and can be found at G:\Shared drives\CPS - Curriculum Information\NEW CURRICULUM 2023 - 2024 (GREEN FOLDER) \R.E. In Key stage 1 and 2, each year group is required to teach 6 units throughout the year. Each year group has a RE big question that links to all the units of work. Pupils should use their knowledge from each unit to respond to the questions. Children respond to the Pre-Post learning sheet at the start and end of each unit of learning. This involves discussing and developing ideas around the Big Question, alongside evidencing in their books a response to the key question for the unit every half term.

In the EYFS RE is not taught as a curriculum area but should be a discernible element in the experience of children in both nursery and reception classes. RE is taught in relation to a range of festivals throughout the year and disseminated through story books/story sessions. In line with the DfE's 2013 profile, RE should be delivered, through planned, purposeful play and through a mix of adult-led and child initiated activity, providing opportunities for pupils to develop in all seven 7 areas of the development matters (See Appendix 2).

RE will be taught in total of:

EYFS- 30 hours per year (approximately 1-2 adult focus a term)

Key Stage 1- 36 hours per year (approximately 50 minutes a week);

Key Stage 2- 45 hours per year (approximately 1 hour and 15 minutes a week)

For each Key stage, the promotion of spiritual, moral social and cultural development (SMSC) is at the forefront of learning. The teaching of RE will not seek to urge religious or non- religious beliefs on children, nor comprise individual one's belief by promoting one religion over another. It should not seek to nurture or convert. Good practise in RE teaching whenever possible will seek to show the following elements: Reflect, relate and respond to concepts being taught.

Resources

The school have a wide range of artefacts and books to enhance the teaching of RE. RE resources are located in the cupboard in the corridor leading to the KS2 playground from the dinner hall. There are also some teacher reference books in the cupboards or with the RE co-ordinator. The RE co-ordinator is responsible for RE resources. Appendix 3 contains a list of all available resources.

Meeting the needs of all pupils

We believe that all pupils, irrespective of their, ability, needs, race, gender, age, class or religion should have equal access to the RE curriculum. (See section on withdrawal). Re lessons are differentiated to match the ability of pupils. This includes providing for pupils with special needs

and those who are recognised as MAST. Religious education should enhance and foster a feeling of mutual respect and desire for a just and equal society. To enable this, teachers should ensure that the positive aspect of all group are presented.

In line with other school policies, RE aims to meet the needs of children through planned differentiation and resources. This will include the need to adapt lesson to take into account for children different learning styles, especially those to Who English is an additional language (EAL) and children with Special Educational needs (SEN). When and where possible teaching of RE should have a multi-sensory approach so as to cater for varied needs of all children.

Assessment Recording and Reporting

All assessment statements from units of work have been entered in to the ‘Arbor’ assessment tool used to assess all subjects at Curwen. At the end of each unit of work and in line with Curwen data deadlines, teachers input data to show how pupils have performed. Pupils are assessed on their Skills as well as their knowledge. Not all aspects of RE can or should be assessed as RE involves much personal insight and revelations. Children’s progress in RE will be reported to parents at the end of each academic year in the school reports to parents.

Deepening Learning and Mastery in RE.

Ways of fostering Deepening Learning and Mastery in RE:

- Use a variety of challenging questioning strategies
- Set extension task that encourages greater depth of thinking
- Teach pupils terminology they need to handle sophisticated questions and idea
- Focus on application of ideas
- Encourage making connection between work in RE and other subject
- Children to attend RE conferences
- Use P4C to encourage high order thinking

Withdrawals

Parents have the statutory right to withdraw their children from RE. However, Newham have worked hard, so that the agreed syllabus has been constructed in the hope that parents will rarely, if ever, wish to exercise their right of withdrawal, and will be prepared to explore with the school ways in which their child can receive their Religious Education.

If a parent asks that a pupil should be wholly or partly excused form attending any RE in the school, then the school must comply. Parents are not obliged to give reasons for the withdrawal. At Curwen, we ask that the parents write a letter to the head teacher to request withdrawal. A meeting will then take place between the parents, head teacher and RE co-ordinator to try to resolve the problem first.

A pupil may, if the parent requests this, be withdrawn from the school premises to receive RE elsewhere, so long as the local authority is satisfying that this will not interfere with the child’s attendance at school other than at the beginning or end of any school session. If this is not possible and the parents wish their child to receive separate RE, the school is required to allow such education to take place in the school providing it does not have to meet the cost and the request is not unreasonable. The school is responsible for the child, unless the child is receiving RE elsewhere, but the teacher is not responsible for providing alternative work for the child.

A list of children who have been withdrawn from RE at Curwen will be kept by the RE co-ordinator.

Monitoring and review

This policy will be reviewed every three years unless any significant changes occur before this time.

Appendix 1

R.E Themes Overview for 23-24 (This is aligned to the New R.E Agreed Syllabus Sept 2022)

Year	AUTUMN		SPRING		SUMMER	
Rec	Harvest	Celebration	Easter	Hare and Tortoise	Eid	The Gift of Friendship
Year 1	BIG QUESTION: What is Special to Me?					
	What is special about living with family and friends?	How do Christians celebrate Christmas?	What does it mean to belong to Sikhism? Visit a Gurdwara.	What does it mean to belong to Christianity?	What does it mean to belong to Hinduism? Hinduism Assembly	What does it mean to belong to Islam?
Year 2	BIG QUESTION: What can we learn from special stories?					
	Why are different books special for different people? (Christianity and 1 other) Visit St Paul's Cathedral Holy Books Assembly	What does it mean to say sorry?	Why did Jesus tell stories?	Why is Easter important to Christian people?	How does special foods and fasting help people in their faith?	Where did the world come from and how should we look after it?
Year 3	BIG QUESTION: How are symbols and sayings important in religion?					
	What can we learn about special symbols and signs used in special religions? (Christianity, Islam and world views)	What is the significance of light in religion?	How and why do Hindus celebrate Holi? Holi Assembly	How did Jesus and Buddha make people stop and think?	What do Sikh ^{Sikh} sayings tell us about Sikh ^{Sikh} sayings?	How do Jews celebrate their beliefs at home and in the synagogue? Visit a Synagogue
Year 4	BIG QUESTION: What is important to people in my local community?					
	What religions and worldviews are represented in our neighbourhood?	How and why do Hindus worship at home and in the Mandir ^{Mandir} ? Visit a Mandir.	Why the bible is special for Christians?	Why is Easter important to Christians? Easter Assembly	What makes me the person I am?	What happens when someone gets married?
Year 5	BIG QUESTION: What impact do beliefs have on actions?					
	What do religions and worldviews believe about God?	How is Christmas celebrated around the world?	What inner forces affect how we think and behave?	Should all creatures be treated equally? (Animal law-case)	How do Christians try to follow Jesus' example?	Why is Mohammed and the Qur'an ^{Qur'an} important for Muslim people? Eid Assembly Visit a Mosque
Year 6	BIG QUESTION: How important are the similarities and differences between and within religions and worldviews?					
	What similarities and differences are there between religions and world views?	What do people believe about life after death? Remembrance Day assembly	What happened on the first Easter Sunday?	What qualities are important to present-day religious leaders?	How do people express their faith through the arts in Christianity? Visit a Church-stained glass windows	How could we design a celebration that involved everyone, whether religious or not?

Appendix 2

RE in the EYFS

RE is a statutory requirement for children in reception classes. Below are links to the 7 strands of the development Matters profile, which is listed in 'Exploring Beliefs, Celebrating Diversity Newham Agreed Syllabus for Religious Education (2022).

Communication and language:

- Children listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions.
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources.
- Talk about how they and others show feelings.
- Develop their own narratives in relation to stories they hear from different traditions.

Personal, social and emotional development:

- Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect.
- Work as part of a group, taking turns and sharing fairly, understanding that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously.
- Talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable.
- Think and talk about issues of right and wrong and why these questions matter.
- Respond to significant experiences showing a range of feelings when appropriate.
- Have a developing awareness of their own needs, views and feelings and are sensitive to those of others.
- Have a developing respect for their own cultures and beliefs, and those of other people.
- Show sensitivity to others' needs and feelings, and form positive relationships.

Understanding the world:

- Children talk about similarities and differences between themselves and others, among families, communities and traditions.
- Begin to know about their own cultures and beliefs and those of other people.
- Explore, observe and find out about places and objects that matter in different cultures and beliefs.

Expressive arts and design:

- Children use their imagination in art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings.
- Respond in a variety of ways to what they see, hear, smell, touch and taste.

Literacy:

- Children are given access to a wide range of books, poems and other written materials to ignite their interest.

Mathematics:

- Children recognise, create and describe some patterns, sorting and ordering objects simply.

Appendix 3

RE Resources List

RE Resource (cupboard 1)

Islam Resources

Books

- The Quran x 3
- Stories of the Prophet from the Quran
- Islam
- Islamic Patterns
- Ramadan and Eid al Fitr
- Ramadan My Fun Pack
- I am a Muslim

Other Resources

- Prayer mat
- Bracelets
- Prayer beads
- Arabic card
- Incense sticks
- Compass
- Key Vocabulary
- Prayer card
- Mendi
- Translation to call of prayer
- Wedding doll
- Shawl
- 5 pillar of Islam
- Eid celebration cards
- Muslim prayer ritual cards
- Tasbih

Eid festival box

Buddhism Resources

Books

- What is Buddhism?
- Buddhist teaching and practice
- Buddhism Key stage 1 – I am a Buddhist
- Buddhist festival
- Buddhist scripture
- What do we know about about Buddhism

Other Resources

- Buddhist beliefs (worksheets)
- What is a Buddhist (worksheet)
- Buddhist festivals
- Buddhist picture
- A prayer mat
- Buddhist figures

Sikhism Resources

Videos

- Rooted religious pack
- Aspects of Sikhism

Books

- Holy writings
- The Sikh Guru Gurn Nanak
- (birthday, place of birth)

Other Sikh Resources

- Scared thread religious beads and clothes Poster of the 10 Sikh Gurus
- The 5K s matching game
- The 5Ks picture cards
- Box of 2 framed religious pictures
- Kanga (combs)
- Kara (Bracelet)
- Turbans x2
- Swords x2

Hinduism Resources

- Wedding invitation
- Dandia sticks
- Bracelets
- Prayer pictures
- Brass Pooja set
- Sari material
- Mask from Rama and Sita story
- Statue of Hindu Gods X 3
- Divas
- The heart of Hinduism CD-Rom
- Kum kum powder

RE Resource (cupboard 2)

Christianity Resources

Books

- Bibles
- Christening Bibles
- NKJ bible
- Children x 2

Other Resources

- Card with website
- Teacher guides
- Jesus Journey picture pack
- Picture of Jesus crucifixions
- St Mary
- Rosary
- Communion bread
- Palmer Sunday cross
- Christening blankets

Christmas Resource

Books

- The Twelve Days of Christmas
- The Twelve Days of Christmas pop-up book
- The Night Before Christmas
- The Nativity

DVD

- It's a Boy Muppets Christmas Movie
- Sara and Paul Christmas
- Video Coming together

Other Resources

- Christmas Key stage 2 Booklet
- Pictures and posters of Bethlehem and Christmas story
- Worksheets info and pictures of a church
- Oil of frankincense x 3
- Myth x3
- A gold box x 3

- Christmas decorations, table cloth and candles
- Church pictures with descriptions
- First Christmas story cards
- A boxed Nativity play set
- It's a boy board game

Easter

Books

- Aspects of Christianity
- Easter
- Easter celebration
- Books

Other Resources

- Chicks
- Soft toy chick
- Palm Sunday crosses
- Easter eggs
- Key vocabulary
- Crucifixion ordainments
- Easter Resources
-

Judaism Resources

Books

- Hebrew bible
- Torah
- Yad
- Mezuzah
- Jewish Stories

Other Resources

- Passover table
- Passover set
- Candle
- Kippah (Jewish hat)
- Picture of Jewish event and people
- Shofar (horn)
- Elijah's Cup

RE Resource (cupboard 3)

RE Topic Boxes (new boxes)

- Diwali
- Hanukkah
- Holy Books
- Light
- Chinese New Year
- Wedding
- Judaism
- Easter

Appendix 4

RE as Multi- Disciplinary

In the Newham agreed syllabus, the following disciplines have been identified and were used in the writing of the support schemes of work from reception to KS5:

History – This is about asking questions that historians would ask. It requires pupils to think like historians, to look at religion and worldviews through a history lens. Pupils will explore questions and answers raised through considering the validity of evidence, accounts and interpretation for beliefs and practices in religion and worldviews.

Philosophy – This is about asking questions that thinkers would ask. It requires pupils to think like philosophers, to look at concepts through a philosophical lens. Pupils will explore questions and answers raised through considering the nature of knowledge, existence, and morality.

Empathy – This is about recognising personal meaning. It requires pupils to recognise personal meaning for themselves as well as others. Pupils will learn to accurately represent people's beliefs and practices being able to articulate their religious or worldview background/s.

Theology – This is about asking questions that believers would ask. It requires pupils to think like theologians, to look at concepts through a theological lens. Pupils will explore questions and answers that arise from inside religions and worldviews.

Debate – This is about asking questions about the nature of truth and reality. It requires pupils to think and argue logically, providing evidence to ethical questions in life that religions and worldviews engage with.

Experiencer – This is about asking questions that people who study lived reality or phenomena would ask. It requires pupils to think like human and social scientists, to look at concepts through a human/social science lens. Pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives.

Worldview – This is about understanding that there is no neutral position or thought. We are the combination of our upbringing, life experience and our beliefs. These together give us a unique way of understanding/viewing the world and in turn affects the way we engage with and understand religion and worldviews.