



## Religious Education Curriculum Policy

### Intent

At Baguley Hall Primary School we provide pupils with an engaging, challenging, inspiring and coherent Religious Education curriculum that provides them with the knowledge and understanding of a range of religions and worldviews in order to participate in a modern, diverse Britain.

The RE curriculum at Baguley Hall Primary School gets children to think about and answer challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. We provide children with opportunities to learn about and from a wide variety of religions and worldviews, while encouraging and teaching them to respect the right of others and their beliefs as well as reflect on their own beliefs, ideas and ways of living.

Topics are informed by the Manchester SACRE Agreed Syllabus 2016 - 2021, whose principle aim is to “engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.” The RE curriculum at Baguley Hall is carefully planned and structured to ensure that current learning is linked to previous learning and that the school’s approaches are informed by current pedagogy. We ensure children know more, understand more and remember more. When planning RE at Baguley Hall we are sensitive to, take into account and celebrate and value the wide and diverse beliefs of our pupils and whole school community.

### Implementation

In the Early Years Foundation Stage and Key Stage 1 RE is taught in blocks throughout the year and in Key Stage 2 RE is taught in blocks on a two-year cycle, so that children are able to spend longer on each topic building on previous learning and achieving depth in their learning. The teaching of RE is a legal requirement, unless children are withdrawn by their parents, and the Manchester SACRE Agreed Syllabus states that children in EYFS and KS1 must receive 36 hours of RE per year and children in KS2 must receive 45 hours of RE per year. Children are taught RE in Reception, KS1, LKS2 and UKS2. This ensures that all children receive a quality and focused RE curriculum which is a necessary part of a broad and balanced curriculum. The Manchester SACRE Agreed Syllabus requires that all pupils learn from Christianity in each key stage. In addition, pupils will learn from the following principle religions represented in the UK; Islam, Hinduism, Sikhism, Buddhism, Judaism and Humanism.

The Agreed Syllabus is based around a key question approach in order to help teachers deliver the statutory programmes of study. When planning teachers need to keep in mind the principle aim of RE. The agreed syllabus outlines a five step planning process in order to help teachers make the best use of the key questions and plan RE lessons that are engaging, coherent and show progression. When teachers have selected their key question along with learning outcomes and specific content links are then made to the UNCRC, as we are a Rights Respecting School (RRS), and to Peace Mala, both of which underpin the school’s ethos. Consideration is also given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school’s commitment to inclusion, where applicable SEND children will be provided with reasonable adjustments to their tasks and levels of challenge. Advice will be sought from the school SENDCO when needed. The Agreed Syllabus supports this by outlining emerging, expected and exceeding learning outcomes for each key question. By the end of year 6, children will have studied a wide range of religions and worldviews through three key strands:

- **Believing** – Religious beliefs, teachings, sources; questions about meaning, purpose and truth.
- **Expressing** – Religious and spiritual forms of expression; questions about identity and diversity.
- **Living**– Religious practices and ways of living; questions about values and commitments.

There are opportunities for links between the RE curriculum for pieces of knowledge based writing enabling further contextual learning as well as links to articles in the UNCRC and the Golden Rule that underpins Peace Mala. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the of the selected learning outcomes as well as the vocabulary taught for each key question.

Within the Early Years Foundation Stage (EYFS) RE is non-statutory within nursery, however, at Baguley Hall there are examples of good RE practice which can be seen through work on different religious celebrations throughout the year as well as links made with Peace Mala. RE is a compulsory part of the basic curriculum for all reception age pupils. According to the Agreed Syllabus, “RE sits firmly within the areas of



## **Religious Education Curriculum Policy**

personal, social and emotional development and understanding the world.” Suggestions of questions, outcomes and content are set out within the Agreed Syllabus to ensure good provision within reception.

### **Impact**

Outcomes in topic books evidence a broad and balanced RE curriculum and demonstrate the children’s acquisition of selected learning outcomes and content. Key questions are shared with children at the beginning of each new topic and children review the selected learning outcomes at the end of every lesson. Children also record what they have learned comparative to their starting points at the end of every key question taught through KWL grids. Through KWL grids teachers can tailor their lessons to meet the needs of all the learners in their class so that new learning is ensured each year and clear progression can be seen.

### **British Values, Peace Mala and Rights Respecting School**

As a school, we value the diverse ethnic background and beliefs of all pupils and families and undertake a variety of events and lessons to celebrate these. We have found this approach to be enriching for all parties as it teaches tolerance and respect for the differences in our community and the wider world. At Baguley Hall we value and celebrate the religious background of all members of our school community and treat each individuals’ beliefs and values with respect and sensitivity which in turn reflects our ethos as a Peace Mala and Rights Respecting School. Peace Mala underpins the British Values of tolerance, individual liberty and mutual respect, which in turn underpins the RE curriculum at Baguley Hall.

In Year One children focus on two religions, Christianity and Judaism. Children are taught about what Christians believe and how and why Christians celebrate sacred times. They also learn about Christians and Jews sacred places and what does it mean to them to belong to a faith community. This content is taught through five different key questions.

In Year Two children learn about Christians, Jews and Muslims. The Key questions selected in year 2 focus on the beliefs of Jews and Muslims, what can be learnt from sacred books in the Christian, Jewish and Islamic faiths, sacred and special times within Judaism and Islam and looking at what the Jewish faith says about how we should care for others in the world and examples of those who practise this.

In Lower Key Stage Two children are introduced to Hinduism looking at what it means to be a Hindu in Britain today. Within LKS2 children are taught to think about and consider what different religions think and teach about prayer, the importance of festivals, deciding what is right and wrong and beliefs about God. Throughout the two-year cycle children also consider why the Bible is so important to Christians, why Jesus is inspiring to some people and why some think life is like a journey.

In Upper Key Stage Two children are introduced to other worldviews and beliefs such as Humanists and compare them to religions that have already been taught. Within UKS2 children are encouraged to think deeper and use what they have been taught from each of the different religions to answer key questions such as what do religions say when things get hard? Why do some people believe God exists? If God is everywhere why go to a place of worship? and What would Jesus do? In addition, children consider whether it is better to express your beliefs in arts an architecture or in charity and generosity. Lastly, children consider the question, what difference does it make to believe in ahimsa (harmlessness), grace and ummah (community)?

Baguley Hall is a Rights Respecting School and the teaching of RE allows learners to deepen their understanding of why the UN was formed, the need for global unity and gives pupils the opportunity to empathise with other people’s experiences and how their own experience may differ due to the UNCRC.

### **EYFS**

Within the foundation stage children are taught RE through suggested key questions which include looking at stories, people, places and times that are special and why, where do we belong and finally what is special about our world and why. As good early years teaching comes from children’s own experiences teachers are encouraged, and already do, find ways to incorporate religious and spiritual experiences that so many of our



## **Religious Education Curriculum Policy**

families have. RE within the foundation stage helps children to begin to understand and value the differences of individuals and groups.

### **Key Stage One**

During Key Stage One children will develop their knowledge and understanding of religions, recognising local, national and global contexts and they should use basic subject specific vocabulary. In addition, they should raise questions and begin to express their own views in response to what they have learnt.

Children will begin by learning about Christianity and Judaism in year one. Within this year children will learn about Christian beliefs and sacred times before Judaism is introduced and they look at both Christians and Jews sacred places and what it means for them to belong to a faith community. Children then finish the year by thinking about religion within a global context, asking the question how should we care for others in the world and why does it matter, focusing on Christian views and beliefs to answer this question.

During year two children will be introduced to Islam, learning about what Muslims believe, what we can learn from the Islamic sacred book and how and why Muslims celebrate sacred times. Children will also continue to learn about Christianity and Judaism, building on what they have learnt the previous year. Within year two children look deeper into what Jews believe, what we can learn from their sacred book and how and why they celebrate sacred times. Children are also encouraged to look at similarities and difference between the Christian and Jewish faiths. At the end of year two children think about religion within a global context, asking the question how should we care for others in the world and why does it matter, focusing on Jewish views and beliefs to answer this question. Children are encouraged to consider if Jewish views are similar or different to Christian responses to this question, that were addressed at the end of year one.

### **Key Stage Two**

Within Key Stage Two pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, selecting examples and giving reasons to support their ideas and views.

During this key stage children are introduced to different religions and worldviews to study. These include learning what matters most to Humanists, before comparing it to what matters most to Christians, and what it means to be a Hindu in Britain today. Children will continue to build on their existing knowledge and understanding of Christianity, Islam and Judaism.

Within Key Stage Two children will consider questions such as What do religions say when things get hard? Why do some people believe God exists? Why do some people think life is like a journey? Why are festivals important to religious communities? Such questions are to encourage children to consider and compare the beliefs and teachings from different religions they have studied as well as their own ideas and answers to these questions, not just one religions answer to these questions.

### **Teaching and Learning**

The curriculum at Baguley hall is in line with the Manchester SACRE Agreed Syllabus which aims to ensure that all pupils:

- Know about and understand a range of religions and worldviews;
- Express ideas and insights about the nature, significance and impact of religions and worldviews;
- Gain and deploy skills needed to engage seriously with religions and worldviews.

Learning from these aims will help children to foster an enthusiasm and sense of curiosity about religious and worldviews, encouraging pupils in their first steps towards being life-long learners. The learning outcomes and content for each lesson is informed by the key question that is selected from the Manchester SACRE Agreed Syllabus. Children have access to vocabulary mats in each year group and for each topic cycle. These vocabulary mats also support teachers in their planning. Teaching and learning in RE are supported by a wealth of resources within school, online, in the local community, RRS, British Values and Peace Mala.

### Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- The use of vocabulary mats is used in every lesson, so that children are understanding and applying specific vocabulary to their work.
- Providing effective feedback, including interactive marking through green pen questions where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified specific content of each topic being evidenced through the selected learning outcomes.
- Use of the 'what I already know, what I want to know and what I have learnt' (KWL) strategy throughout a unit, alongside specific and measurable learning objectives (WALT) for each lesson with child and teacher review of the agreed learning outcomes.

### Equal Opportunities and Inclusion

At Baguley Hall Primary School 'Putting children first,' is our motto and we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities. Teachers use a range of strategies to ensure inclusion. Peace Mala and RRS is reflected in all that we do, not just in learning but in the way that we act every day. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge. All children are entitled to access the RE curriculum at a level appropriate to their needs.

To ensure inclusion, teachers use a range of strategies in line with the school's inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility and reasonable adjustments are made when needed, as well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

"Religions are different roads converging to the same point. What does it matter that we take different roads as long as we reach the same goal? In reality, there are as many different religions as there as individuals."  
-Gandhi

March 2020

Date of review September 2020