



Newall Green Primary School

Aiming High To Reach Our Goals

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Newall Green Primary School R.E. Curriculum

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Intent

The curriculum that we teach at Newall Green Primary School has been planned to develop the (Manchester) **five key skills for life** of: Problem solving, Teamwork, Self-management (initiative, organisation, accountability) Self-belief (confidence, resilience, positive attitude) and Communication.

At Newall Green Primary we want our pupils to develop the knowledge and curiosity to ask significant questions, understand varied responses and formulate views and responses of their own. Through teaching and modelling an appreciation of diversity and an intolerance to racism and discrimination, we promote community cohesion within Newall Green Primary, and into the wider community.

We follow the Manchester's SACRE 5 syllabus alongside the RE Today scheme of work when planning to support the pupils here at Newall Green. These resources provide a variety teaching and learning ideas, assessment guidance and a variety of resources and tools which will support teachers when implementing RE across the school. The SACRE 5 syllabus encourages pupils to study different religions and worldviews, understand concepts and master the skills that they need to make sense of it, then reflect and evaluate their own perspective.

As we are also a Peace Mala Gold accredited school, we currently combine the SACRE 5 curriculum with additional focus on Peace Mala allowing us to give the children time to experience a variety of additional religions and worldviews. Peace Mala is an ethos devised by Pam Evans after the 9/11 terrorist events in the USA. It aims to create the missing link in education, the 'glue' that would bring together everything that we, as educators would wish the citizens of tomorrow to hope for 'one voice of tolerance and acceptance' The Peace Mala ethos was introduced to the children back in May 2012, we continue to present day to remind and reinforce this message as part of our ongoing Peace Mala Accreditation.



Implementation

Curriculum- See **Appendix 1** for Curriculum Map

All lessons follow the Agreed Syllabus and are supported by the RE Today scheme of work we currently have in place which offers a broad range of activities and incorporates the use of important artifacts. All learners are scaffolded within sessions to suit the needs and current abilities of each child allowing them to be appropriately challenged to reach their full potential. Knowledge organisers are produced and shared each half-term to ensure the children are aware of their learning outcomes and can refer to them when needed. The curriculum aspires to provide sequential learning throughout the school, building on, not repeating previous knowledge whilst also allowing opportunities for retrieval.

Foundation Stage

In Reception, formal lessons are taught fortnightly and have been planned in conjunction with the Reception LTP. Lessons are planned with the consideration of the ELG statements for People, Cultures and Communities, and the learning needed to support their future learning in Year one and above. Children also have the opportunity to explore diversity and cultures through activities and resources implemented in continuous provision. Some evidence is collected using observations and half-termly focuses for RE are displayed in a topic floor book.

KS1 and KS2

RE lessons are taught weekly for one hour by class teachers. In year groups one through to six the final summer half-term allows for children to focus on a spiritual tradition relating to the Peace Mala project. This is because we discovered due to our local context, many of our pupils do not encounter a variety of religions and worldviews. We felt that combining the SACRE 5 curriculum with an additional focus on Peace Mala allows us to give the children time to experience religions in depth, alongside developing a sense of moral self through their Peace Mala values.

We also arrange for each year group to visit a place of worship to embed a variety of cultural experiences for the children allowing them to develop

essential knowledge to become a well-rounded and respectful citizen within the community. Throughout the year we also carry out numerous assemblies and enrichment activities to support the children's knowledge and experiences. These events are often shared with parents on social media platforms and occasionally events are planned allowing parents to be invited into school to celebrate their child's learning. Visitors are also invited into school for workshops and celebrations throughout the academic year.

Assessment

Teacher's will use a combination of strategies to assess learning within RE. Assessment within RE is carried out every lesson through a variety of formative assessment methods. Within years one through six, children are encouraged to develop their retrieval of substantive skills using a flashback 4 approach. Key vocabulary is also introduced and encouraged each half-term and is displayed clearly on knowledge organisers for the children to refer to throughout their learning.

Using the scheme currently in place, teacher's will be able to use the learning outcomes provided to decide on appropriate levels for the individual children in their class. Regarding summative assessments teachers will provide short end of half-term quiz for the children to complete to identify the children's level of understanding on the knowledge taught, allowing them to scaffold where required to ensure all pupils succeed. Evidence is collected in workbooks and any practical lessons and experiences are photographed and stored in class Day in the Life folders.

Impact

At Newall Green Primary School, we ensure that our curriculum leads to well-rounded children who are tolerant of all faiths and can express themselves respectfully. Our curriculum is progressive and allows for children to experience a wide range of religious and non-religious worldviews thus allowing impacting the children's development of their own personal worldview ready for their transition into secondary school and into the wider community. Our combination of the agreed SACRE 5 syllabus along with the

Peace Mala project allows the children to develop empathy and cut through any prejudice.

We will continue to monitor the effectiveness of our curriculum through:

- Regular learning walks to observe lessons taking place.
- Analysis of data
- Twice yearly Pupil Progress Meetings between the RE subject leader and SLT
- Book looks to monitor work produced.

SMSC

RE contributes to children's spiritual development by:

- Discussing and reflecting on questions of meaning and truth such as the origins of the universe, good and evil, life after death, beliefs about God and humanity and values such as justice, honesty, and truth.
- Learning about and reflecting on important concepts and experiences such as love, trust, forgiveness, obedience, and sacrifice.
- Valuing relationships and developing a sense of belonging.
- Considering how religions and beliefs regard the value and purpose of human beings, the importance of the environment and the significance of emotions such as love, anger, joy, jealousy, happiness, and pain.

RE contributes to children's moral development by:

- Enabling children to value themselves and others.
- Exploring the influence of family, friends, and other sources on moral choices.
- Considering what is of ultimate value both to children and within religious traditions.
- Developing an understanding in key beliefs and teachings in religion and values and moral choices.
- Considering ethical issues especially justice which promotes racial and religious respect.
- Reflecting on the importance of rights and responsibilities and developing a sense of conscience.

- The impact of the feeling of how our behaviours and words or actions affect others and the environment through the promotion of the Peace Mala.

RE contributes to children's social development by:

- Considering how religious and other beliefs lead to particular actions and concerns.
- Reflecting on the importance of friendship and positive relationships.
- Promoting the Peace Mala enables the children to have a better understanding of the culture and beliefs of others. Hopefully enabling them to be more tolerant of religious or no non-religious beliefs that differs from their own.

RE contributes to children's cultural development by:

- Encountering people, stories, artefacts, and resources from differing cultures.
- Promoting respect for all, combating prejudice and discrimination.
- Challenging stereotypes of religion and beliefs.
- Promoting the common message of all faiths as the Peace Mala shows, that we should treat others as we wish to be treated ourselves.

Rights of Withdrawal

We firmly believe that RE is an important subject in children's learning. We fully recognise the legal right of parents to withdraw their children from all or any part of RE on the grounds of conscience. We do encourage parents to contact the Headteacher if they have any concerns about RE provision and practice at the school. Further guidance about this can be found in the DFE document.

Religious education in English schools: Non-statutory guidance 2010

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190260/DCSF-00114-2010.pdf

Appendix 1

**Newall Green Primary School
RE Overview 2022-2023**

Key:	Believing	Expressing	Living	Other & Peace Mala
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	F5: Where do we belong?	F4: What times are special and why?	F2: Which people are special and why?		F6: What is special to our world and why?	F3: What places are special and why?
	F1: Which stories are special and why? - Covered all year					
	Year 1	1.1: Who is a Christian and what do they believe?	1.5: What makes some places sacred?	1.7: What does it mean to belong to a faith community?	1.6: How and why do we celebrate special and sacred times? (Part 1)	1.1: Who is a Christian and what do they believe?
Christians and Muslims	Christians (1 st Red Bead)	Christians and Muslims (Cover Christmas too)	Christians and Muslims	Christians Easter	Christians (1 st Red Bead)	2 nd Blue bead

Year 2 Christians and Muslims	1.2 Who is a Muslim and what do they believe?	1.4: What can we learn from sacred books?	1.8 How should we care for others and the world, and why does it matter?	1.6: How and why do we celebrate special and sacred times? (Part 2)	1.2 Who is a Muslim and what do they believe?	Tribal and Native
	Muslims (1 st Green bead)	Christians and Muslims	Christians and Muslims	Muslims Id-ul-Fitr	Muslims (1 st Green bead)	2 nd Indigo bead
Year 3 Christians, Muslims & Jewish People	L2.7: What does it mean to be a Christian in Britain today?	L2.10: How do family life and festivals show what matters to Jewish People?	L2.4: Why do people pray?	L2.5: Why are festivals important to religious communities?	L2.1: What do different people believe about God?	Earth Religions
	Christians	Jewish People (1 st Blue Bead)	Christians, Muslims, and Jewish People	Christians, Muslims, and Jewish People	Christians, Muslims, and Jewish People	2 nd Green bead
Year 4 Christians, Muslims, Jewish People and Hindus	L2.8: What does it mean to be a Hindu in Britain today?	L2.5a: How do people from religious and non-religious communities celebrate key festivals?	L2.3: Why is Jesus inspiring to some people?	L2.6: Why do some people think that life is like a journey and what significant experiences mark this?	L2.9: What can we learn from religions about deciding what is right and wrong?	Taoism

	Hindus (2 nd Orange Bead)	Christians, Muslims, Jewish People, Hindus, and non-religious responses	Christians	Christians, Hindus and/or Muslims and/or Jewish People	Christians, Jewish People, and non- religious responses	2 nd Yellow Bead
Year 5 Christians, other covered religions	U2.1: Why do some people think God exists?	U2.4: If God is everywhere, why go to a place of worship?	U2.6: What does it mean to be a Muslim in Britain today?	U2.2: What would Jesus do? Can we live by the values of Jesus in the twenty-first century?	U2.10* Green Religion? How and why should religious communities do more to care for the Earth?	Zoroastrianism
	Christians and non- religious (e.g. humanists)	Christians, Buddhists, Hindus and/or Jewish People	Muslims	Christians	Christians, Hindus, Jewish and non- religious people	2 nd Violet Bead
Year 6 Christians, other covered religions	U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or ummah (community)	Humanism	U2.3: What do religions say to us when life gets hard?	U2.9*: What can be done to reduce racism? Can religion help?	U2.5: Is it better to express your beliefs in arts and architecture or in charity and generosity?	U2.7: What matters most to Christians and Humanists?
	Christians, Hindus and/or Muslims	Humanism	Christians, Hindus, Sikhs and non- religious e.g., Humanists	Christians, Sikhs, Muslims and non- religious	Christians, Muslims, Sikhs and non-religious	Christians and Humanists