

Brampton Primary School

Religious Education (RE) Policy



Building Personal Success

Reviewed by: Ms Wajiha Ahmed and Mrs Marie Hardie

Date: September 2023

Next review date: September 2025

Article 3 The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 13 Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 14: Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 28 Every child has the right to an education.

Brampton Primary School

Religious Education Policy

INTENT

Vision

Religious Education (RE) forms an important part of the curriculum at Brampton Primary, as it allows pupils to develop a broad understanding of the views, beliefs, practices, languages and traditions that influence people in the wider community. In order to develop the pupils' knowledge and understanding in this area, we facilitate well-structured lessons that encourage them to discuss and consider a range of responses to challenging questions about their own values and ideas on the meaning of life. At Brampton Primary School, the teaching staff endeavour to allow pupils to reflect upon their beliefs and worldviews and to demonstrate tolerance and respect towards views that differ to their own, in line with British values.

As a **Rights Respecting School**, pupils feel safe in expressing their religious views as stated in Article 14: Freedom of thought, belief and religion.

As theologians, pupils develop their spiritual, moral, social, and cultural selves.

Aims

Pupils at Brampton Primary School will:

- be prepared for life in modern Britain;
- develop a deep knowledge and understanding of a variety of religions and worldviews;
- consider the similarities and differences between a variety of religions and worldviews;
- understand how religious beliefs impact on people's lives, through day-to-day practices and significant life events (e.g. birth, death and marriage);
- develop an awareness of their own spiritual, moral, social and cultural development through the asking of 'Big Questions' and experiencing awe, wonder and joy as they learn, reflect, question and reason;
- develop a sense of respect, understanding, tolerance and appreciation for other's beliefs and values;
- be able to listen and respond to other people's points of view;
- develop their own sense of place, belonging and identity and understand they are equal and valued members of our school and community and
- undertake educational visits in RE to apply skills, knowledge and develop understanding.

IMPLEMENTATION

Teaching and Learning

RE lessons taught at Brampton Primary School are derived from the Newham Agreed Syllabus which is a regularly reviewed document (last updated in 2022), agreed by various educational, religious and political representatives from within the local authority. RE is timetabled for approximately one hour a week in each class.

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The syllabus supports our perspective on the revision and progression of previous learning and challenge. This means that the learning that takes place in upper key stage 2 is reflective of clear progression from key stage 1. This is achieved through a variety of expected outcomes and questioning. Learning can take place through written activities, class discussions, sharing of experiences and lifestyles and practical activities (for example, art and design, drama, visits, exploring artefacts, songs and videos). In the new Newham Agreed Syllabus, the planning reflects that RE is a multi-disciplinary and attitudinal subject and, as a result, seven disciplines have been identified and included in the schemes of work. They are: history, philosophy, empathy, theology, debate, experiential and worldview – more information can be found on page 32 of the new Newham Agreed Syllabus 2022.

The Newham Agreed Syllabus achieves this by adopting eight steps of progress (see p.68 of the Newham Agreed Syllabus) in relation to three main elements of R.E, which are:

- Learning about and understanding religions and worldviews.
- Expressing and communicating ideas related to religions and worldviews.
- Gaining and developing the skills needed for studying religion and worldviews.

Early Years Foundation Stage (EYFS)

The New Newham Agreed Syllabus for Religious Education provides plans for use across the EYFS. RE in the EYFS is taught through stories, experiences, planned, purposeful play and through mixed adult-led and child-initiated activities. This supports the pupils in achieving the early learning goal (ELG: People, Culture and Communities) *to know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class*; as well as developing their skills in communication and language and the other areas of learning. The plans follow three themes:

- Celebrating special times
- Stories and what they tell us
- Aspects of identity and relationships

through the big questions:

Year Group	Big Question	Year Group	Big Question
Nursery	What is special to me?	Reception	What is special to me and others?

KS1 and KS2

RE is taught weekly and, where possible, units are linked to key dates. There is a systematic study of Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhi. The syllabus provides opportunities to also teach atheist and agnostic points of view. Pupils’ work is recorded in the RE curriculum books. Teachers create areas in the classroom to display resources linked to the current area of learning, pupils’ work and the big questions that are being covered. The big questions displayed outline the overarching question for the academic year and the question for each half term.

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RELIGIOUS EDUCATION (RE) POLICY

Year Group	Big Question	Year Group	Big Question
Year 1	What does it mean to belong?	Year 4	What is important to the people in my local community?
Year 2	What can we learn from special stories?	Year 5	What impact do beliefs have on actions?
Year 3	How are symbols and sayings important in religion?	Year 6	How important are the similarities and differences between and within religions?

Our pupils are able to describe, explain and analyse beliefs and practices, recognising the diversity which exists within, and between, communities and amongst individuals. They are able to find out and investigate key concepts and questions of belonging, meaning, purpose and truth. They can enquire into what enables different individuals and communities to live together respectfully. RE allows them to articulate beliefs, values (along with Fundamental British Values) and commitments clearly, in order to explain why they may be important in not only their own lives but other people's lives too.

All year groups visit at least one place of worship annually and have visitors from different faiths who host talks and workshops with the classes. The visitors are mainly from the borough, so that pupils get to experience the multi-faith, multicultural community that we live in.

Equal Opportunities

At Brampton Primary School we aim to provide pupils with a positive learning environment that encourages all pupils to be curious, self-aware, open-minded, respectful and sensitive towards others. RE aims to meet the needs of all pupils through planned differentiation and resources. Children with SEND are able to access this learning in their classroom, or hub, through additional support and resourcing from their teacher and/or SEND TA.

Resources

There is a range of resources available to support the teaching and learning of RE at Brampton Primary School. These include physical artefacts, posters, books and videos as well as access to a database of recommended places of worship and faith leaders in the local community who can support teaching and learning. Resources are monitored and renewed as and when there is a need. Schemes of work and resources are saved in Staff Share – Curriculum Folder – BPS Curriculum – Subjects – Religious Education.

Teachers are regularly reminded of the artefacts and resources that are available to enhance their teaching.

RE Curriculum Leader

The curriculum leader has a clear action plan for RE over the academic year. The action plan outlines the development of RE in relation to this policy, use of resources, monitoring of the quality of teaching and learning through observations, planning and book monitoring, analysing data and managing the budget. The curriculum leader is available to help staff to plan lessons where required and will attend relevant courses and network meetings to keep up-to-date with local and national initiatives. They will nurture links between year group leaders and faith leaders to facilitate high quality educational visitors and visits for the pupils.

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IMPACT

Assessment and Recording

At Brampton, we prepare children to thrive in the diverse community of Newham and the increasingly interdependent world. Pupils are confident and resilient in their own religious beliefs and identity, whilst demonstrating mutual respect and tolerance of those with different faiths or worldviews. Pupils have a sense of enjoyment and fascination in learning about themselves, others and the world around them. Pupils are reflective, offering their own thoughtful and informed insights into religious and secular worldviews. Children from Brampton are prepared to live positive and fulfilling lives, leaving our school able to fully participate in life in modern Britain.

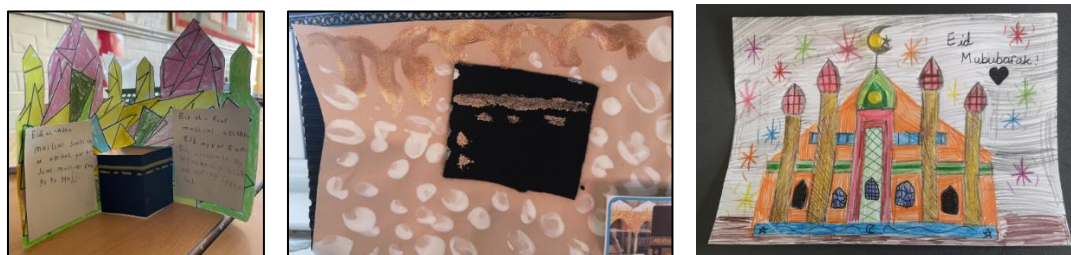
At Brampton Primary School, the pupils are assessed through a learning challenge. This is given to them at the beginning of the unit and then again at the end of the unit, where pupils will then have the opportunity to demonstrate their knowledge and understanding.

Pupils are also provided with opportunities to record their ideas during the unit, in their RE books. The work they produce is acknowledged and feedback either given in the lesson through verbal feedback or after the lesson in the form of developmental feedback through marking.

At the end of each half term, teachers use the learning challenges, discussions they have had with the pupils, and the recorded work, to assess the pupils and identify whether they are working at greater depth within the expected standard, working at the expected standard or working towards the expected standard. Records of these assessments indicate learners' progress within each key stage.

Visit a Place of Worship Competition

Each year, Mrs Claire Clinton, Newham's RE Advisor organises a competition where children and their classes are encouraged to complete pieces of artwork relating to the place of worship they visited. This allows teachers to assess the impact of the learning and the experiences the children have had visiting a place of worship, or speaking to a visitor, on a broader scale.



Year Winner of the 2022 Visit a Place of Worship Art Competition and Reception and Year 5 Winners of the 2023 Visit a Place of Worship Art Competition

Legal Requirements

The RE curriculum forms an important part of our school's spiritual, moral, social and cultural (SMSC) approach to education. Our school RE curriculum follows the 2022 Newham Agreed Syllabus and adheres to all of the requirements detailed in that document. We also follow the requirements outlined in the National Curriculum which state that all maintained schools must teach a broad and balanced curriculum which includes RE.

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In line with the 1988 Education Reform Act, the syllabus is reflective of the fact that the religious traditions in Great Britain are mainly Christian but takes into account the other teachings and practices represented in Great Britain and the diversity that is found in our local community and school.

Right of Withdrawal

At Brampton Primary School, achievement in RE is not measured by pupils' ability to develop a particular viewpoint based on religion, spirituality or secular beliefs. We believe that it is the responsibility of those at home, and in the family's faith communities, to nurture individuals into practices or beliefs deemed as religious, secular or spiritual.

In the unfortunate instance that parents or carers decide to withdraw pupils from RE, they are within their statutory right. Parents wishing to act upon this right would meet with the RE and the curriculum lead to learn more about the curriculum and its aims. If the parents still wanted to withdraw from RE after this discussion, then parents should send a letter to the governors detailing how the RE learning responsibilities will be met by the parent instead of the school. Children remain in the RE lessons until the withdrawal has been agreed by the governors. Class teachers will then work with the RE and the curriculum lead to ensure that arrangements are put in place for the pupil to be removed from the classroom during RE.

Currently, no parents have asked the governors for permission to withdraw their child from RE and we hope to continue to closely work with parents so that no parent feels as though they need to do this.

More information can be found on pages 76 and 77 of the new Newham Agreed Syllabus.

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