



Religious Education (RE) Policy

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Rationale

At Newbridge Primary School, we shape our RE curriculum to ensure it is fully inclusive to every pupil, regardless of their personal beliefs. Our aims are to not only fulfil the requirements of the Agreed Syllabus for Religious Education, but surpass it, in order to achieve the best possible outcomes for our pupils. Providing a broad, balanced and deep curriculum, we ensure the progressive development of religious concepts, knowledge and skills; allowing pupils to develop a secure understanding of Religious Education and religion in its many guises, whilst ensuring they are prepared for their secondary Religious Education.

Definitions

At Newbridge, we will use the following definitions with children when discussing RE.

- Religious Education (RE): The study of religion(s).
- Religion: A system of beliefs that help people answer the big questions in life.

We will also use the following definitions when describing specific religions:

- Christianity: Christians believe that Jesus is the son of God.
- Islam: Muslims believe that there is no God but Allah, and Muhammad is the messenger of Allah.
- Judaism: Jewish people believe that they have a special relationship with God, called a Covenant.
- Hinduism: Hindus believe in one God called Brahman, who is everywhere at once and has many aspects.
- Sikhism: Sikhs believe in one God, known as Waheguru. They follow the teachings of the 10 human Gurus.
- Buddhism: Buddhists follow the teachings of, and the examples set by the Buddha.

Intent

Religious Education at Newbridge Primary School has a significant role for the development of pupils' spiritual, moral, social and cultural development. Our curriculum reflects the changing role of religion in our pupils' day-to-day life, and so seeks to put them at the centre of their religious education. We believe that it is vital for all our pupils to learn both from and about religion, so that they can understand the world around them. Using a multi-disciplinary approach, pupils develop their knowledge of 6 religions, along with their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. Pupils will also consider philosophical and ethical questions in relation to religion, and be given the opportunity to express their own thoughts and feelings to develop their own moral compass, in order to answer the big questions in life.

Implementation

Our Newbridge Primary School RE curriculum consists of 5 threads:

- **Belonging**
- **Believing**
- **Expressing**
- **Thinking and Feeling**
- **Religion and Me**

These threads will help pupils to:

- Investigate and comment on the key aspects of religions, believer's lives, their stories, traditions and their influence;
- Investigate how practices are related to beliefs and teachings;
- Interpret information about religion and religious beliefs through a range of sources
- Make links between, and analyse differences between religions;
- Consider how religious and spiritual ideas are expressed;
- Describe and begin to encounter religious and other responses to the big questions in life or other ethical/moral issues;
- Use a developed religious vocabulary when discussing and expressing their knowledge and understanding;
- Reflect on what it means to belong to a faith community and how this relates to them and others' lives;
- Recognise how religious practice is conducted in a variety of ways;
- Discuss their own and other's views of religious truth and belief;
- Reflect on what they have learned and how they could apply that knowledge to their own lives.

To help pupils achieve the above, they will use a knowledge organiser to present key learning in a clear, concise way. At the beginning and end of a sequence of lessons pupils will look at the learning done for this term's big question from previous years, allowing children to retrieve prior learning about that question, assess what they have learned in that sequence and develop an understanding of where their growing knowledge is leading to for future years. During each term, children use 'Building Block Questions' to improve their knowledge of a specific religion(s), before applying their knowledge to express their views on 'The Big Question' for that term. They will also be expected to learn, understand, and use the key vocabulary found on the knowledge organiser. An example of a knowledge organiser can be found in Appendix A.

Planning

Teachers will plan lessons around the chosen Big Question and Building Block Questions. To support planning, we use exemplar lessons provided by the Agreed Syllabus, Awareness Mystery and Value and the Discovery RE scheme of learning.

SEND

At Newbridge, we expect teachers to plan and adapt lessons based on the individual needs of children in their class to ensure they can make the best possible progress. This may include adapting individual work, providing additional scaffolding to support learning, or differentiating outcomes to fill in gaps in their prior knowledge.

Monitoring and Assessment

The assessment of RE will be undertaken by teachers in their individual classes to allow them to consider how to maximise the progress of the pupils in their class. To support teachers make accurate judgments, the end of Key Stage assessment descriptors set out by the Agreed Syllabus have been broken up into individual learning outcomes for each lesson taught in a sequence.

The RE team will monitor the curriculum and review progress annually with regard to the School's Development Plan and the RE Subject Development Plan. The resources used in RE lessons will be developed, maintained and reviewed annually.

The Right of Withdrawal From RE

The parent/carer of a pupil at Newbridge Primary School has the right to request that their child be excused from all or part of the RE provided. Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive (Section 71(3) of the School Standards and Framework Act 1998). Should a parent/carer have any concerns/queries, they should contact the Headteacher through the school office.

RE Knowledge Organiser

Key Knowledge

The Big Question/Building Block Questions



Moses was Jewish, but was adopted by the Egyptian Pharaoh. When he grew up, he helped free the Jews from slavery.

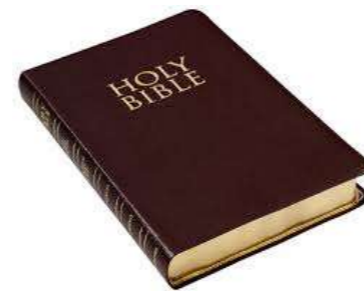


The **Ten Commandments** are the 10 rules given to God from Moses.

Torah



Bible



Both Jews and Christians follow the Ten Commandments. Jews will find them in the **Torah**, and Christians will find them in the Old Testament of the **Bible**.

The Big Question:
What rules do people live by?

What are our Ten Commandments?

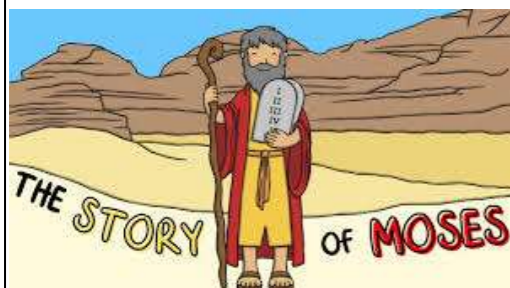
What are the Ten Commandments?

Who was Moses?

The Big Question – What rules do people live by?

In Year 3, you have learned about...

In Year 4, you will learn about...

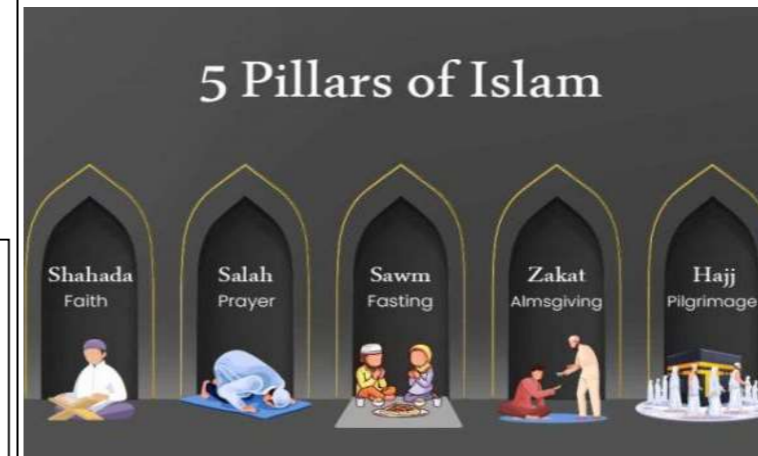


The story of Moses. Can you remember the story of his life?



The Ten Commandments. Can you remember any of them?

What you thought were important commandments for your life. Can you remember any of your rules?



The 5 Pillars of Islam.



Belonging



Expressing



Religion and Me



Believing



Thinking and Feeling