



The Agate Momentum Trust RE Policy

The legal position of religious education

The Agate Momentum Trust's curriculum for religious education meets the requirements of the 1988 Education Reform Act. The Education Reform Act stipulates that religious education is compulsory for all children, including those in reception.

In our academies we teach religious education in accordance with Exploring Beliefs, Celebrating Diversity, the Agreed Syllabus for Newham which was updated in May 2016.

The curriculum it provides promotes tolerance and respect for people of all faiths, (or those of no faith) cultures and lifestyles through the effective spiritual, moral, social and cultural development of pupils.

It also ensures coverage of and makes links to Fundamental British Values (see pages 11 and 12 of this policy).

Although RE is a statutory requirement for children in reception in our academies it is not taught weekly. It is taught by sharing religious and cultural events, as they occur and by drawing links between shared events in academy and a child's home experiences. There are no yearly time requirements but recommendations in the syllabus state that RE should be a 'discernible element in the experience of children in both nursery and reception.'

In KS1 and KS2 RE is taught weekly with a yearly coverage of 36 hours in KS1 and 45 hours in KS2.

Withdrawals

Parents who wish to withdraw their children from RE, because of personal choice or religious affiliation, are permitted to do so, once they have made a formal written request to the academy, and this has been agreed by the head teacher and local governing body. As an academy we do not support selective withdrawal. A record of withdrawals is kept by the RE Leader.

On some occasions, it is through lack of understanding that a withdrawal request is made so at the academies if a request is made a meeting should be arranged with the parents of the child/children concerned to discuss their concerns, this discussion provides the opportunity for fears and misunderstandings to be addressed. Members of Newham SACRE are available to support the academy under these circumstances.

Aims

The current RE Agreed Syllabus (2016) aims to give pupils the opportunity to:

- Learn 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 the skills needed to engage seriously with religions and worldviews

It outlines that these three elements alongside a Success criteria, Development and progress, and opportunities for the children to reflect and respond to their learning, create the formula for 'Good RE'.



The Government states “RE is an important curriculum subject. It is important in its own right and also makes a unique contribution to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion”.

The Newham agreed syllabus that we follow at the Agate Momentum Trust aims to:

‘promote the spiritual, moral, social, emotional, cultural and intellectual development of pupils and of society by encouraging an exploration of and response to those aspects of religion and human experience which raise fundamental questions of belief and value.’ The Agate Momentum Trust also has a SMSC Policy that supports this.

It also aims to ensure that our pupils engage “with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those of different faiths and beliefs and that our pupils demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.” (See

the fundamental British values links to the New Agreed Syllabus for RE on pages 11 and 12 of this policy).

In accordance with the current Agreed Syllabus we believe that:

RE should...

- encourage pupils to have confidence in their own growing sense of identity as well as valuing and respecting diversity in others;
- help pupils in their search for meaning and purpose in life;
- provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human.
- teach pupils to develop respect for others, including people of different faiths and beliefs and help to challenge prejudice.
- neither promote nor undermine any particular religious, spiritual or secular stance; and to pupils and teachers of any religious stance or none;
- be accessible to pupils and teachers of any religious stance or none.
- encourage pupils to be confident and able to safely express their views and opinions. It encourages empathy, generosity and compassion.

We recognise that successful learning in RE requires a learning environment that encourages:

- self-awareness;
- curiosity;
- respect for all;
- sensitivity towards and understanding of others;
- open-mindedness;
- trust;
- community; and
- appreciation and wonder

in both teachers and pupils.

RE in the EYFS

In the EYFS RE is focused on three themes:

- Celebrating Special Times;
- Stories and What They Tell Us; and
- Aspects of Identity and Relationships.

They contain a balance between:

- exploring (what people believe, what people do, and how people express themselves) and responding (making sense of who we are, making sense of life, and making sense of values and commitments).

There is an RE overview outlining which topics should be taught and when.

The aims of RE in the EYFS can be met in a cross curricular way:

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.

RE in Key Stages 1 and 2

In Key stages 1 and 2 RE is taught through a big question as outlined below:

- In year 1 the big question is **'What does it mean to belong?'** Investigating the relation between religion and belonging throughout the year.
- In year 2 it is **'Can stories change people?'** Investigating the relationship between religious stories and action.
- In year 3 the big question is **'How are symbols and sayings important in religion?'** Investigating the relationship between religion and symbols.
- In year 4 the big question is **'What is special to me and the people in my community?'** Investigating the relationship between religion and our neighbourhood.
- In Year 5 the big question is **'How do beliefs influence actions?'** Investigating the relationship between beliefs and actions.
- In Year 6 **'How important are the similarities and differences between and within religions?'** Investigating the relationship between secular and religious world views.

For Key stages 1 and 2 there is also a whole academy RE Overview which outlines which units should be taught and when, and also which Place of Worship each year group should visit and when. This is to ensure that throughout their time at our academies children visit a different place of Worship **at least** once a year, and then produce a high quality piece of follow up work which is then entered into the borough Place of Worship competition.

The RE Overview and other resources such as links to NATRE and the RE online websites, to support the teaching of RE at the Agate Momentum Trust can be found : [AMT Curriculum/ Curriculum/Planning/MTPS/Learning Journeys, flipcharts and resources/Subjects/RE](#). The schemes of works and the units should be adapted to meet the needs of the class children as long as the learning objective is met.

Throughout the year, six gifted and talented children from year 2 and six from year 5 participate in infant and junior SACRE conference days, where they have the opportunity to represent the academy and learn alongside children from other academies in the borough.

At the medium term planning stage at least one RE lesson per half term must be planned for and taught through P4C.

Throughout the year, each year group must invite in **at least** one RE visitor into academy. A list of suitable visitors can be found on the Place of Worship contact list in the RE folder or by liaising with the RE Co-ordinator.

Religious Education and inclusion

RE aims to meet the needs of **all** children through planned differentiation and resources. Teachers need to adapt lessons to account for: different learning styles, for children who have English as an additional language, for children with specific learning needs and for children who are gifted and talented.

Teaching and Learning

The Agate Momentum Trust recognises that well-taught RE makes a significant contribution to the education of children and young people.

Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage the children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

At Key stages 1 and 2 within the support units, children learn about Christianity, Islam, Hinduism, Sikhism, Buddhism and Judaism as well as atheist, Humanist and agnostic viewpoints. They cover the skills that children should acquire by the time they leave primary academy.

When teaching RE cross-curricular links should be made wherever possible. The units highlight opportunities to learn creatively through the arts and also opportunities for pupils to learn outside the classroom.

In our academies RE should be taught through:

- P4C (where children are taught to be reflective about their own beliefs and religion and respect the faith of others)
- Discussion and debate
- The use of activities that promote higher order thinking
- Open ended tasks that can have a variety of responses
- Role play and drama
- Creative storytelling/ spirited play
- Reflection
- Use of visitors

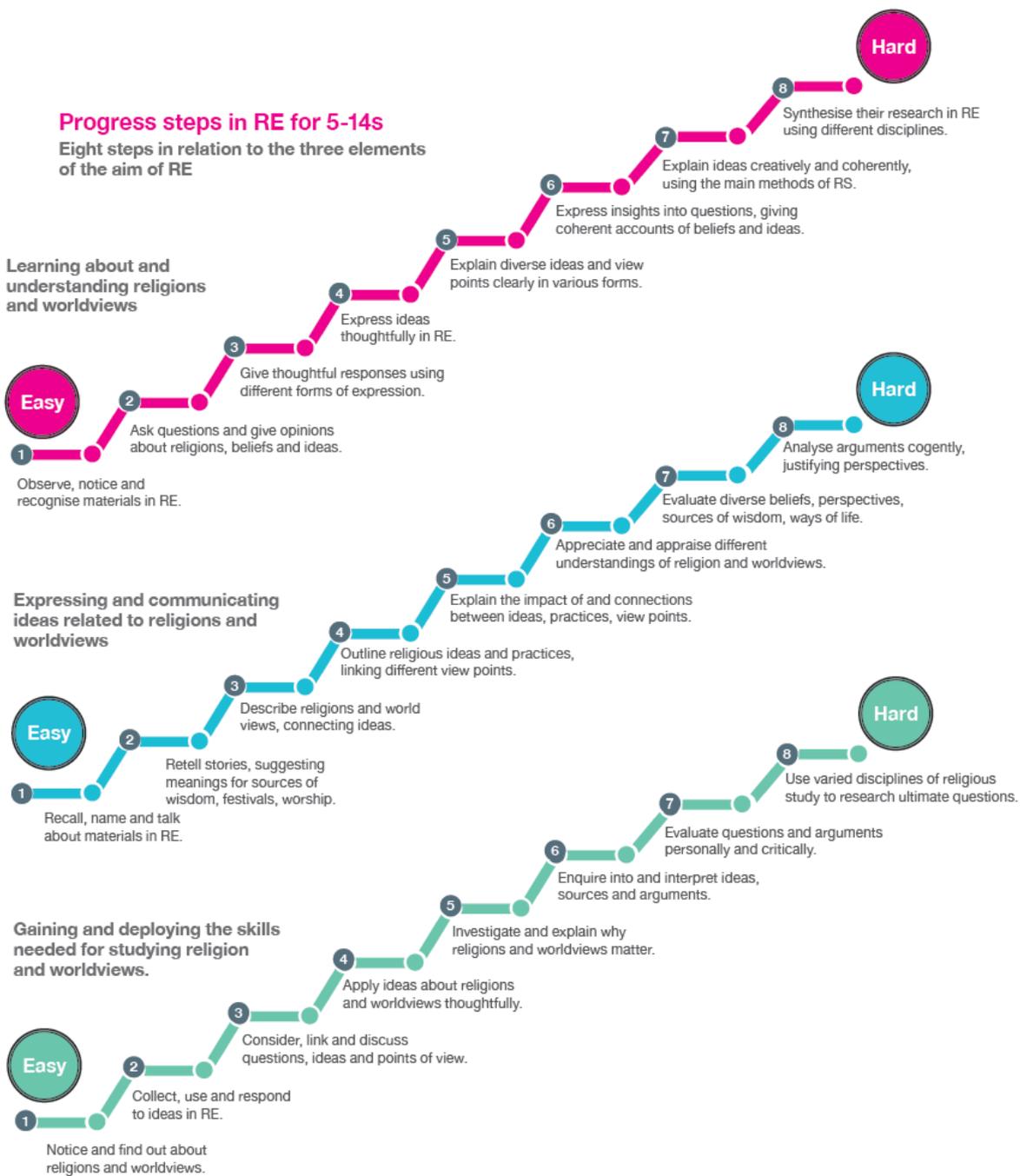
- Visiting different places of worship
- Art and design and technology
- Music

Staff should also ensure that they provide opportunities for children to ask their own questions.

Assessment

At the start of a new topic, the children complete a pre learning task on the cover page. Teachers assess children during lessons, through observation and discussion and by the work they produce. They then use this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Books are marked by the beginning of the next lesson and open questions that further learning are asked in KS2 books, throughout the topic. When appropriate, children are encouraged to make judgements about their own learning and how they can improve their own work.

At the end of each unit, the children complete a post learning task, also on the cover sheet. The teacher then makes a summary judgement about the ability of each pupil in relation to the RE steps for learning (linked to Blooms Taxonomy) by completing an assessment sheet following the emerging, expected and exceeding statements which can be found in each unit.



The teacher is required to make a best fit judgement deciding whether a child is 'Developing' (below average), 'Secure' (average) or whether they are working at 'Mastery' (above average) for that topic, and then work out percentages for each of the groups. The completed assessment sheets for Hallsville can be found in Shared Drive/Hallsville Teaching and Learning/Organisation/Organisation/Assessment/Non-core Assessments/2020-21/Year Group Folders. At Scott Wilkie the assessment sheets can be found in Shared Drive/Scott Wilkie Curriculum/ 2020-21/ Subjects/ RE/RE Assessments. The RE leader will then evaluate them termly and write their findings in a summary report. The summary report will then be monitored by the senior leadership team to track pupil progress.

Monitoring and review of RE

The monitoring of RE is the responsibility of the RE leader who monitors RE termly with Claire Clinton and then writes a report to the head teacher. The monitoring includes the monitoring of planning and books (years 1-6), the monitoring of displays and teaching and learning through learning walks, as well as pupil interviews.

It is also the role of the RE leader to support colleagues in their teaching of RE and to attend borough RE network meetings and feedback anything significant to staff, keeping them informed about current developments in RE.

Depending on the needs of the academy at the time evening INSETS and other types of RE training are provided for staff when needed.

The RE leader liaises closely with Claire Clinton (RE Matters).

The quality of teaching and learning in RE is monitored and evaluated by members of the senior leadership team and Claire Clinton as part of the academy's agreed cycle of lesson observations.

Resources

There are sufficient resources for all RE units.

At Hallsville, KS1 RE resources are stored in the KS1 reading room. They are organised into religions. KS2 resources are stored in the KS2 resource room. At Scott Wilkie, RE resources for both key stages are stored in a cupboard in the staffroom. They are organised into religions. Resources include: books, DVDS, CDs, persona dolls, and artefacts.

Religious Education Units of work and links to fundamental British values

Key: Rule of law ▲

Individual liberty ★

Tolerance ✕

Mutual respect ●

Year 1: Living with family and friends
How Christians celebrate Christmas?
What does it mean to be a Muslim? ●
Cards, candles and action
Belonging to Christianity ★
How do you belong to Sikhism?

Year 2: Where does the world come from?
Easter
Fasting ▲
Special books ●
Special food ▲
Why did Jesus tell stories?

Year 3: Holi ✕ ●
How do Jews celebrate? ✕ ●
Signs, symbols in art
Light in religion ●
Special symbols
How did Jesus and Buddha make people stop and think? ●

Year 4: Religions in our neighbourhood
Easter
What makes me the person I am? ★
Hindu worship ●
Marriage ●
Why is the bible special?

Year 5: Christmas
Beliefs about God  
Animals/Humans 
Muhammad 
Inner forces 
Jesus' example

Year 6: Similarities and differences between religions 
Easter
Year 6 leaving celebration 
Hospice 
Art in Christianity
Religious leader 