



# RE Policy



At Manor Primary we understand that RE is a statutory requirement for all pupils within the basic curriculum (Education Act 1988). We follow Newham's Agreed Syllabus (2010) in order to plan and teach RE effectively.

The aims of RE are outlined in the Newham Agreed Syllabus (2010). At Manor we believe that the following aims are of particular importance:

- To develop their sense of identity and belonging, preparing them for life as citizens in multi-cultural and multi-faith communities
- To develop the ability to reflect on their beliefs, values and practices and communicate their responses
- To explore issues within and between a variety of different world views, helping children to understand and respect different religious beliefs, values and traditions, and understanding the influence of these on individuals and communities
- To consider questions and investigate different responses relating to human existence and purpose
- To understand how beliefs, values and practices affect people's lives, using examples from the local community and beyond

The aims of RE are educational, promoting the spiritual, moral, social and cultural development of all pupils. RE does not propagate either religion in general or a particular religion. The purpose is not to nurture or convert.

RE and collective worship are distinct and separate parts of school life. There is separate policy on collective worship.

## **Teaching & Learning**

Where it is possible the RE units are tied into other areas of the curriculum in the Unit work in order to provide a wider range of opportunities for the children to demonstrate their learning and their understanding.

Teachers are encouraged to use a variety of teaching and learning strategies including

- Drama and role play
- Arts and crafts
- Music and movement
- Visits and visitors
- Philosophy for Children (P4C)

When inviting in guests to talk about their beliefs, it should be made clear to them that RE is educational in nature, and not for conversion. Guests from across all religious groups should be invited in to school.

The main festivals of each of the principal religions are marked with a Festival Assembly that is led by particular year groups. These are scheduled to tie in with the timing of these celebrations in order to maintain the relevance for the children. Parents are invited to attend these whole school assemblies.

## **Early Years Foundation Stage**

The Agreed Syllabus provides a range of plans that help to support the teaching of RE across Nursery and Reception.

### **Key Stage 1**

These units of work cover all six principal religions (Buddhist, Christian, Hindu, Jewish, Muslim and Sikh).

- The breadth of study is Christianity, Islam and Hinduism
- Within each year there are two core units (one for Christianity, and one for Islam and Hinduism)
- Within each year there are four additional units

In line with the Newham Agreed Syllabus there is a theme (concept) for each year group:

Year 1 – belonging

Year 2 – remembering

### **Key Stage 2**

These units of work cover all six principal religions (Buddhist, Christian, Hindu, Jewish, Muslim and Sikh).

- The breadth of study is Christianity, Islam, Hinduism and Sikhism.
- Within each year there are two core units (one for Christianity, and one for two other religious traditions)
- Within each year there are four additional units

In line with the Newham Agreed Syllabus there is a theme (concept) for each year group:

Year 3 – symbolising

Year 4 – worshipping

Year 5 – believing

Year 6 – expressing

### **Assessment**

In RE there are two attainment targets:

- AT1: Learning about religion
- AT2: Learning from experience and religion

Assessment of knowledge and understanding takes place by referring to learning objectives and outcomes. In addition, children's responses may be interpreted by the teacher, children's work may be used for display or in collective worship and children's transfer of knowledge into other curriculum areas may be observed.

**It is not appropriate to assess a child's particular beliefs or practices.**