

# **Bonneygrove Primary School Curriculum Guidance**



## **RELIGIOUS EDUCATION**

## INTENT

Bonneygrove Primary School is an established community school serving the diverse area of Cheshunt. In view of this diversity, it is expected that through our broad and balanced teaching of RE, children will foster a tolerance and understanding of those with different faith and beliefs to that of their own. The children at Bonneygrove are exposed to many different faiths through educational visits and artefacts and we also draw on the knowledge and experiences of our parents who come and talk to the children about their faith and customs. We also benefit and draw upon our links with the local church.

Our approach to the teaching and learning of RE is systematic and structured and is based on the Hertfordshire Agreed Syllabus for RE. As a school, we strive to ensure that our children receive challenge and enrichment at every stage to equip them for the next stage of their education. Through our unique Golden Threads, we aim to enrich their learning through debate, philosophy, public speaking and growth mind set.

The RE curriculum at Bonneygrove Primary School supports pupils in their own personal development while forming an understanding of the spiritual, moral and cultural questions that surface throughout their lives. It gives a valuable insight into the diverse beliefs and opinions held by people today and helps develop the skill of reflection and critical thinking, which enhances their understanding of the belief and views of others.

Our curriculum fosters independence, creativity, resilience, curiosity, determination, collaboration and the ability to connect prior learning to ensure firm foundations for the learning ahead.

## Pupil Voice

***'We are learning about light and dark for Christmas.'***

***Vanessa - Year Two***

***'I like learning about different people and what they believe in and what God they believe in and how different religions think about creation.'***

***Ella - Year Six***

## IMPLEMENTATION

We endeavour to make our RE curriculum relevant to children's lives by teaching through real experiences, enriching the learning experience through our golden threads using enquiry, debate, and discussions and making connections. With a view to ensuring that the children understand the significance of RE in today's modern world and how it effects their everyday lives.

In RE we follow the Herts agreed syllabus, which focuses on eight key areas. During each year group, children will experience each of the different strands of RE teaching and learning.

The eight key areas of learning are:

- Beliefs and practices
- Sources of wisdom
- Symbols and Actions
- Prayer, Worship and Refection
- Identity and Belonging
- Ultimate Questions
- Human Responsibility and Values
- Justice and Fairness

The teaching of Religious Education makes a distinctive contribution to the school curriculum as it allows all pupils to explore, understand and express their own response to spiritual and religious approaches to life. Our Religious

Education curriculum provides high quality teaching and learning, which in turn enriches the children's learning experiences.

We actively encourage children to contribute their own questions, which we hope to answer within the units of work we are covering. Religious Education contributes dynamically to children and young people's education in school by provoking challenging questions. For example, in Key Stage One: Why does Christmas/Easter matter to Christians? Whilst in Upper Key Stage Two 'Creation and science' contradictory or complimentary? Engaging and stimulating religious education helps to nurture informed and resilient responses to misunderstanding, stereotyping and division. It offers a place of integrity and security within which difficult or 'risky' questions may be tackled within a safe but challenging context.

In R.E., pupils discover, explore and consider different answers to questions, in local, national and global contexts, through learning about and from religions and other worldviews. They learn to appraise the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

The teaching of RE should equip pupils with knowledge and understanding of a range of religions and other worldviews, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in society with its diverse understanding of life from religious and other worldviews.

In RE the subject leader is an integral part of the planning process and understands the progression pathway of the subject. The progression of knowledge and skills is carefully mapped across all key stages to ensure challenge, expectation and growth.

At Bonneygrove Primary School, cultural capital is planned to ensure children are given every opportunity to experience success and the best possible start to their education. Here at Bonneygrove cultural capital is seen as the accumulation of knowledge, attitudes, habits, language and possession that enables individuals to demonstrate their cultural competence and social status. To ensure that we close gaps between different social-economic backgrounds we ensure that each has the same opportunity to reach their full potential.

Our curriculum runs parallel, complimenting the Herts R.E. syllabus. We aim to develop global learners. This underpins all of our principals by ensuring our children are aware of the wider world, understand cultural diversity, respect the faiths and beliefs of others and encourage participation in both local and global issues. We aim to help our children make the world a more sustainable place, to take responsibility for their action and challenge stereotypes.

At Bonneygrove Primary School, we make reasonable adjustments for all our children (including those with SEND). In our school, we ensure that all of our children registered as SEND, including the provision of auxiliary, are not at a substantial disadvantage compared with their peers.

At Bonneygrove, we are guided by the SEND Code of Practice - Right Support, Right Place, Right Time March 2023. We recognise that each child has a specific need, including:

- Communication and interaction
- Cognition and learning
- Social, emotional, and health difficulties
- Sensory and/or physical needs

The above needs will be addressed through quality first teaching, effective differentiation, use of resources (primary and secondary), individual interventions, small group interventions, specialist provision and other supporting agencies. Here at Bonneygrove, we ensure children with SEND have every opportunity to succeed and recognise that additional support may be required to ensure they progress and attain in line with their peers. We do this by utilising various strategies- e.g.

## IMPACT

The children at Bonneygrove Primary School enjoy learning about other religions and why people choose, or choose not to follow a religion. There are no presumptions made as to the religious backgrounds and beliefs and values of the children and the staff. We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others. Through their R.E. learning, the children are able to make links between their own lives and those of others in their community and in the wider world. R.E. also acts as a link between other aspects of learning; Through R.E., our children develop an understanding of other people's cultures, views and ways of life. As such, R.E. is invaluable in an ever-changing world.

When children are ready to move to the next phase of education, they leave with a secure understanding of academic content as well as an understanding of how to be morally, spiritually and culturally responsible. The children will also be aware of making positive contributions to the local community and being the best they can be.

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SEND area of need	Barrier to learning	Strategies
Communication and Interaction	<ul style="list-style-type: none"><li>• Noise and movement – overstimulating</li><li>• Sharing space and equipment with others</li><li>• Understanding cause and effect</li><li>• May struggle with empathy</li></ul>	<ul style="list-style-type: none"><li>• Visual representation</li><li>• Knowledge/graphic organisers</li><li>• Ear defenders if needed</li><li>• Teaching explicit recognition of feelings</li><li>• Matching pictures of feelings</li><li>• Use of social stories</li></ul>
Cognition	<ul style="list-style-type: none"><li>• difficulty in understanding cause and effect</li><li>• difficulty recording in a way which supports learning and retrieval</li><li>• Difficulty recalling instructions</li><li>• Difficulty recalling prior learning (long and short term)</li><li>• Noise and movement – overstimulating</li><li>• Sharing space and equipment with others</li></ul>	<ul style="list-style-type: none"><li>• Knowledge/graphic organisers</li><li>• Dual coding</li><li>• Word banks</li><li>• Alternative methods of recording</li><li>• Knowledge/graphic organisers</li><li>• Dual coding</li><li>• Pre and reteaching</li></ul>

	<ul style="list-style-type: none"> <li>• Understanding cause and effect</li> <li>• May struggle with empathy</li> </ul>	
Social, Emotional and Mental Health	<ul style="list-style-type: none"> <li>• Motivation</li> <li>• Participation</li> <li>• Team/partner work</li> <li>• Sharing materials and “air-time”</li> <li>• Waiting + frustration</li> <li>• Fairness</li> <li>• Organisation of resources</li> <li>• Maintaining attention</li> </ul>	<ul style="list-style-type: none"> <li>• Clear end points</li> <li>• Clear expectations</li> <li>• Modelling and explanations clarity</li> <li>• Be sensitive with certain subjects</li> <li>• Knowledge/graphic organisers</li> <li>• Step by step instructions</li> <li>• Dual coding</li> </ul>

Sensory and/or physical needs	<ul style="list-style-type: none"> <li>• Difficulty in hearing instructions from teacher/peers</li> <li>• Filtering noise to hear what is important</li> <li>• Low self esteem</li> <li>• Difficulty with vocabulary</li> <li>• May struggle with contrasting colours on the board</li> <li>• Difficulty in recording in writing and diagrams</li> <li>• Cutting out and sticking in</li> </ul>	<ul style="list-style-type: none"> <li>• Pictorial representations</li> <li>• Video</li> <li>• Vocab lists and explanations</li> <li>• Position within the class</li> <li>• Vocabulary lists</li> <li>• Check hearing aids and mini mic</li> <li>• Pre and post teaching</li> <li>• Enlarged resources</li> <li>• Knowledge/graphic organisers</li> <li>• Technology</li> <li>• Training for staff</li> <li>• Knowledge/graphic organisers</li> <li>• Alternative ways of recording</li> <li>• Simplification of diagrams</li> </ul>
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## Religious Education Policy

Religious Education is a compulsory subject and forms part of the National Curriculum to which every pupil should have access. It can provide the foundation for many people's lives and promotes acceptance and understanding of others beliefs. The Hertfordshire Agreed Syllabus for R.E. aims to enable schools to achieve high quality Religious Education for all. Teaching needs to provide pupils with a systematic knowledge and understanding about Christianity, principal religions and worldviews, which give life value. R.E. is not about telling pupils what religious views they should have but rather assists them in gaining shared human understanding, developing personal identity and searching for meaning in the context of evaluating different viewpoints.

### Objectives

The following objectives will form the basis of our decisions when planning a scheme of work. Assessment will also be related to these objectives:

The curriculum for R.E. aims to ensure that all pupil develop knowledge and understanding of **sources of wisdom and their impact** whilst exploring **personal and critical responses**.

### Sources of wisdom and their impact

All pupils should

- Know, understand and explore the significance and impact of sacred texts, other sources of wisdom and ways of expressing meaning.
- Express ideas and insights about the nature of beliefs, values and practices and their impact upon the identity of individuals

and communities

- Recognise and explore the diversity, which exists within and between religious traditions.

### **Personal and critical responses**

All pupils should

- Express with increasing discernment their personal reflections, critical responses and connections to faith and beliefs enquiring into philosophical, moral and ethical issues
- Engage with the questions and answers offered by religions and worldviews concerning ultimate questions and human responsibilities
- Develop the skills required to engage with others in dialogue and to cooperate in society with respect and compassion

### **Differentiation and Additional Educational Needs**

The study of R.E. will be planned to give pupils a suitable range of differentiated activities appropriate to their age and abilities. Tasks will be set which challenge all pupils, including the more able. For pupils with SEN the task will be adjusted or pupils may be given extra support. The grouping of pupils for activities will take account of their strengths and weaknesses and ensure that all take an active part in the task and gain in confidence.

### **Cultural Capital**

Wherever possible science work will be related to the real world and everyday examples will be used.

### **Cross-curricular skills and links**

RE pervades every aspect of our lives and we will relate it to all areas of the curriculum. We will also ensure that pupils realise the positive contribution of both men and women to R.E. and the contribution from those of other cultures. We will not only emphasise the positive effects of R.E. on the world but also include problems, which some human activities can produce.

### **Continuity and Progression EYFS**

Foundation Stage pupils investigate R.E. as part of Understanding of the World. Children will encounter Christianity and religions and beliefs represented in class, school or local community. R.E. will support a growing sense of the child's awareness of self, their own community and their place within this.

## Key Stage One

**A minimum of two religions are studied.** Christianity and at least one other religion. Judaism and Islam are recommended (or the predominant local religions and beliefs represented). Pupils may also learn from religions in thematic units.

## Key Stage Two

**A minimum of four religions are studied.** Christianity and at least three principal religions chosen from Buddhism, Hinduism, Judaism, Islam or Sikhism will be studied in depth. Pupils may also learn from other religions and worldviews in thematic units. Recommended focus for lower Key Stage Two – Christianity, (Islam, Hinduism, Sikhism) Recommended focus faiths for Upper Key Stage Two – Christianity (Judaism, Buddhism) All six principal religions will have been introduced or revisited by the time they leave Bonneygrove

## Equality of Opportunity

All children have equal access to the RE curriculum. The SLT, Class Teachers and TAs are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. More able pupils will be given suitably challenging activities.

Gender and cultural differences will be reflected positively in the teaching materials used.

## Assessment for Learning, recording and reporting

Throughout the school teachers will assess whether children are working at/above or below the expected level for their age based on their understanding and application of the content of the R.E.syllabus. Progress and attainment is reported to parents through parents' evenings and end of year reports.

## Marking for Improvement (see policy)

Much of the work done in R.E. is of oral nature and, as such, recording will take many varied forms thus making marking different. It is, however, important that written work is marked regularly and clearly, as an aid to progression and to celebrate achievement. When appropriate, pupils may be asked to self-assess or peer assess their own or other's work.

Marking for improvement comments in a child's book must be relevant to the learning objective to help children to better focus on future targets.

## Right of withdrawal

All parents have the right to withdraw their children from receiving RE on the grounds that they wish to provide their own Religious Education. This is the parent's responsibility. It is good practice for school to talk to parents to ensure that they understand the aims and values of the RE curriculum before honouring this right.