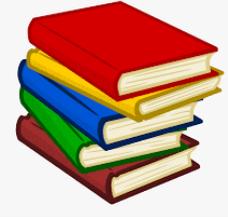
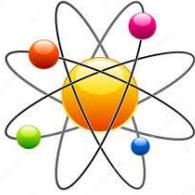




## RE CURRICULUM POLICY 2021-22

			
English	Mathematics	Science	Religious Education
			
Relationships, Sex and Health Education	History	Geography	Languages
			
Music	Art and design	Design and technology	Computing
			
Physical education	Personal, Social and Health Education		

## Introduction

This policy sets out the principles on which we base our practice and reflects the requirements of the 2014 National Curriculum. The policy gives due regard to the 2017-22 *Agreed Syllabus for Religious Education in Surrey Schools*, which served as the starting point for the development of the school's RE curriculum.

## Policy development

This policy was developed by the RE coordinator, in consultation with staff, pupils and governors.

## Vision

Our hope is that, as a result of a well-constructed, well-sequenced, deeply meaningful and relevant RE curriculum, our New Haw children will understand that, regardless of any sub-groups (religious or otherwise) with which we might identify or belong, we are all part of the all-encompassing human family and, as such, are equally worthy of respect, fair treatment and compassion.

By learning about the key beliefs, traditions and values of the Abrahamic and dharmic religions (and, in particular, focusing on the many commonalities between them, together with the similar values of those who hold no particular religious beliefs), our vision is that New Haw children will be tolerant and understanding of others, and, crucially, will be able to enlighten and positively influence others who may be less so.

We hope that, through the multiple opportunities for self-reflection built into the New Haw RE curriculum, our children will gain greater insight into their own faiths, beliefs, values and behaviours, empowering them to make well-informed and confident choices now and in the years to come.

## Curriculum Design

### Curriculum Map

<b>Unit Overview</b>	<b>Autumn</b>	<b>Christmas</b>	<b>Spring</b>	<b>Easter</b>	<b>Summer</b>
<b>Year 3</b>	Family trees  Beginnings  From Adam to Abraham (common beginnings of the Abrahamic religions)	Christmas texts (the story of the Nativity)	From Abraham to Moses – (Christian and Jewish tradition)  The promise of a deliverer	The Passover	Hinduism
<b>Year 4</b>	Sikhism	The gift of self	Buddhism	The symbols of Easter	How does belonging to a community impact on our lives?
<b>Year 5</b>	The life and teachings of Jesus	Jesus as 'the light of the world'	The life and teachings of Jesus	Atonement, resurrection and Pentecost	Islam

	Christ: love God, love others	"On Angel's Wings"	Christ: God's rescue plan		
<b>Year 6</b>	The spectrum of belief; extremism  Anti-semitism  Introduction to Judaism	Hanukkah and Christmas – fact or fiction (how do we know?)	Judaism (continued)  Sacrificing for others	Passover and Easter: inseparably connected	Topical issues through the lens of belief

## **Rationale**

The RE curriculum at New Haw focusses on three different types of knowledge - substantive knowledge, ways of knowing and personal knowledge - which form the 'pillars of progression' within our RE curriculum.

### **Substantive knowledge**

The substantive knowledge of RE includes the 'substance' of religious and non-religious traditions.

In Year 3, the children are introduced to the language of *beginnings*, *ancestors*, *descendants* and *groups*, through looking at their own family's ancestry. They become familiar with different religious and non-religious (cultural) accounts of the 'beginning' of the Earth. They then study the origins of the three Abrahamic religions - Christianity, Judaism and Islam - focusing on their shared ancestry. At the end of Year 3, and in Year 4, the children move on to study the dharmic traditions of Hinduism, Sikhism and Buddhism. They begin to look at the impact of religion and belief locally, nationally and globally. In Years 5 and 6, the children return to the Abrahamic religions. They look in detail at the life and teachings of Jesus Christ, and at the religious traditions of Islam and Judaism. They look more critically at how a person's beliefs and values (religious or otherwise) are formed and influenced, and how these impact on their lives and on their interactions with others. In the summer of Year 6, the children look at topical issues, such as race, gender, environment and extremism, through the lens of both religious and non-religious belief.

### **Ways of knowing**

Pupils learn 'how to know' about religion and non-religion at New Haw. They learn not only the selected content, but also the tools to explore that content. For example, pupils will learn: how knowledge came about, the status of claims, the difference between conceptions and misconceptions and the type of method that may have been used to derive that knowledge.

The curriculum has been designed to include 'ways of knowing' as a form of knowledge. This helps pupils learn about the construction of substantive knowledge, its accuracy, and its reliability and how provisional (and, sometimes, subjective) that knowledge is. Pupils are therefore prepared to think in critical and scholarly ways about the representations of religion and non-religion in the wider world.

### **Personal knowledge**

When pupils study RE, they do so 'from a position'. This position is their viewpoint or perspective on the world, which is influenced by, for example, their values, prior experiences and own sense of identity. At New Haw, pupils build 'personal knowledge', which includes an awareness of the assumptions that they bring to discussions concerning religious and non-religious traditions.

The RE curriculum at New Haw is designed to develop pupil's knowledge and understanding of a range of different world religions by allowing them to first explore their own identity and sense of belonging, in order to understand commonalities between religious (and non-religious) groups. The children become increasingly aware of the groups to which they (through choice, biology or culture) belong. They are encouraged to repeatedly reflect on the fact that, regardless of their sub-group identities, they all belong to the larger, all-encompassing group of humankind.

## **Assessing progress**

At New Haw we have carefully considered what it means to 'get better' at RE. Please see the progression grids attached at Appendix A.

Assessment at New Haw is continuous. Low-stakes checks, for example, are built into many lessons to ensure that children know and remember more. In addition, children complete 'thinking questions' at the beginning and end of each unit. These contain carefully-worded questions, which enable teachers, and the children themselves, to clearly see the progress that has been made.

## **Delivery**

In all year groups, children are in taught RE by a qualified teacher. At New Haw, teachers are provided with regular CPD opportunities, designed to increase their subject knowledge. Teachers use a variety of teaching strategies, resources and stimuli in order to develop the children's religious and disciplinary knowledge in a way that is engaging, motivating and inspiring to pupils. Digital technologies are used wherever possible in order to enhance and develop the children's RE skills.

## **Enrichment**

RE lends itself to a wide variety of enrichment opportunities. At New Haw, trips, both local and further afield, provide opportunities for children to enhance our RE curriculum and embed learning. In addition to school trips, visitors are invited into school, wherever possible, to enhance children's learning.

At New Haw, we work closely with two local churches: Heathervale Baptist and All Saints Church. At Christmas and Easter, a class puts on an assembly at Heathervale Baptist Church for the whole school and the parents of the children involved..

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Year 3		Passover workshop with Heathervale	Visit to Neasden Hindu temple
Year 4	Visit from Khalsa Aid (Sikh acts of service)	Visit Buddhist temple	Community workshop at Heathervale
Year 5		Prayer workshop at Heathervale	Visit to Woking mosque
Year 6	Miracles of Hannukah workshop with the Jewish Museum	Easter workshop with Heathervale.	

All year groups	Christmas assembly at Heathervale	Easter assembly at Heathervale	
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The school's planned assembly programme greatly enriches the children's understanding of religious belief and common (religious and non-religious) values. Examples in 2021 include some of our Muslim children making a film to teach us all about Eid, a class assembly on Divali, another on Yom Kippur. Heathervale Baptist Church also film regular assemblies for Years 3 and 4, based around the school's value of the week.

## **Inclusion**

At New Haw it is our belief that *all* children, including those with special educational needs and/or disabilities, are entitled to have full access to the school's rich curriculum. Our emphasis is on 'scaffolding up', rather than 'differentiating down'. Our ambition for pupils with SEND is the same as for their peers.

Teachers will carefully consider the ways in which they might reduce the barriers that pupils with specific needs may face in accessing the curriculum. They may, for example, consider in greater detail the building blocks of knowledge that specific pupils need to access the curriculum. They may also consider the most appropriate ways for specific pupils to learn aspects of the curriculum. This might include, for example, redesigning teaching materials, giving pupils more time to complete tasks etc. In addition, they will consider appropriate accessibility for educational trips and visits.

## **Monitoring impact**

The RE coordinator, in conjunction with year teams, carries out regular monitoring of the subject, including pupil voice interviews, work-sampling, learning walks and lesson observations. Outcomes are presented at senior leadership meetings and identified key priorities form the basis of co-ordinator action plans. These then feed into the school development plan.

## **Coordinator**

The RE coordinator at New Haw is Jan Keating, who attends regular coordinator network meetings led by the Dioceses of Guildford.

## **Review**

This policy was last reviewed on 4<sup>th</sup> July 2021, and will be reviewed again in summer 2022.



	KS1	Year 3	Year 4	Year 5	Year 6
Human family	Have a developing respect for their own cultures, beliefs and those of other people (Yr1) What are your big questions? Is the world a fair place? (Yr2)	The children will study the concepts of beginnings and groups and be introduced to the origins of the Abrahamic religions (Christianity, Judaism and Islam), focusing on the shared ancestry and the many similarities. Children will be introduced to the concept of a global community and recognise how people of many different beliefs, cultures and traditions should live together and learn from each other.	Children should understand what communities they belong to and how they influence us. Children should know of the different faith communities and non-faith communities and the similarities and differences.	Children should understand the concept of a global community, and recognise how people of many different beliefs, cultures and traditions should live together and learn from each other. Children should have a stronger understanding of the Abrahamic religions. The children focus on 2 world religions, Christianity and Islam and acquire a deep body of knowledge, promote understanding, tolerance, respect and acceptance.	Children should understand the impact of prejudice, intolerance, extremism and fundamentalism on society, ie what happens when people forget the big picture, ie that we all belong to 'human kind' or the 'human family'.
Key vocabulary Community, fair trade, global, global village, citizen, atheist, global community, world, local, energy, health, Christianity, Judaism, Islam, Hinduism, Buddhism, Sikhism, unity, belonging, descendant, ancestor, creation, prophet,					
Christmas	Why is Christmas important to Christians? (Yr1) What does the Christmas story tell Christians about Jesus? (Yr2)	Children should explore the tradition of present giving at Christmas, through the account of the birth of Jesus. Through this unit, the children will consider the symbolism of the gifts and evaluate whether different ways of giving at Christmas now might better express the 'spirit' of Christmas.	This unit will emphasise the importance of Jesus within the Christian faith through reflecting on and comparing different cultural expressions of Christian beliefs about his birth.	Children will explore the concept of light as a theme during Christmas but also beyond that, into the lives of Christians, and the belief in Jesus as the 'light of the world'.	Children will have the opportunity to, as independently as possible, research the differences in the Gospel accounts and analyse what this might reveal about who Christians believe Jesus is. To consider the weight of historical evidence that Jesus Christ lived and died.
Key vocabulary Christianity, Jesus, God, Mary, Joseph, birth, gifts, symbolism, Christmas, spirit, faith, light, Gospel					
Easter	What do eggs have to do with Easter? (Yr1) Why is Easter important to Christians? (Yr2)	Children will have the opportunity to set out the sequence of events from Palm Sunday to Easter Day and the symbols associated with them, and to reflect on what each of these events might mean for Christians. The children will also understand the links Christians make between the Jewish festival of Passover and the Last Supper.	Children will build on knowledge of the Easter story and make links between the events of the Old Testament and more familiar events in the New Testament. The lessons will be in a biblically chronological order. Children will continue to understand the links Christians make between the Jewish festival of Passover and the Last Supper.	Children will look at the final months/weeks/days of Jesus's life, together with the spread of Christianity following the ascension, and to ask the deeper questions of why and how in relation to key Christian beliefs about the atonement and resurrection of Christ. The children will consider God's rescue plan and how Jesus changed lives.	Children investigate the reasons why Christians believe Jesus died. Children make connections between Adam, Eve and Easter and investigate the connections. This unit will draw on learning across key stage 2 and explore key concepts of 'sacrifice' and 'atonement' for Christians.
Key vocabulary Easter, eggs, symbols, Palm Sunday, Passover, last supper, Jesus, atonement, resurrection, rescue plan, sacrifice					
Christianity	Year 1 - What do Christians believe about God? Who is Jesus? Why did Jesus tell the parables? Why is the Bible an important book for Christians? Year 2 - Is prayer important to everyone? Why is the church so important to Christians? Why do Christians call Jesus the saviour?	Children will study the concepts of beginnings and groups. Children will be introduced to the origins of the 3 Abrahamic religions (Christianity, Judaism and Islam), focussing on their shared ancestry and the many similarities between them.	Children will study Christian faith through worship. To help children understand the importance of prayer for Christians as a way of understanding God better. Children will look at different Christian churches and the concept of a community. The children will study two other religions this year to allow comparisons to be made.	Children are introduced to the man known as Jesus of Nazareth. The children will study; baptism, 12 disciples, miracles of healing, who Jesus said he was, great commandments and the light of the world. The children will look at the final months/weeks/days of Jesus's life, together with the spread of Christianity following his ascension, and to ask the deeper questions of why and how in relation to key Christian beliefs about the atonement and resurrection of Christ.	In years 3,4 and 5 the children will have been introduced to the origins of the 3 Abrahamic religions (Christianity, Judaism and Islam), focusing on their shared ancestry and the many similarities between them. Our intent in having the children understand that the 3 religions are branches of the same tree and share common origins, is to help the children to focus on the similarities between each religion, rather than the differences which cause divisions. We aim to promote tolerance and acceptance. We want the children to see that, though we may now belong to different groups (eg Judaism, Christianity, Islam), all of those groups are just part of a larger, common group, ie mankind.
Key vocabulary Advent, alter, apostle, atonement, baptism, baptistery, bible, catholic, Christ, Christian, Christmas, church Lord, Lord's prayer, mass, Maundy Thursday, nativity, New Testament, Non-conformist, Old Testament, Palm Sunday, parable, Pentecost, resurrection, Sunday, trinity, worship, confirmation, dedication, Easter, lent					
Judaism	What is the Torah and why is it important to Jews? (Yr1)	Children will study the concepts of beginnings and groups. Children will be			Children explore the key features of a synagogue and investigate what they reveal

	Why do Jewish families celebrate Shabbat? (Yr1)	introduced to the origins of the 3 Abrahamic religions (Christianity, Judaism and Islam), focussing on their shared ancestry and the many similarities between them.			about Jewish beliefs. Children investigate some of the major Jewish festivals, to explore their links with Jewish history and commandment, and reflect on how celebrating these events helps Jews to 'remember' and binds the Jewish community together. Through festivals, Jews are reminded of God's faithfulness to his people.
Key vocabulary Ark, Bar Mitzvah, Bat Mitzvah, Exodus, Hanukiah, Hebrew, Israel, Kippah, Kosher, Menorah, Mezuzah, Nevi'im, Rabbi, Seder, Sefer ,Torah, Shabbat ,Shavuot, Shema, Torah, Sukkah, Sukkot, Synagogue, Tallit, Talmud, Tefillin, Tenakh, Torah, Tzedaka, Yad, Yeshivot					
Islam	Who is Allah and how do Muslims worship him? (Yr2) What is important to Muslim families? (Yr2)	Children will study the concepts of beginnings and groups. Children will be introduced to the origins of the 3 Abrahamic religions (Christianity, Judaism and Islam), focussing on their shared ancestry and the many similarities between them.		Children explore the key features of a mosque and investigate what they reveal about Muslim beliefs. Muslim beliefs about and practices associated with prayer (salah). Children explore the key beliefs and practices of Islam through investigating the five 'pillars'. It is important that pupils are given opportunities during this unit to reflect on how the pillars of Islam affect the way that Muslims live their lives, and also to make connections between Islam and the other religions they have studied.	
Key vocabulary Al-Fatihah Allah, Du'a Hadith, Hajj, Halal Id-ul-Adha, Islam, Jihad, Jumu'ah Khums, Madinah, Makkah, Mosque, Muhammad (pbuh), Muslim, Qur'an, Ramadan Sadaqah, Salah, Sawm, Shahadah					
Buddhism			To introduce pupils to the principal beliefs and practices of Buddhism. Children will be introduced to the story of how Prince Siddattha became Buddha, meaning the 'awakened' or 'enlightened' one. Children will understand there is no supreme deity in Buddhism and learn of the four noble truths. Children will understand the difference between meditation and worship.		
Key vocabulary Buddha,Dhamma, Dukkha, Gotama, Nibbana (Nirvana, Sangha, Siddattha					
Hinduism		To provide a broad understanding of how Hindus worship the supreme divine reality (Brahman) who is represented in different forms, and what helps them to do this. Children will use images and stories to draw meaning to support this understanding. Children will be given opportunities to consider similarities & differences between Hindu and Christian understandings of God.			
Key vocabulary Ahimsa Arti Atman, Avatar, Bhagavad Gita , Brahman, Dharma, Divali Ganesha Holi, Krishna, Lakshmi Mandir Moksha Puja, Puranas, Rakhi, Raksha Bandhan, Rama Ramayana, Rangoli, Samsara, Samskars, Shiva, Sita, Upanishad, Vedas, Vishnu, Yoga					
Sikhism			Children explore the key beliefs of Sikhism, in particular introducing the importance of equality. Pupils should gain a general insight into what Sikhs value, and how they express this through their community life and the wearing of the Five Ks.		
Key vocabulary Amrit Bhai Lalo, Gurdwara Guru, Guru Gobind Singh, Guru Granth Sahib, Guru Nanak Kachera Kangha Kara, Kara Parshad Khalsa, Kirat Karna Kirpan, Mool Mantar Sewa, Vand Chhakna					