



Broadfield R.E. Curriculum Policy

Date 22 nd February 2018
Approved By Curriculum Committee
Review Date 22 nd February 2020

Broadfield Primary School Values and Visions

Whilst at Broadfield we will work hard to demonstrate the values of:

Belief

Respect

Our community

Aspiration **D**iversity

Friendship

Inclusion **E**quality

Learning

Determination

In line with our mission statement:

'Together we can achieve'

Content, Provision and Approach

Rationale

At Broadfield Primary School we believe that all children are entitled to a broad and balanced curriculum which is interesting, engaging and provides a range of learning opportunities that help develop children's life-long love of learning.

At Broadfield, our R.E. curriculum is planned to ensure that every child has the opportunity to develop:

- Socially, emotionally, intellectually, physically, spiritually, morally, culturally
- Positive attitudes to their own identity and beliefs and those of other people Our school consists of staff and children who come from different nationalities, cultures and faith groups.

We celebrate our multi-cultural and diverse community and hold strong links with parents.

Religious Education is a subject which focuses on religion and beliefs. It is a subject that celebrates differences and challenges stereotypes.

R.E. is taught in accordance with the aims of the Oldham Agreed Syllabus 2013-2018, produced by Oldham SACRE.

Aims

- Set challenging expectations of educational standards and achievement, acknowledging and challenging disadvantage and discrimination in all forms.
- Increase children's motivation, enthusiasm and engagement in their learning by making learning exciting and meaningful through putting it into a context.
- Value individuals and communities
- Acknowledge specific individual needs and meet them as far as possible within available resources.
- Provide wide and varied education experiences, which are based on the Foundation Stage Curriculum, the Key Stage 1 and 2 National Curriculum.
- Enable pupils to receive an education that will serve them well beyond their primary School experience.

Legal Requirements

Provision for R.E. and collective worship is eligible for all registered children. However, parents are free to withdraw their child within reason. If parents wish to withdraw their child, then a meeting will be arranged with the Head teacher. **Collective Worship**

Children throughout KS1 and KS2 watch 'Newsround' daily and the subject matter is used as a quiet reflection time where children say personal prayers.

British Values and SMSC

R.E links closely with the positive promotion of British Values and SMSC.

As a school, we actively promote fundamental British Values. We encourage the spiritual, moral, social and cultural (SMSC) development of all children. We have a strong school ethos based around: *Belief, Respect, Community, Aspirations, Diversity, Friendship, Inclusion, Equality, Learning and Determination.* (See above) We plan activities beyond the classroom and promote British Values via assemblies and whole school competitions.

What we teach

The Scheme of Work

The scheme of work for R.E. covers all the requirements of the Oldham Agreed Syllabus. R.E. is taught on a two yearly cycle; Cycle A and Cycle B. Below is an overview of the different topics covered:

Cycle A – Mainly factual		
Foundation Stage		
Autumn Term Topic: Identity - Who am I? <i>Main focus on Islam</i>	Spring Term Topic: What does it mean to be a Christian?	Summer Term Topic: What does it mean to be a Muslim?
Key Stage 1		
Autumn Term Topic: Identity - Who am I? <i>Main focus on Islam</i>	Spring Term Topic: What does it mean to be a Christian?	Summer Term Topic: What does it mean to be a Muslim?
Key Stage 2		
Autumn Term Topic: Identity - Who am I? Islam - What does it mean to be a Muslim?	Spring Term Topic: Christianity - What does it mean to be a Christian?	Summer Term Topic: Hinduism (years 3/4) Judaism (years 4/6)

Cycle B – Big emphasis on God		
Foundation Stage		
Autumn Term Topic: Identity - What makes me a star? <i>Main focus on Islam</i> What is God?	Spring Term Topic: Christianity: God, births and marriages	Summer Term Topic: Islam: God, births and marriages
Key Stage 1		
Autumn Term Topic: Identity - What makes me a star? <i>Main focus on Islam</i> What is God?	Spring Term Topic: Christianity: God, births and marriages	Summer Term Topic: Islam: God, births and marriages
Key Stage 2		

Autumn Term	Spring Term	Summer Term
<p>Topic: Identity/What makes me a star? Islam: Births, deaths and marriages</p>	<p>Topic: Christianity: Births, deaths and marriages</p>	<p>Topic: Hinduism (years 3/4) Judaism (years 5/6)</p>

Teaching and Learning

Planning for R.E. is based on the three elements -

- Knowledge and understanding of religion and belief.
- Being creative and enquiring into religions and beliefs.
- Reflecting and responding to religion and belief.

Within each of these elements, children will need to meet a list of key skills. Furthermore, wherever possible, links are made between R.E. and other curriculum subjects.

Equal Opportunities

Inclusion and differentiation are at the heart of our school. Therefore children with SEN and EAL are also catered for in R.E. lessons. We celebrate a vast range of festivals from different religions within the school and around the globe. Children have the opportunity to share their R.E. learning in class assemblies too.

Management and Monitoring

The teaching, assessing and resourcing is managed by the R.E. co-ordinator, in close partnership with the senior leadership team.

R.E. planning/children books/ children's voice is sampled on a regular basis for monitoring purposes. Samples of children's work is collected to illustrate work completed across the key stages.

The scheme of work is evaluated annually.

Resources are bought with the allocated RE budget and stored in the loft; a central place for use by all staff.

Recording, Marking, Assessment and Reporting

Recording and assessment is via lesson evaluations.

Children's efforts are reported to parents through schools reporting procedures. Marking is completed in line with the marking policy.

