



Religious Education Curriculum

Everyone Learning Together

The Newfield Way

Intent

At Newfield we offer a broad and balanced curriculum, which promotes the spiritual, moral, social, and cultural development of pupils in which Religious Education plays an important part. We follow the Brent Agreed Syllabus for Religious Education, with some adaptations which aims to help pupils value and understand themselves, as well as their place and contribution to their local community.

The curriculum supports pupils to develop a secure knowledge and understanding of the major world faiths and incorporates the main religious traditions of Great Britain and focuses on the key religions represented in the Borough, which include large representation of Christianity, Islam and Hinduism. The curriculum also allows pupils to reflect and celebrate minority faiths, worldviews, non-religious world views and other ethical, non-theistic belief system, such as Humanism.

We believe that Religious Education should be an active enquiry process, with meaningful, well-informed, and balanced conversations, using a variety of disciplines to apply, interpret, analyse, and evaluate what they have learnt about other religions and worldviews when considering spiritual, ethical, moral, and social issues. Through enquiry, pupils not only are able to share their own beliefs and values, but build their knowledge and gain a deeper understanding by forming a relationship with what they learn about other religions and worldviews. By comparing this with their own, they can then consider and reflect meaningfully to create a more informed view of the world and their place in it.

At Newfield Primary School we know that, within the context of SEND, personalisation of the curriculum is key so that each individual's priorities can be considered in order to prepare them adequately for adulthood with the best possible quality of life. Our ambitious curriculum can be successfully adapted to meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know with increasing fluency and independence. We believe that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive learners in all subjects and that pupils with SEND achieve the very best outcome and reach their full potential.

Implementation

EYFS

Religious Education is taught through the 7 areas of learning which enables pupils to begin valuing and understanding themselves as a member of a wider community. They achieve this by developing respect for their own cultures and beliefs and understanding that people have different needs, views, cultures and beliefs that need to be treated with respect. Throughout the year pupils learn about a range of festivals and cultural celebrations to recognise the diversity within our school and local community.



Brent Agreed Syllabus

At Newfield we use the Brent Agreed Syllabus for Religious Education to support pupils with spiritual, moral, social, and cultural development. Lessons are planned and delivered in a variety of ways ensuring that all children can access and participate in lessons. These include interactive, practical activities to encourage the children to discuss their ideas and extend their understanding of difficult concepts and challenging questions. Teachers will alter their questioning and activities to ensure provision for all pupils. Whole class teaching is adapted and children work in mixed attainment groups, independently or in pairs.

Floor Books

Pupils record their Religious Education learning in class floor books. These take the form of written work, photos and reflection notes from pupils. For some lessons there will be no written work if the focus is on discussion.

Assessment

Teachers make assessments of children regularly through questioning, making observations and outcomes from discussions. Summative assessments take place at the end of each unit. Teachers will use their professional judgement to determine whether a child is working below or within age-related expectations.

Collective Worship/Assemblies

Collective worship is timetabled via whole school assemblies or in-class assemblies. Assemblies provide time for personal silence and reflection adding to our pupils' spiritual development. Newfield has a determination for SACRE and assemblies do not promote one faith above another.

Enrichment

Where possible, we try to arrange visits to places of worship which exposes our pupils to art, literature and resources from different faiths developing the cultural dimension of Religious Education. We also invite religious speakers into school to deliver assemblies and workshops.

Storytime

We try to use traditional stories from different religions and, where possible, try to incorporate them within lessons. Sometimes, stories are used as a hook to engage children with lessons.

Environment

The classroom environment displays our British Values. British Values are prominent in the environment. Seasonal displays may reflect festivals and events.

British Values

Our Religious Education curriculum will provide opportunities to learn about and explore British values such as democracy, the rule of law, liberty, mutual respect and tolerance.



Intended Impact

At Newfield the Brent Agreed Syllabus for Religious Education places the experiences and expectations of our pupils at its centre. Our intention is that the pedagogy and approach to learning in Religious Education that we outline above should complement the wider school curriculum to help pupils value and understand themselves, as well as their place and contribution to their local community and the wider society. Pupils develop tolerance and respect for their own religion and the beliefs of others, including those who have no faith. Thus in the long-term, Religious Education should support the development of responsible citizens of the future.

The majority of pupils are working at age-related expectations in Religious Education.