



Newall Green Primary School

Aiming High To Reach Our Goals

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Newall Green Primary School R.E. Curriculum

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Intent

The curriculum that we teach has been planned to developed the **five key skills for life** of: Problem solving, Teamwork, Self-management (initiative, organisation, accountability) Self-belief (confidence, resilience, positive attitude) and Communication.

At Newall Green Primary we want our pupils to develop the knowledge and curiosity to ask significant questions, understand varied responses and formulate views and responses of their own. Through teaching and modelling an appreciation of diversity and an intolerance to racism and discrimination, we promote community cohesion within Newall Green Primary, and into the wider community

Aims and Curriculum

Our curriculum merges Peacemala with Manchester's SACRE 5 syllabus.

Peace Mala is an ethos devised by Pam Evans after the 9/11 terrorist events in the USA. It aims to create the missing link in education, the 'glue' that would bring together everything that we, as educators would wish the citizens of tomorrow to hope for 'one voice of tolerance and acceptance' The Peace Mala ethos was introduced to the children back in May 2012, we continue to present day to remind and reinforce this message as part of our ongoing Peace Mala Accreditation.



The Sacre 5 Curriculum encourages pupils to study different religions, understand concepts and master the skills that they need to make sense of it, then reflect and evaluate on their own philosophical perspective.

Modifications

Due to our local context, the majority of our pupils do not encounter a variety of religions. Whilst the concepts and questions on the SACRE 5 curriculum are important, we felt that equal time should be given to children learning about religions, experiencing them (through trips and school visits) and developing their sense of moral self through their Peacemala values.

RE contributes to children's spiritual development by:-

- Discussing and reflecting on questions of meaning and truth such as the origins of the universe, good and evil, life after death, beliefs about God and humanity and values such as justice, honesty and truth.
- Learning about and reflecting on important concepts and experiences such as love, trust, forgiveness, obedience and sacrifice.
- Valuing relationships and developing a sense of belonging.

- Considering how religions and beliefs regard the value and purpose of human beings, the importance of the environment and the significance of emotions such as love, anger, joy, jealousy, happiness and pain.

RE contributes to children's moral development by:-

- Enabling children to value themselves and others.
- Exploring the influence of family, friends and other sources on moral choices.
- Considering what is of ultimate value both to children and within religious traditions.
- Developing an understanding in key beliefs and teachings in religion and values and moral choices.
- Considering ethical issues especially justice which promotes racial and religious respect.
- Reflecting on the importance of rights and responsibilities and developing a sense of conscience.
- The impact of the feeling of how our behaviours and words or actions affect others and the environment through the promotion of the Peace Mala.

RE contributes to children's social development by:-

- Considering how religious and other beliefs lead to particular actions and concerns.
- Reflecting on the importance of friendship and positive relationships.
- Promoting the Peace Mala enables the children to have a better understanding of the culture and beliefs of others. Hopefully enabling them to be more tolerant of religious or no non-religious beliefs that differs from their own.

RE contributes to children's cultural development by:-

- Encountering people, stories, artefacts and resources from differing cultures.
- Promoting respect for all, combating prejudice and discrimination.
- Challenging stereotypes of religion and beliefs.
- Promoting the common message of all faiths as the Peace Mala shows, that we should treat others as we wish to be treated ourselves.

Rights of withdrawal

We firmly believe that RE is an important subject in children's learning. We fully recognise the legal right of parents to withdraw their children from all or any part of RE on the grounds of conscience. We do encourage parents to contact the Headteacher if they have any concerns about RE provision and practice at the school. Further guidance about this can be found in the DFE document

Religious education in English schools: Non-statutory guidance 2010

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190260/DCSF-00114-2010.pdf

Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Christianity (red) Teach religion in depth Include:- 1.5 What makes some places sacred 1.7 What does it mean to belong to a faith community?	Islam (green) Teach religion in depth Include:- 1.5 What makes some places sacred 1.7 What does it mean to belong to a faith community?	Judaism (blue) Teach religion in depth Include:- 2.4 Why do people pray? 2.5 Why are festivals important to religious communities?	Hinduism (orange) Teach religion in depth Include:- 2.4 Why do people pray? 2.5 Why are festivals important to religious communities?	Buddhism (orange) Teach religion in depth Include:- 2.1 Why do some people believe Buddha exists? 2.3 What do religions say to us when life gets hard?	Sikhism (yellow) Teach religion in depth Include:- 2.1 Why do some people believe God/Guru exists? 2.3 What do religions say to us when life gets hard?
Spring	1.4 What can we learn from sacred books 1.6 How and why do we celebrate special and sacred times? 1.8 How should we care for others and the world and why does it matter?	1.4 What can we learn from sacred books 1.6 How and why do we celebrate special and sacred times? 1.8 How should we care for others and the world and why does it matter?	2.9 What can we learn from religions about deciding what is right or wrong?	2.1 What do different people believe about God? What does it mean to be a Hindu in Britain today/a Christian in Britain today? 2.6 Why do some people think that life is a journey and what significant experiences mark this?	2.4 If Buddha/God is everywhere why go to a place of worship? 2.2 What would Jesus do? Can we live by the values of Jesus in the 21 st century?	2.6 What does it mean to be a Christian/Muslim/Buddhist/Jew in Britain today? 2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? 2.7 What matters most to Humanists?
Summer	Jainism (blue)	Tribal and Native (indigo)	Earth Religions (green)	Taoism (yellow)	Zoroastrianism (violet)	Humanism