



**Crompton  
Primary School**

# RE Curriculum

## Rationale

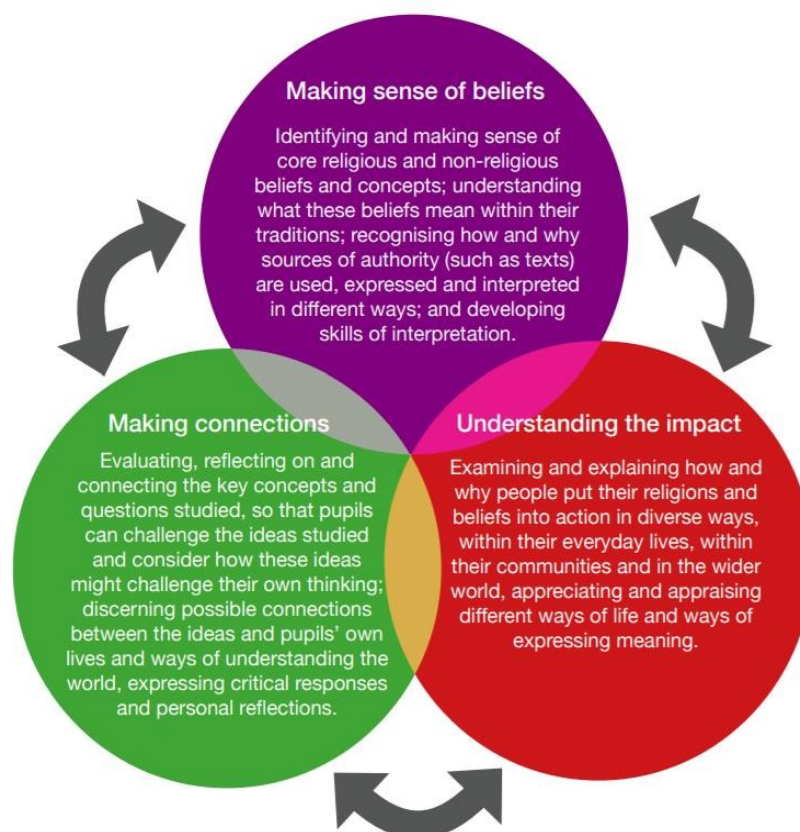
At Crompton Primary, we believe that it is vital for all our pupils to learn from and about religion so that they can understand the world around them. Religious Education has a significant role for the development of pupils' spiritual, moral, social and cultural development.

Through Religious Education, pupils develop their knowledge of the world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. It promotes respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection.

## Subject Intent

We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. Our Religious Education curriculum is enhanced further with trips to places of worship in our local area and religious visitors.

Within our teaching of RE, there are three aims as set out below:



## Implementation

In order to deliver the aims and expected standards of the Oldham Agreed Syllabus, it is expected that EYFS and Key Stage 1 will allocate, on average, 50 minutes a week to RE and Key Stage 2 will allocate, on average, 1 hour a week. Staff may choose to plan RE to be delivered each week or delivered over RE days and/or weeks but there is a clear expectation that RE must form a valued and consistent part of the curriculum at Crompton Primary.

Over their time at school, we aim to give children a broad and balanced experience of the world's main religions as detailed below:

| 4-7-year olds<br>Reception and Key Stage 1   | 7-11-year olds<br>Key Stage 2                           |
|--|---|
| Christianity   | Christianity  |
| Islam  | Hinduism  |
|  | Judaism   |
|  | Islam   |
| And possibly additionally  |   |
| Hinduism   | Another religion or worldview represented in the school |
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| Non-religious perspectives on belief and spirituality should be studied as appropriate in each key stage. Humanism is a visible example of a UK based non-religious worldview.     |   |
| The beliefs and religions of children represented in the class, school and local community, including non-religious worldviews, should form a part of individual classes learning. |   |

At Crompton Primary, we aim to offer the following experiences and enrichment opportunities as a part of the Religious Education syllabus:

- Handling artefacts
- Exploring sacred texts
- using imaginative play or drama to express feelings and ideas
- responding to images, games, stories, art, music and dance
- meeting visitors from local religious communities
- making visits to religious places of worship where possible, and where not, making use of videos and the internet
- taking part in whole school events- (multi-faith days, Harvest Festival, school performances)
- participating in moments of quiet reflection
- using ICT to further explore religion and belief globally
- comparing religions and worldviews through discussion

- debating and communicating religious beliefs, worldviews and philosophical ideas and answering and asking ultimate questions posed by these.

## RE in EYFS: Programme of Study

The Early Years Foundation Stage (EYFS) describes the phase of a child’s education from birth to the end of the reception year at the age of five.

RE is statutory for all pupils registered on the school roll. The statutory requirement for Religious Education does not extend to nursery classes in maintained schools however, Crompton Primary recognises the value of this learning and expects RE to form a valuable part of the educational experience of children throughout the key stage.

| Early Years Foundation Stage  |  |
|---|--|
| Nursery   | Reception  |
| RE is non-statutory but teachers are expected to incorporate RE material into children’s activities with a focus on the main religious festivals throughout the year. | RE is a compulsory part of the basic curriculum for all Reception age pupils, and should be taught according to the Agreed Syllabus for RE, in line with Early Learning Goals. |

Children in EYFS should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

## Impact

Through High Quality Teaching and the supplementary materials used to support the RE curriculum our children develop respect and open-mindedness towards others with different faiths and beliefs. All children are encouraged to develop their sense of identity and belonging through self-awareness and reflection.

Our children will be given an array of opportunities to further embed their learning through visits and visitors.

It is hoped that all children and staff can share the enthusiasm and desire to learn from and about religions and embrace the creativity that brings.