

Clockhouse Primary School

The Clockhouse Curriculum



Our Religious Education Curriculum Rationale

What do we want for our children and how will we work together to achieve this?

At Clockhouse Primary School, our RE curriculum ensures that the children are provided with a high-quality religious education which inspires them to develop a curiosity and fascination about the world religions that will remain with them for the rest of their life. RE contributes dynamically to children's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE they learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. Children learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. Teaching should therefore equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It should develop in children an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews. They should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

As a school, we provide a stimulating, interactive, fun and challenging RE curriculum. We follow the Redbridge and Havering Agreed Syllabus (2022-2027). Our aim is to instil a sense of tolerance to those of a different faith and to have an unbiased understanding of the religions studied. This learning will work towards eradicating the negativities of different religions and to address any misconceptions the children may have acquired. We want to break the cycle of religious discrimination and the ideas which stem from this. We want the children to value the ideology of religions which are different to their religion and to see that many religions have common themes. We want to bring the religious communities into our school and to give the children the opportunity to ask questions in order to address things they are unsure about.

We endeavour to deliver an enriched curriculum so that by the time children leave Clockhouse Primary School, they are about to talk about a range of religions, many of which will be represented in our school and local community. We want any misconceptions of any religion to be addressed. We want our children to welcome all religions and to have a deeper understanding of the values behind them. This is so that they are ready for the next stage in their learning and so that they can become members of society who show no prejudice towards people of different religions and demonstrate the British Values.

What are we trying to achieve through the Clockhouse Religious Education Curriculum? (*Intent*)

At Clockhouse Primary School all we do is underpinned by our values. These values support our 'Key Curriculum Drivers'. Our drivers are used to ensure all stakeholders know what we want for our children – our intent:

- **Challenge** – In RE, it is our intention to provide opportunities for the children to explore different religions and the values which underpin them. We encourage the children to ask questions about the religions they study and to discuss what they have found out. We encourage the children to ask deep questions and to express their views considering the feelings and beliefs of others. We want them to really think deeply about their own values and thoughts. This teaches them to show respect to other religions and to model their upholding of the British Values.
- **Global Citizenship**– In RE, children develop an understanding of the foundations and values of the main religions. We aim to equip the children with a basic understanding of a range of religions in order for them to have a fact-based understanding and to question other things which they might have heard from other sources. We want the children to fully understand that different religions are a positive and that their local and wider community are made up of these religions. We aim for them to show tolerance of different religions thorough what they have learnt in class and in the wider community.
- **Creativity** – In RE, it is our intention to provide a broad and engaging curriculum to ensure that children develop a love of learning and strong grounding for future success. The RE curriculum is taught through

thematic and systematic (the religion) units of work. The Syllabus allocates different religions to specific phases. Some of the systematic units are repeated in later years. Each unit is progressive when studied again. We intend to give the children experiences of different religions. We know that in our school there is a small minority of families who have negative opinions towards different religions. In the past, this has led to children missing out on visits to places of worship. Our aim is to find opportunities to discuss RE with parents. Through the use of ‘wow’ moments, the children will have the opportunity to visit a place of worship each year. In addition to this, the children may have a visitor come into school to speak about their religion in everyday life. Both experiences will give the children time to ask questions and reflect on what they have seen or heard. This will give the children time to see what a particular religion looks like in practice and to dispel any misinformation they may have acquired.

- **Aspiration** – In RE, the curriculum is adapted to meet the needs of the class and individual children. This also includes discussing religions represented in the class which might not be part of syllabus for that particular phase. We believe that it is important to celebrate all religions represented in our school. Visits to places of worship are arranged to allow the children to observe what they have learnt about in class. They are also encouraged to ask questions to people who follow the religion. Our intention is that the children have a fact-based opinion of religion and that they can use what they know to question what other people say or what them to believe. We want them to see that they can help to challenge the way other religions are perceived by their peers and family members. We want the children to learnt about significant people and understand their motivation. We want the children to develop their own set of ideas/principles and to link these to aspire and achieve.
- **Well-being** – In RE, we follow the Redbridge and Havering Agreed Syllabus (2015). Through the Clockhouse curriculum, we take opportunities to discuss any religious issues as they arise. We take any forms of religious prejudice very seriously and will take the opportunity to address misconceptions the children may have. Through this we are able to monitor any extremism and then deal with it as per school policy. We want all children to feel valued and to have their religion celebrated through RE lessons and weekly assemblies. We want the children to understand that religion can develop your well-being and that it can be a comfort at a time of need. We want the children to understand how we have faith in people to help us in our times of need.
- **Cultural Capital** – In RE, it is our intention to encourage the children to find out about religions which are represented in our school and the local/wider community. We want to expose the children to the rich and diverse country they live in and how to show respect to everyone. We want them to act with sensitivity when asking questions and to be confident enough to ask these questions in the first place. Through this, they will become respectful British citizens and will use their understanding and knowledge to squash negativity against other religions.

How is the Clockhouse Religious Education Curriculum delivered? (*Implementation*)

- The RE curriculum is mapped out by the Humanities Leader which meets the requirements of the Agreed Syllabus.
- The systematic units are in line with the phase they are allocated to. The thematic units are mapped out to reflect prior learning and the age appropriateness.
- Each unit has an overarching question. This runs through the whole unit.
- The Humanities Leader, co-ordinator and members of the Tiger Team have planned each lesson for KS1 and KS2. Staff will then adapt the planning to fit their class. They are able to add to the lesson plan, they cannot remove any parts.
- Lessons are clearly differentiated and adapted to meet the needs of all of the children and provide a challenge for all. The use of questioning by the children, is encouraged.
- Through monitoring and evaluation, gaps in teaching and learning are identified and support is given to address these.
- The use of the Agreed Syllabus has already planned for progression and allows the children to build on their prior learning or apply what they have already learnt. The prior learning is shown on the planning and all planning is available for all staff to access. This allows staff to see what the children would have already been taught in order to check that they are building on the prior knowledge and that sticky knowledge is embedded.
- The curriculum is planned thoroughly and starts with a review of what the children already know.
- The leader and looks for opportunities for enriched activities. This includes visiting a place of worship and having visitors come into school to talk about their religion.

- Through the teaching of different religions, we compare and contrast their values when looking at other religions.
- The Humanities Leader ensures that the correct and high quality resources are available to engage the children and to support their developing religious understanding.

What difference is the Clockhouse Religious Education Curriculum making? (*Impact*)

- From their different starting points, all children will make at least good progress and achieve their potential academically, emotionally, creatively, socially and physically. Knowledge, understanding and skills will be secured and embedded so that children attain highly.
- In RE, the children will have factual information about different religions and will be able to use this information to make an informed opinion about religions and issues surrounding them.
- The children will be able to reflect on a number of issues and will be able to talk about how religion can be used in answering questions regarding the issues.
- The children will take pride in all that they do and will always strive to do their best.
- The children will demonstrate resilience and the ability to persevere when they encounter challenge.
- The children will develop a sense of self-awareness and become confident in their own abilities.
- The children will demonstrate the British values and understand why religious tolerance in a multi-faith society is of upmost importance.
- All children will be ready for the next stage in their learning and life in modern Britain. They will have developed their understanding of different religions and their own values and beliefs. They will see that religious conflicts are nothing new and that through education misconceptions can be addressed so that there is less religious hostility in their local and wider community.
- All children will show a tolerance of all religions and will be able to use this when meeting people within an educational setting or once they are in the world of work.