

RE Policy 2022

Subject Lead: Mrs M Derrick/ Mrs R Hayward

The purpose of religious education

Religious education contributes dynamically to children and young people'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 pupils learn about religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to these questions. Pupils 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 therefore should equip pupils with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities.

RE should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and beliefs.

Pupils 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.

Aims and Objectives

At Seaton Delaval Community First School we are committed to providing high quality **Religious Education** that will enable our children to understand the differences in beliefs and cultures of others. This will be carried out by providing a range of learning opportunities and experiences that will help our children to grow and develop as individuals, as members of families and of social and economic communities. In line with the SACRE curriculum we aim to:

'Explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.'

This will be achieved through the SACRE objectives provided by NCC. Children should be able to:

1. make sense of a range of religious and non-religious beliefs, so that they can:

identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary

explain how and why these beliefs are understood in different ways, by individuals and within communities

recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

2. understand the impact and significance of religious and non-religious beliefs, so that they can:

examine and explain how and why people express their beliefs in diverse ways

recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world

appreciate and appraise the significance of different ways of life and ways of expressing meaning

3. make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses

challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response

discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

Entitlement and Legal Requirements

RE is for all pupils:

Every pupil has an entitlement to religious education (RE). RE is an entitlement for all pupils, unless they have been withdrawn by their parents from some or all of the RE curriculum
RE is a necessary part of a 'broad and balanced curriculum' and must be provided for all registered pupils in state-funded schools in England.

This requirement does not apply for children below compulsory school age however at SDFS RE will be taught in in nursery as well as other year groups.

Curriculum Time

Reception Pupils (4-5 years old)- **36 hours of RE per year** (e.g. 50 minutes a week or some short sessions implemented through continuous provision)

KS1 pupils (Years 1 and 2)- **36 hours of tuition per year** (e.g. an hour a week, or less than an hour a week plus a series of RE days)

KS2 Pupils (years 3 and 4)- **45 hours of tuition per year** (e.g. an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE)

RE at SDFS will be taught at a clearly identifiable time, once per week, with coherence and progression. Alongside our RE lessons, children will participate in a daily act of collective workshop, usually delivered by the head teacher. However, collective workshop is not part of our teaching time.

Our RE is determined locally, not nationally and we are following the new Northumberland SACRE syllabus for 2022. Local authority maintained schools like our own, without a religious character, must follow the locally agreed syllabus. This agreed syllabus has been written to support school's in Northumberland to meet the requirements of the National Curriculum.

The RE curriculum drawn up by a SACRE, 'shall reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'. The agreed syllabus will also include teaching about those with a to non-religious belief'

Right of withdrawal

RE teaching has significantly changed in recent years. Our teaching will be open, broad, and exploring a range of religious and non-religious worldviews. The Northumberland SACRE curriculum states that:

'Parents have the right to withdraw their children from RE lessons or any part of the RE curriculum⁹ and the school has a duty to supervise them, though not to provide additional teaching or to incur extra cost. Where the pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parents want the pupil to receive. These arrangements will be made by the parents; the school is not expected to make these arrangements. This RE could be provided at the school in question, or by another school in the locality. If neither approach is practicable, the pupil may receive external RE teaching as long as the withdrawal does not have a significant impact on the pupil's attendance.'

In the occurrence of wishing to withdraw a child from RE, at Seaton Delaval First School, we ask parents or carers to initially arrange a meeting with the Head teacher and RE coordinators to discuss the value and aims of the curriculum before honouring any requests.

Curriculum and Planning

All long, medium and short term planning is based on the LA's Agreed Syllabus. (The SACRE) [See Curriculum Map for RE 2022 and Guidance on a Long Term overview.] The curriculum and lessons will be sequential and cover a range of religions and non-religious beliefs.

Reception- Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.

KS1- Christians, Jews and Muslims and consideration of other religions and non-religious worldviews.

KS2- Christians, Muslims, Hindus and Jews and consideration of other religions and non-religious worldviews.

The Main umbrellas and components of our teaching will be:

Making sense of beliefs

Identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.

Making connections

Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.

Understanding the impact

Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.

Assessment & Record Keeping

Informal assessment is on-going with verbal feedback and adult support is an integral part of lessons. Children's work will be recorded in a range of ways including written work, class discussions, using floor books, recording photos via Tapestry.

We aim to use a range of media to support our teaching including Religious resource boxes, books, visual media and written work.

Visitors and Trips in real-life contexts will be encouraged to develop and support understanding of new beliefs and religions.

Evaluation

This policy and related scheme of work will be evaluated and reviewed annually.

The subject leads for Music are Mrs Derrick and Mrs Hayward

Teaching and Learning - is delivered through the LA's syllabus. Through teaching and learning we want our pupils to:
Learn about religious traditions; with EYFS/KS1 learning about: Christianity, Hinduism and Judaism. And in KS2: Christianity, Islam and Judaism.

Children should reflect on:
what the religious ideas and concepts mean to them;
extend their own sense of values;
promote their own spiritual growth and development.

Our core RE lessons are taken from the SACRE programme. It ensures continuity and progression by providing a whole school framework for teaching RE.

There are four religions covered in the programme. Please see curriculum map for further information.

RE will be taught by active learning, enquiry, discussion and participation to allow learning opportunities to:
be based on a culture of high expectation
build on what learners already know, reflecting their expressed needs
be developmentally appropriate and culturally sensitive
allow sufficient time for learning to both take place and to be consolidated.

Differentiation and Mastery

Suitable opportunities are provided for all children by matching the challenge of the task to the ability and experience of the child.

We plan for individual needs, differentiating to allow all to achieve, building self-esteem and fulfilling our aim to give all pupils the opportunity to experience success in learning and to achieve as high a standard as possible.

We differentiate by:

a setting common open ended tasks; setting tasks of increasing difficulty;

grouping pupils according to ability and setting different tasks for each group;

providing resources of different complexities, matched to the ability of the child;

using additional resources to support the work of individual children or groups of children;

using peer support by partnering pupils of different abilities to complete tasks.

Teachers should ensure that planning is differentiated in order to meet the needs of all pupils. Children should be given sufficient opportunities to apply their learning and deepen their knowledge, skills and understanding in a variety of contexts. Examples of which could include; peer coaching, self-assessment, presentations, debating and use of appropriate terminology.

Equal Opportunities and Inclusion (see relevant policy)

Cross Curricular Links

RE has links to English, History, Geography, Art, SMSC, Equal Opportunities and Ethnic Diversity. SEND - We recognise the need to tailor our approach to support children with Special educational needs as well as those who are identified as gifted and talented.

Assessment, Recording and Reporting

Assessment is normally carried out by teachers and other adults in the course of a normal lesson. Assessment is set against clear learning outcomes and also covers the acquisition of skills as well as knowledge and understanding. We assess children's progress through a system of informal observation, questioning, and assessing written work which supports teaching and learning and informs future planning.

It enables us to provide children with a clear understanding of their progression and what they have learned / how they have developed.

End of year Reports to Parents report on children's achievements in and attitudes towards RE.

Children are given opportunities to assess and comment upon their achievements, attitudes and areas for development within their lessons.

Monitoring and Evaluation

The Middle Leaders are responsible for overseeing the implementation of the RE curriculum and will, in consultation with Senior Management, determine staff development needs and curriculum reviews etc.

Coverage is monitored regularly and evaluated to inform the programme so it remains relevant.

Resources

The RE Leaders keep all staff up to date with new developments and resources. Published resources are available from the central library/curriculum resource area.

Staffing

Teachers take their own classes for SMSC. All staff takes part in professional development to ensure up to date knowledge. Staff should indicate where they feel they need support so that appropriate support can be given by the subject leader.

Role of Subject Leader

The subject leader will attend training and meetings in order to keep up to date with recent legislation and guidance linked to SMSC education and will inform the Senior Management Team.

The current subject leaders are Mrs Hayward & Mrs Derrick

Date: September 2022

Review: September 2024

RE Curriculum Map

| KS1 - 36 hours KS2 - 45 hours | Autumn 1 Autumn 2 | Spring 1 Spring 2 | Summer 1 Summer 2 |
|----------------------------------|--|--|--|
| EYFS | F4 Being special: where do we belong? F2 Why is Christmas special for Christians? | F1 Why is the word 'God' so important to Christians? F3 Why is Easter special to Christians? | F5 What places are special and why? F6 What times/stories are special and why? |
| Year 1 | 1.10 What does it mean to belong to a faith community? 1.1 What do Christians believe God is like? | 1.7 Who is Jewish and how do they live? | 1.2 Who do Christians say made the world? 1.9 How should we care for the world and for others, and why does it matter? (C, J, NR) |
| Year 2 | 1.6 Who is a Muslim and how do they live? 1.3 Why does Christmas matter to Christians? | 1.6 Who is a Muslim and how do they live? Part 2. 1.5 Why does Easter matter to Christians? | 1.4 What is the 'good news' Christians believe Jesus brings? 1.8 What makes some places sacred to believers? (C,M) |
| Year 3 | L2.1 What do Christians learn from the Creation story? L2.2 What is it like for someone to follow God? | L2.9 How do festivals and worship show what matters to a Muslim? L2.10 How do festivals and family life show what matters to Jewish people? | L2.4 What kind of world did Jesus want? L2.12 How and why do people try to make the world a better place? (C, M/J, NR) |
| Year 4 | L2.3 What is the 'Trinity' and why is it important for Christians? L2.7 What do Hindus believe God is like? | L2.8 What does it mean to be Hindu in Britain today? L2.5 Why do Christians call the day Jesus died 'Good Friday'? | L2.6 For Christians, when Jesus left, what was the impact of Pentecost? L2.11 How and why do people mark the significant events of life? (C, H, NR) |

Sources - NCC Agreed Syllabus updated September 2022.

Our plan allows systematic religion units to lead into the thematic units, where pupils can make comparisons between beliefs, at the end of each year.