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**RE Policy 2024**

**The purpose of religious education**

1. 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.
2. 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.
3. 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.
4. RE should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and beliefs.
5. 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:***

1. *identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary*
2. *explain how and why these beliefs are understood in different ways, by individuals and within communities*
3. *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:***

1. *examine and explain how and why people express their beliefs in diverse ways*
2. *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*
3. *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:***

1. *evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses*
2. *challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response*
3. *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:**

1. 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
2. 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.
3.
4. This requirement does not apply for children below compulsory school age however at SDFS, nursery will be taught some RE through stories and celebrations.
5. **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 schools in Northumberland to meet the requirements of the National Curriculum.

1. 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-** Christianity, Judaism, Islam, and consideration of other religions and non-religious worldviews.

**KS2-** Christianity, Islam, Hinduism, Judaism, 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.

 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.

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

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.

**Assessment, Recording and Reporting**

Assessment is normally carried out by teachers and other adults in the course of a lesson. Assessment is set against clear learning outcomes and 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. 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.

Date: September 2024

Review: September 2026