



## Religious Education Policy

### **Rationale**

In Shiremoor Primary school we strive to help the children to have respect for each other and show tolerance and value for the beliefs of others. We provide a happy stimulating environment rooted in Christian values where all children are cared for and spiritually, morally, intellectually, physically, socially and emotionally and where all are valued as individuals. We believe that Religious Education provides an opportunity to celebrate and show awareness of differences within our school and the wider world. It is a subject that celebrates diversity and challenges stereotypes.

At Shiremoor Primary School we believe that R.E. both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value which we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually is reflected in the R.E. curriculum.

At Shiremoor Primary School we believe in the importance of developing good relationships throughout all aspects of school life. Religious Education has a crucial part to play in helping to recognise and appreciate the contribution religion, in its varied aspects. We believe it is important not only to learn about religion, but also to learn from religion. R.E. is exciting and absolutely relevant to the lives of all our children. We hope that our commitment and enthusiasm as governors and staff will be communicated by the high priority we place on R.E.

### **Aims**

- To develop the children's knowledge, understanding of, and ability to respond to Christianity and the other principal religions represented in Great Britain.
- To explore issues within and between faiths to help them understand and respect different religions, beliefs, values and traditions (including ethical life stories), and understand the influence of those individuals, societies, communities and cultures.
- Consider the questions of the meaning and purpose in life.
- To learn about religious and ethical teaching, enabling them to make reasoned and informed judgements on religious and moral issues.
- To develop the children's sense of identity and belonging, preparing them for adult life as citizens in a plural society.
- To develop enquiry and response skills through the use of distinctive language, listening and empathy.
- To reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses.

### **Implementation of the Policy**

At Shiremoor Primary School the teaching of Religious Education promotes learning across the curriculum in a number of areas such as spiritual, moral, social and cultural development, key literacy skills and thinking skills. Learning will be organised to encourage the development of attitudes: self-awareness; respect for all; open-mindedness; appreciation and wonder.

At Shiremoor Primary School children are given the opportunity to work in a variety of ways including whole class, groups, in pairs and as individuals. We base our teaching and learning style in R.E. on the key principle that good teaching allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them.

At Shiremoor Primary School our teaching enables children to extend their own sense of values, and promote their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

## **Shiremoor Primary School Approach to RE**

### **Breadth of Study**

At Shiremoor Primary School we follow the North Tyneside Religious Education Syllabus when planning lessons.

### **Foundation Stage**

In Early Years at Shiremoor Primary School children begin to explore the world of religion in terms of special people, stories, times, places and objects and by visiting places of worship. They listen to and talk about stories and are introduced to religious words. Children will use their senses in exploring religions and beliefs, practices and forms of expression. They will have opportunities to reflect on their own feelings and experiences and to ask big questions. Children will also use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

### **Key Stage 1**

At Shiremoor Primary School Key Stage 1, pupils explore Christianity and at least two of the principal religions in this country. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief, especially for other children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

### **Key Stage 2**

In Key Stage 2, pupils learn about Christianity and at least three other principal religions, recognising the impact of religion and belief locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in religious education.

### **Collective Worship**

Assemblies in Shiremoor Primary School provide a clear framework for the development of children's values, attitudes towards themselves and others, their morality, a celebration of diversity.

Whole School Assembly takes place at the beginning of each day, with themes, which are planned to develop children spiritually and morally. They are as follows:

- Monday assembly is led by the Shiremoor Voice which is the pupil council. Children are recognised by their peers for their behaviour and attitude towards each other. Children celebrate the personal qualities of their fellow pupils. The committee is elected by pupils and responsible for canvassing the opinions and feelings of all children in school.
- Tuesday assembly celebrates hard work and achievement, where children are recognised for their efforts in all areas of the curriculum, both academic achievement and creativity. This is an opportunity to reward hard work and effort and promote an ethos for celebration of the diversity of individual talents.
- Wednesday assembly is led by Father Tony from St. Mark's Church, Shiremoor. This is Christian based assembly where children learn about the Christian religion and religious beliefs, as well as more general themes to promote personal qualities. Father Tony also visits the foundation stage on a Wednesday morning to relay the assembly to reception and nursery classes.
- Thursday assembly is more flexible, including opportunities to present class assemblies and presentations, and introduce PSHCE themes.

- In Friday assembly teachers nominate a child in their class for 'Helping Hands' award. This is an opportunity to recognise individuals for a positive contribution to any aspect of school life, including recognition for improvement. Teachers explain their reasons for nominations.
- Daily acts of collective worship take place during all assemblies. These are Christian based prayers and hymns.

The pupil council (Pupil Voice) enables children to have expression within school. This meets each week and represents the views of all children in the school from Year 1 to Year 6. The council aims to address community issues and promote positive attitudes.

### **Choices Week**

Choices Week is a feature of the school. Each term begins with a focus upon some of the choices children can make in their future lives. These include developing themes of Christianity, Multiculturalism, Global Citizenship, Careers Education and attitudes, skills and understanding, which enable pupils to focus and reflect upon life choices.

Multicultural Day focuses upon four world faiths. They are Judaism, Islam, Buddhism, and Hinduism. Other faiths, cultures and festivals are also studied including the Chinese New Year. In the Foundation Stage Multiculturalism is developed through learning tasks and direct teaching. Resources reflect the cultural diversity of pupils in our school, as well as the country in which we live. These include role-play resources, games and other play equipment. Phil Andre, a specialist peripatetic RE teacher, supports teachers, delivers lessons and does a whole school assembly during multicultural day.

During Christianity Day in Choices Week the children focus on specific aspects of Christianity. During Christianity day children have the opportunity to reflect upon Christian beliefs, concepts and ideas. They will do this through a range of activities including observation of artefacts, study of artwork, learning through the environment and experiences of visiting a Christian religious building.

### **Assessment**

At Shiremoor Primary School we assess the children's work in Religious Education by making informal judgements as we observe the children during lessons.

Summative assessment is carried out and recorded using Target Tracker each term. All class teachers are responsible for inputting accurate data that is then monitored by curriculum leaders and senior management. At the end of the year a summative judgement is made for each child as to whether they have achieved the school's expected standard for the end of the year.

Evidence for teacher assessments is located in the Topic books, Sketch books and Choices Week books and may also be found in the English books when cross-curricular learning has occurred. Staff will store digital evidence including photos and videos on a secure IPAD or on the school network.

A written summary of pupil's progress and achievement in RE is included in their annual report at the end of the academic year.

### **SMSC**

At Shiremoor Primary School we encourage spiritual development in RE through discussion of the values by which we live and encouraging pupils to reflect upon these. In RE students are encouraged to make a personal responses to right and wrong and to consider a range of responses to moral issues. Social and cultural education in RE involves exploring the similarities and differences in religions and cultures though which students make links between faith and personal action in everyday life. This is reflected in their relations with others through activities such as discussion and debate, and in their ability to work cooperatively with others.

## **Differentiation**

At Shiremoor Primary School we aim to encourage all children to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow children to gain a progressively deeper understanding and competency as they move through our school.

## **More Able Learners**

More able learners will be identified as part of our formative and summative assessment procedures. We will provide for their needs through a framework of high quality first teaching which focuses on ensuring the children are challenged appropriately. In addition, we will focus on developing their learning behaviours, including, greater reflection, problem solving and enquiry, making connections, higher order thinking skills and independent learning. The progress of more able learners will be rigorously tracked to ensure more able children reach their full potential

## **SEND/Inclusion**

Children who are identified as being on the SEND register will be given support as identified on their Individual Provision Map. A variety of support materials are available from SENDCo, Mrs A Irving. Children are supported in the first instance through quality first teaching. Lessons will be differentiated in line with the individual needs of the children. All provision for pupils with SEND is in line with the school's SEND policy.

## **Equal Opportunities**

At Shiremoor Primary School the curriculum for RE will develop enjoyment of and commitment to stimulating the best possible progress and the highest attainment for all our pupils irrespective of social background, culture, race, gender, differences in ability and disabilities. All of our pupils have a secured entitlement to participate in the RE Curriculum and our teaching approaches ensure the avoidance of stereotyping when planning work or organising groups. All the teaching staff agree that when using reference materials, they should reflect social and cultural diversity and provide positive images of race, gender and disability.

## **The Right of Withdrawal**

At Shiremoor Primary School parents have the right to withdraw their child/ren from all or part of the Religious Education lessons. Any concerns about the subject should be discussed with the class teacher and/or Headteacher. Parents who wish to withdraw their children must provide written notification to this effect. The aim of R.E. is not to convert children to a particular viewpoint or imply that all ethical standpoints are necessarily religious ones.

## **Monitoring and Evaluation**

At Shiremoor Primary School the RE Coordinator monitors planning and assessments – evaluating medium term plans and taking note of annotations, amendments and suggestions made by class teachers. They ensure that the curriculum has been covered and that there are no gaps.

Photographs of completed work and displays are kept digitally by the Coordinator as a portfolio, in order to monitor and support the raising of standards in RE within the school. The coordinator takes responsibility for addressing any needs or concerns that arise as a result of this monitoring.

To monitor and evaluate RE the RE subject co-ordinator does the following:

- Purchases and organises the appropriate resources.
- Liaises with Father Tony Curtis and Phil Andre regarding specialist sessions and assemblies
- Supports colleagues in the teaching of RE.
- Keeps up-to-date on the use of RE in the curriculum and attends any training for subject leaders held by the LA and feedback new information and ideas to staff.
- Conducts book scrutiny to assess the standards of Teaching and Learning through the children's work.

- Regularly reviews and updates the RE Policy and contributes to the school's self evaluation programme.
- Analyses cross school summative assessment data.