



Religious Education Policy

Aims: Through RE at Fellgate, children will develop positive attitudes to their own and others' beliefs, ideas, experiences, feelings and values. Children will develop a sense of self-awareness, have respect for others, be open minded and show appreciation and wonder of the world in which we live.

Children will develop deepening knowledge and understanding about a range of religious and non-religious worldviews so that they can:

- Describe and explain beliefs and theological concepts
- Describe and explain some sources of authority and teachings within and across religious and non-religious traditions
- Describe and explain which beliefs are expressed
- Know and understand the significance and impact of beliefs and practices on individuals, communities and societies
- Connect these together into a coherent framework of beliefs and practices

Teaching Approaches: RE is taught in a respectful and positive environment where children can express and celebrate their ideas and beliefs. They explore and express ideas through discussion, English and the arts, and work individually, in pairs and in groups. Children have opportunities to listen to each other and share their thoughts and beliefs. Philosophical approaches enable children to learn to think critically and understand that some questions have no definitive answer.

Through the teaching of RE children will:

- gain and deploy deepening understanding of specialist vocabulary and terms
- know and understand about religious diversity within the regions, as well as nationally and globally
- know and understand how religions can be defined and what is meant by the term 'religious and non-religious world views'
- gain and deploy skills that enable critical thinking in relation to the material they study
- reflect on their own thoughts, feelings, experiences, ideas, values and beliefs

Differentiation and Challenge: Children are all given the opportunity to explore the beliefs, values and experiences of themselves and others. Children receive differentiated tasks in lessons and, where required, additional support is given to ensure all children can access the RE curriculum. All children receive appropriate challenge to enable them to deepen their understanding through critical thinking and a philosophical approach.

Growth Mindset: A growth mindset in RE teaches children to become resilient learners so that they can develop their reasoning and critical thinking.

Religious Education Curriculum: The RE curriculum follows the South Tyneside Agreed Syllabus (SACRE). Its three key aims are: knowledge and understanding, critical thinking and personal reflection. These elements are interlinked and enable pupils to make good progress in RE. In KS1 children learn about Christianity and Judaism and in KS2 children learn about Christianity, Hinduism, Sikhism, plus a small special study of Islam.

Inclusion and Equal Opportunities: Our curriculum is fully inclusive and all children can succeed in RE. We support ranging needs, celebrate cultural diversity and make learning relevant through linking content to the context of our school and children.

Speaking and Listening: Children are encouraged to become articulate and use appropriate vocabulary. Discussion, particularly of a philosophical nature, encourages children to become active listeners and to articulate and justify their own opinions, thoughts and beliefs.

Planning in RE: We follow the South Tyneside Agreed Syllabus, which is linked to the National Curriculum. RE is taught through planned half termly unit blocks. Planning ensures that previous knowledge and skills are built upon in every lesson.

Timetabling of RE: RE lessons take place through regular weekly timetabled sessions where each unit block is planned to be carried out half termly across the year to ensure RE is progressive throughout the year groups.

RE in Early Years: During the Early Years Foundation Stage (EYFS), RE may be taught as part of whole class topics. The South Tyneside Agreed Syllabus uses the following themes to explore religion: special and belonging. Children can explore these ideas through topics such as special times, special objects, special people, special books, how we show belonging, the natural world, new life, new places and story. RE will help children in the Early Years develop a positive sense of themselves, positive relationships with others, respect for all and an ability to make sense of the world around them through exploration and observation.

How do we assess RE? RE assessment is on-going and formative. Assessment is part of all lessons, through questioning, discussion, observation and marking. It happens in the classroom as part of the normal teaching process and informs lesson pitch, differentiated intervention and future planning. A uniformed assessment sheet of foundation subjects is used at the end of each term to assess children's learning in RE. The Benchmark Expectations set out in the South Tyneside Agreed Syllabus should be used as the basis of planning and assessment.

Curriculum links in RE: RE lends itself to cross curricular links with all other subjects, particularly English, PSHE, art, computing and geography. These cross curricular links are utilised to ensure that a broad, balanced and engaging RE curriculum is taught.

Resources in RE: A range of physical and digital resources are used in lessons.

CPD in RE: This is delivered by the RE lead and through the Local Authority.

Work and Presentation: Non-negotiable school presentation and organisation procedures should be adhered to. RE work is presented in various ways.

Marking: Marking is ideally done 'live' during lessons with teachers responding to misconceptions as a whole class or through individual intervention. Pupils sometimes self-assess/peer mark. Questioning is used to extend learning. Learning objectives are highlighted green when children have been successful.

Evaluation and Monitoring: Teachers ensure good coverage of RE, termly pupil voice, governor meetings and work scrutinies. When formal observations take place, they are conducted alongside a member of SLT with a key focus.

School Governor Role in RE: There is a link governor allocated for the oversight of RE. Key documents/action plans are shared when updated and regular meetings are held with the link governor.

Pupil voice: The RE lead ensures that the thoughts, opinions and ideas of the children are collected regularly through pupil voice questionnaires. This feedback from the children then informs the planning and teaching of RE.