



RE Curriculum Rationale **Subject Lead: L. Smart**

Religious Education (RE) makes a major contribution to the education of our children here in West Boldon Primary. It helps pupils develop knowledge and understanding of religion and of the differing religions and non-religious beliefs represented in Great Britain today. As such, RE helps to promote the virtues of respect, tolerance and empathy, which are so important in our diverse society today. RE helps children to ask and think about challenging questions raised through the study of religion and enables them to develop reasoning and take part in debate. RE gives significant opportunities for our children to think about their own experiences, feelings, beliefs and values. As a result, RE is intellectually challenging, academically rigorous and personally enriching.

RE is provided for all children in our school as required by the Education Act 1996. It is taught according to the South Tyneside Agreed Syllabus for RE which is the Statutory Order.

In accordance with statutory orders, an Agreed Syllabus must reflect the fact that religious traditions in

Great Britain are in the main Christian, whilst taking account of the teachings and practices of other principal religions represented in Great Britain. The RE we teach is nondenominational and not designed to urge a particular religion or belief on pupils. As such RE is open to all children from all religious traditions and non-religious worldviews.

RE makes a significant contribution to our wider school aims and values

In RE, our children learn about and encounter people from a wide variety of faiths and beliefs. As a result children develop **respect**, tolerance and **friendship**.

Organisation of RE at West Boldon Primary

RE is taught by Class Teachers / Higher Level Teaching Assistants.

All classes are taught RE throughout the year.

In Early Years Foundation Stage, KS1 and KS2, RE is taught through topics.

Teachers organise their RE teaching so that sufficient time is given to the teaching of RE to ensure the programmes of study are covered and pupils can make real progress.

Scheme of Work

Here at West Boldon Primary we have planned Religious Education to ensure children can build up a picture of Christianity and some of the other principal faiths represented in Great Britain.

Children in Early Years Foundation Stage will be introduced to aspects of religions through topics about belonging, times of celebration and special objects, people and books. These topics will use examples from Christianity and other religions, as appropriate.

Throughout the rest of the primary phase, pupils will build up an increasingly clear and detailed picture of:

- Christianity (taught throughout Key Stage 1 and Key Stage 2)
- *Judaism* (Key Stage 1)
- *Sikhism, Hinduism, Islamic and Judaism* (Key Stage 2).

These religions are mainly taught in separate units so that pupils do not become confused. Older children do study some units which help them look at a theme across more than one religion e.g. care for others, the importance of rituals, how religions care for the environment.

Children in each year group have the opportunity to build up their knowledge and understanding of Christmas and Easter in the Christian tradition by studying different aspects of these festivals each year.

The RE plan also enables pupils to develop knowledge and understanding of religion in the local area through:

- a study of the different religious communities which exist in the local area surrounding the school (including different Christian denominations)
- the study of northern saints (e.g. Cuthbert, Bede) and their influence on the region.

Please see the attached Long Term Plan / Curriculum Map on the school website to see what pupils will study in RE each year.

Leadership and monitoring of RE

Miss Smart is the RE Co-ordinator in school. She keeps abreast of any developments in RE, attends the local RE network in South Tyneside and attends RE courses and conferences on behalf of the school. She updates the Head Teacher, governors and other members of staff of any matters arising in RE and provides some training for staff through staff meetings.

Miss Smart is responsible for the Long Term Planning in RE in school. She monitors and evaluates RE provision by regularly checking planning, scrutinising RE books and talking to pupils. Miss Smart produces the RE Development Plan and writes an annual report to discuss progress and issues relating to RE which is presented to the governors.

Right of Withdrawal

In line with the Education Act, parents have the right to withdraw their children from some or all of Religious Education. The Head Teacher will invite parents to discuss their concerns and issues. The school has a duty to supervise children at this time but not to provide alternative work or teaching.

In Religious Education, pupils have the opportunity to meet people from a wide range of beliefs and traditions and visit places of worship.

Here in West Boldon Primary we organise visits to:
e.g. St Nicholas Church, Rectory Bank and The Synagogue in Newcastle. **(Subject to COVID 19 Regulations)**

In addition we invite members from different religious and non-religious communities to visit school and talk to pupils in their RE lessons. (Subject to COVID 19 Regulations)

Collective Worship

Open the Book (St Nicholas C of E Church Boldon) Every Thursday – currently working on a virtual platform (COVID)
Bible Alive (East Boldon Methodist Church) Termly

Visits to School

Open the Book (St Nicholas C of E Church Boldon)
Bible Alive (East Boldon Methodist Church)
Hindu Art (Diwali Workshops)
Year 1- Newcastle Reform Synagogue

Year 2- Bede's World
Year 3- Newcastle ISKCON Hindu Temple
Year 4- Methodist Church, East Boldon
Year 5- Sikhism workshop (Sikh Education Service)
Year 6- Visit Mosque, South Shields/visitor to school

This engagement and encounter with religious and non-religious communities enables pupils to see the relevance of religious and non-religious beliefs for people today. It also actively promotes the fundamental British value of mutual respect and tolerance of other faiths and beliefs.

How we support SEN

Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

We are committed to :

- An inclusive curriculum enabling all children to experience a full and rich school life.
- A school environment with diversity at its heart, celebrating difference and achievement.
- Acceptance and tolerance underpin every level of core and wider curriculum.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our SEND policy and information report.