

Religious Education Policy

**Curriculum Intent**

Belford Primary School follows the legally adopted R.E SACRE syllabus for Northumberland County Council, (2022-2027) which is the statutory order for Religious Education. The scheme of work adopted by the school reflect the council’s principle aim for RE:

**‘The principal aim of religious education is 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.’**

During their school life at Belford, the children study Christianity, Judaism, Islam and Multi Faith Comparative Units. We welcome visitors of all faiths to work to our school in order to promote positive images of people in the wider community.

We encourage our children to have respect for all, including those with differing faiths and 0beliefs as we endeavor to develop the children’s understanding and appreciation of our diverse society. RE at Belford Primary helps to challenge prejudice, discrimination and racism and also promotes the spiritual, moral, cultural, mental and physical development of pupils preparing them for the opportunities, responsibilities and experiences of later life, so important today in 21st Century Britain.

At Belford Primary School, the intent of our R.E Curriculum is to offer a broad, balanced, rich and vibrant curriculum that ensures achievement for all learners, no matter their starting point. In line with our overall intent, teaching specific vocabulary is a fundamental part of our R.E curriculum. Terminology is taught and built up over time as the children progress through the curriculum. Children are often challenged to apply their use of this vocabulary in written work, where expectations match those of the English curriculum.

Our curriculum is set out in small incremental steps in order to minimise the scaffolding needed. Research by the Education Endowment Foundation indicates that it is just as important to avoid over scaffolding as it is to ensure all pupils are adequately supported. It also indicates that it is important to take account of the prior knowledge that children bring to lessons and to help them to build upon this understanding.

It is our intent is to make sure that every child has a positive, memorable and first-hand experience.

**Our Curriculum Design**

Our RE Curriculum is designed to:

• focus on core concepts

• allows pupils to encounter diverse examples of religion and worldviews

• enable pupils to embed learning in their long-term memory

• make space for pupil’s own beliefs/world views

• encourage pupils’ personal development, applying their learning to living

**Curriculum Implementation**

R.E will be provided for all our pupils on a weekly basis. All planned learning opportunities are outlined in our long term and medium-term planning.

In Early Years, children will encounter religious and non-religious worldviews through special books, times, places and objects and by visiting places of worship. They will listen to and talk about stories related to R.E. and the children will be introduced to subject-specific words and will be encouraged to use all their senses to explore beliefs, practices and forms of expression. They will ask questions and reflect on their own feelings and experiences and will use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

In Key Stage 1, children will develop their knowledge and understanding of religions and worldviews, recognising these in local, national and global contexts. They will use basic subject specific vocabulary and will be encouraged to raise questions and will begin to express their own views in response to the material they learn about.

In Key Stage 2, children will extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They will be introduced to an extended range of sources and subject-specific vocabulary. The children will be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. They will learn how to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

**Inclusion**

At Belford Primary School, all children will have equal access to the RE Curriculum, regardless of gender, socio-economic background or special educational needs as outlined in the school’s Equal opportunities Policy. We strive to meet the needs of those pupils with special educational needs, those with disabilities and those with special gifts and talents. Suitable enriching learning opportunities will be provided for all children based on their ability. Learning will be explorative and open ended, encouraging all learners to access the opportunities and develop at their own pace.

**Right of withdrawal**

It is recognised at Belford Primary School that parents have the right to withdraw their children from R.E lessons or any part of the R.E curriculum. Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for R.E of the kind the parents want the pupil to receive. These arrangements are to be made by the parents.

**Curriculum Impact**

At Belford Primary School, the R.E curriculum allows for all children, regardless of starting points, to make progress. Planned lessons with reference to Northumberland Agreed Syllabus for RE (2022-2027) will ensure that prior knowledge is continually built upon and the children are continuously growing their knowledge and understanding. Children will demonstrate their ability in R.E in a variety of different ways. Teachers will make use of technology to capture outcomes of children’s learning. At Belford Primary School, we believe that by providing children with an effective and diverse RE education they will be able to apply the skills, such as the ability to ask increasingly challenging questions, that they have learnt, to different subject areas.

**Assessment and Recording**

Teachers assess children’s work in RE in the different ways. There are ongoing assessments made as part of every lesson to help teachers adjust their daily plans and teachers match these short-term assessments closely to the teaching objectives. Medium-term assessments are also used to measure progress against the key objectives and to help teachers plan for the next unit of work. Teachers make long-term assessments towards the end of the school year and they use these to assess progress against age-related expectations. With the help of these long-term assessments, teachers are able to set targets for the next school year and summarise the progress of each child before presenting it with the child’s parents. Subsequent teachers also use previous long-term assessments as the basis for planning work for the new school year in conjunction with the R.E Northumberland Agreed Syllabus.

**Links to other Policies**

Equality Information Policy

Teaching and Learning Policy

Feedback and Marking Policy

Assessment policy

SEND policy

**Review**

Policy ratified – Sept 2024

Next review – Sept 2025