



Signed

Date: September 2020

Review: September 2022

RE Policy

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. **This will be achieved through the SACRE objectives provided by NCC. Children should be able to:**

- Learn about different religions, world views, values and traditions while examining their own beliefs and questions of meaning.
- Reflect on, consider, analyse, interpret and evaluate issues of faith, belief, ethics and truth, and to communicate their responses.
- Develop their sense of identity and belonging.
- It should prepare students for adult life.
- Pupils should develop respect for and sensitivity toward others, perhaps especially those whose religions and beliefs are different from their own.

RE Education in the Whole Curriculum

At Seaton Delaval First School we ensure RE is taught during some afternoon teaching sessions, using a cross curricular approach where possible. Every half term we have special assemblies with our local priest. Curriculum planning - All long, medium and short term planning is based on the LA's Agreed Syllabus. (The SACRE) [See Curriculum Map for RE and Guidance on a Long Term overview.]

Entitlement

All children at this school are taught RE whatever their ability, race or gender. All children in this school take part in a daily act of collective worship, and have weekly celebration assemblies to celebrate children's achievements in school. RE is taught throughout the term.

Curriculum

- 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.

Differentiation and Mastery

- Suitable opportunities are provided for all children by matching the challenge of the task to the ability and experience of the child.
- We plan for individual needs, differentiating to allow all to achieve, building self-esteem and fulfilling our aim to give all pupils the opportunity to experience success in learning and to achieve as high a standard as possible.
- We differentiate by:
 - setting common open ended tasks; setting tasks of increasing difficulty;
 - grouping pupils according to ability and setting different tasks for each group;
 - providing resources of different complexities, matched to the ability of the child;
 - using additional resources to support the work of individual children or groups of children;
 - using peer support by partnering pupils of different abilities to complete tasks.

Teachers should ensure that planning is differentiated in order to meet the needs of all pupils. 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 as well as those who are identified as gifted and talented.

Assessment, Recording and Reporting

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

The current subject leaders are Mrs Hayward & Mrs Derrick