FRONT STREET COMMUNITY PRIMARY SCHOOL

RE POLICY
September 2026

This policy links to articles: 2, 12, 13, 14, 28, 29, 30, 31

Religious Education Policy

Intent

At Front Street Primary School, we aim to inspire pupils' curiosity about the world, and to help them make sense of the world, its people, and themselves as individuals and citizens. We believe that RE is essential in preparing children to be confident citizens of our multicultural society, and to be critical thinkers who can make sense of the modern world.

Our RE curriculum is not just taught because it is a legal requirement for us to do so. The aim of RE teaching is *not* to tell children what to believe. It is to allow them to explore and learn from different beliefs and worldviews for themselves. Children enjoy developing their understanding of these ideas. They explore their own and other people's ideas about ethics, morality and the 'big questions' of life. They can articulate and reason about these ideas. They are respectful British citizens, who recognise and work against discrimination and understand their role in the community and are ready to be part of wider society. RE supports children in developing our values: to be happy, healthy, caring and curious.

Aims

As a Rights Respecting school, we believe that RE is central to the education and development of our pupils. RE allows children to:

- develop and reflect on their own understanding of the world;
- develop and reflect on the beliefs of others, and how this affects their lives;
- develop 'soft skills' such as empathy and communication;
- explore ethics, morality and the 'big questions' of life;
- Develop critical thinking skills and an ability to differentiate between facts and opinions
- become tolerant British citizens, who recognise and work against discrimination. (articles 2, 12, 14, 29, 30)

Substantive knowledge

Substantive knowledge is the collection of established facts within a subject. It is the 'what' of learning. In RE, this involves children developing their knowledge of different religious and non-religious worldviews. They learn about what inspires different beliefs, for example religious texts. They explore how people express their faith through how they live, through worship, celebrations, actions and more. They look at how communities and individuals develop and express their identity.

Disciplinary knowledge

Disciplinary knowledge is the 'how' of learning within a subject. It involves learning how experts in a field think, question and build knowledge. It concerns methods and concepts. RE in itself is not a discipline in the same way as History or Geography. It is instead a

combination of different academic disciplines, primarily theology, philosophy and social sciences.

- Theology is about understanding what people believe and why. It explains religious teachings, stories and ideas about God or ultimate reality from inside a faith tradition. It teaches about God(s) and religious beliefs.
- Philosophy is about asking big questions and thinking deeply about them. It explores ideas like truth, meaning, and right and wrong, using reasoning and discussion.
- In RE, social sciences are about how religion and belief are lived out in real life. They study how people practise their believes, how communities work and how religion/worldviews affect society. The social sciences are sociology, economics, psychology, politics, anthropology and human geography.

Teaching of RE

RE at Front Street is designed to develop children's understanding of different worldviews, religions and communities. This is done through regular revisiting of different concepts, for example belonging, worship and ethics. As children move through school, they develop a broader and deeper understanding of these ideas. Adaptive teaching supports all children in accessing, enjoying and learning about this subject.

RE curriculum planning

The National Curriculum includes the legal requirement that:
'Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils; and*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

All state schools ... must teach religious education'.
(National Curriculum in England: Framework Document, DfE, September 2013, p.4)

Although there is not a National Curriculum for RE, all maintained schools must follow the National Curriculum requirements to teach a broad and balanced curriculum, which includes RE. All maintained schools have a statutory duty to teach RE. The RE curriculum is determined by the local Standing Advisory Council on Religious Education (SACRE), which is responsible for producing the locally agreed syllabus for RE. Agreed Syllabuses used in schools which are not designated with a religious character must '*reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain*'.

By following guidance and information provided by the SACRE, the RE subject leader ensures that curriculum coverage is appropriate. Children learn about Christianity, Judaism, Islam, Hinduism and non-religious world views. Their knowledge and understanding are developed and built upon each year, through a progressive, ambitious curriculum.

Learning in RE is divided into 6 main strands within two general attainment targets, AT1 and AT2.

AT1 covers learning *about* religion. It gives children the opportunity to **EXPLORE** religion. Its main strands are:

- Learning about beliefs, teachings and sources (for example, looking at religious texts)
- Practices and ways of life (for example, learning about ceremonies and prayer)
- Forms of expression (for example, how people express their faith through art)

AT2 covers learning *from* religion. It gives children the opportunity to **ENGAGE** with the big questions about life. Its main strands are:

- Identity and belonging (for example, looking at which communities we belong to)
- Meaning, purpose and truth (for example, looking at the meaning of life)
- Values and commitments (for example, exploring how people make moral decisions)

In addition to these two areas, Gateshead's agreed syllabus also includes a third section: looking at living in a diverse world. This aims to allow children to **REFLECT** on diversity in society, and on how to live well by accommodating difference. These skills are all included in the curriculum. (Articles 2, 12, 28, 29)

Planning and resources

The Gateshead syllabus was devised by the Gateshead SACRE. This longer document has been précised so that each year group's coverage is clear. Each year, children revisit and build on previous learning. Christianity, Judaism, Hinduism and Islam are taught across Key Stages 1 and 2, alongside non-religious worldviews. Children are encouraged to make links and comparisons between different belief systems. Artefacts and related items are available for use in lessons. Teachers are supported by the RE lead in selecting reliable, good quality resources.

EYFS

RE in the Early Years supports pupils' understanding of the world and their place in it. It relates to a range of Early Learning Goals, notably in Communication and Language, Personal, Social and Emotional Development and Understanding of the World. It is taught through a cross-curricular approach, with a range of activities developing children's skills and understanding. Learning is adapted to match children's interests and experiences. Teachers assess children on each goal and liaise with the RE lead on skills and content coverage.

KS1

In Key Stage 1, children learn about two of the Abrahamic religions, Christianity and Judaism, as well as non-religious worldviews. They explore beliefs and traditions through a range of different activities, with the focus being on Oracy and practical learning. Learning is recorded using class floor books. This approach is inclusive and allows all children to participate and succeed.

KS2

In Key Stage 2, children continue to learn about Christianity and Judaism, and are introduced to Islam, which is also an Abrahamic religion. They continue to learn about non-religious worldviews. Children are also introduced to Hinduism, a Dharmic religion. Children learn through a range of activities, and learning is recorded in individual RE books.

Cross curricular links

Where appropriate, teachers refer to, and make connections with, RE learning across the curriculum. RE lends itself to cross curricular links with all other subjects, particularly in these areas:

Literacy:
Speaking and listening, due to the focus on Oracy, discussion and articulation of ideas, and drama activities.
Reading and writing, for example through the learning, ordering and retelling of stories.
History:
The faiths of different cultures of the past, and how they have influenced the modern world, for example the advent of Christianity in Britain.
Geography:
The main faiths of different countries, the location of key religious sites and buildings.
MFL:
The main faiths of different countries, how festivals are celebrated around the world.
PHSE:
Tolerance and understanding of different faiths, beliefs and cultures. Knowing how to make moral decisions and where to look for support and guidance. Through No Outsiders, children learn how to identify and work against discrimination, and to embrace British Values.
Art:
The role of art in expressing and celebrating faith.
Music:
Learning songs related to specific faiths or festivals. (Articles 2, 12, 13, 31)

SMSC

Schools are expected to develop children's spiritual, moral, social and cultural development. This includes:

Spiritual: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. (This is central to all three strands of RE skills taught.)
Moral: Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views. (This is addressed by the ENGAGE strand of RE skills taught.)
Social: Use a range of social skills; participate in the local community; appreciate diverse

viewpoints; participate, volunteer and cooperate; resolve conflict; approach sources and statements critically; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. (This is addressed by the REFLECT strand of RE skills taught, and by a range of activities which link the school to the wider community.)
Cultural: Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity. (This is addressed by the REFLECT strand of RE skills taught, and through other opportunities across the curriculum.) (Articles 2, 14, 29, 30)

British Values

Learning about British values forms a key part of children's spiritual, moral, cultural and social education. As part of this learning, all children are expected to develop respect for and tolerance of those with different beliefs, faiths and worldviews, and to know the importance of working to stop discrimination. This is central to RE teaching at Front Street, and this ethos is supported by the children's work on the UNCRC and No Outsiders. Pupil voice is developed through Humanities ambassadors from years 2-6 working with the subject lead. (Articles 2, 14, 30)

Equal Opportunities and Inclusion

The RE policy supports the Equal Opportunities Policy of the whole school by regarding all pupils as equal. Activities and resources ensure that children receive the same education regardless of their own faith or background. (Articles 2, 14, 30) The teaching of RE gives children the opportunity to explore the beliefs, values and experiences of themselves and others. Learning opportunities are matched to the needs of all learners, taking into account individual targets and support plans where appropriate.

Teachers take account of the three principles of inclusion set out in the National Curriculum:

- Setting suitable learning challenges for all children.
- Responding, using adaptive teaching, to the diverse learning needs of all pupils.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Tasks are adapted where necessary to meet the needs of all pupils, and extra support, or extension, is given when necessary.

The school has a responsibility to ensure that RE and collective worship are provided across the school. Parents have the right to withdraw their child from all or part of RE provision. This is given in the curriculum policy, available on the school's website. Parents wishing to withdraw their child will be given the opportunity to discuss the provision so that they can make an informed decision. (Articles 2, 12, 14, 30)

Assessment and Recording

Assessment is ongoing throughout each RE lesson and is used to inform future teaching and support pupils' progress. Teachers assess pupils' knowledge, understanding and enquiry skills,

identifying strengths and areas for development. It is a combination of both formative and summative assessments, drawing on observations of how children work, the quality of work they produce and the use of a range of assessment strategies including mini quizzes, true/false statements, explaining an image etc.

Monitoring and review

The RE Subject Leader works alongside the Senior Leadership Team to monitor standards of teaching and learning throughout the school.

The RE Subject Leader is responsible for:

- Ensuring progression and continuity across the key stages through the development of long-term planning.
- Supporting colleagues in curriculum implementation and providing guidance within units of work.
- Monitoring progress and standards within the subject.

CPD in RE

Professional development is delivered by the RE subject leader, supported by Gateshead CCIG, the local authority and Gateshead SACRE.

School governor role in RE

A link governor is allocated responsibility for the oversight of RE. Governors are involved in monitoring activities where appropriate. Key documentation action plans are shared regularly, and meetings are held between the link governor and the RE subject leader to discuss developments within the subject.

The National Curriculum

The Objectives of RE Teaching

All children should:

- Learn in a safe, positive, inclusive environment which builds upon achievements;
- Experience a range of activities and approaches;
- Express their own ideas and beliefs through discussion, writing and the arts;
- Be given opportunities to listen to staff, to each other and to practitioners of different faiths and worldviews;
- Gain an understanding of different faiths, worldviews and cultures, and learn to look at things from other people's perspectives. Show awareness of similarities and differences between peoples and appreciate the diversity of beliefs within the school and wider community;
- Learn to think critically about the 'big questions', such as the meaning of life, how we know what is right or wrong, and what happens when we die;
- Develop specific knowledge of the main faiths (Christianity, Judaism, Islam, and Hinduism) as well as non-religious worldviews, and explore connections and differences.
- Understand that some questions have no agreed answer. (articles 2, 12, 13, 14, 28, 29,

30, 31)