



RE POLICY 2024-2025

Aims: Children enjoy developing their understanding of a range of beliefs and viewpoints. 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. RE supports children in developing our values: to be happy, healthy, caring and curious.

Teaching approaches: RE is taught in a respectful, inclusive environment where children can share and celebrate their ideas and beliefs. They explore and express ideas through discussion, literacy and the arts, and work individually, in pairs and in groups. Children have opportunities to listen to staff, each other and practitioners of different faiths. Philosophical approaches enable children to learn to think critically about 'big questions' such as the meaning of life, how we know what is right or wrong, and what happens when we die. They understand that some questions have no agreed or definitive answer.

Differentiation and challenge: Children are all given the opportunity to explore the beliefs, values and experiences of themselves and others. Where necessary, tasks are adapted, or additional support is given, to allow all children to access the curriculum. All children are challenged to deepen their understanding through critical thinking and a philosophical approach.

Growth mindset: We promote resilience in RE. Philosophical discussions develop children's reasoning and critical thinking, and their ability to work independently.

RE curriculum: The RE curriculum is based on the Gateshead SACRE Agreed Syllabus. Its three key aims are that children learn about religions (Explore skills), learn from religions (Engage skills) and learn how to live in a multicultural world (Reflect skills). 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.

Inclusion and equal opportunities: All children can and will succeed in RE. Our curriculum is fully inclusive, supporting different needs and celebrating cultural diversity. Children are empowered to express their own beliefs and ideas.

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

Planning in RE: We follow the Gateshead SACRE Agreed Syllabus (linked to the National Curriculum). This is the basis of series of lessons which are planned by teachers, building upon previous learning and extending it each year. Planning is adapted according to the needs of the children on a lesson-by-lesson basis.

Timetabling of RE: The children receive regular lessons delivered in a way that is most appropriate to their year group. Visitors and class visits are also organised where possible.

RE in EY: RE 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.

How do we assess RE? Assessment is part of all lessons, through questioning, discussion, observation and marking. At the end of a series of lessons, teachers will also use specific tasks to further assess knowledge and understanding. Teachers use the key required skills for their year group (based on the Gateshead Agreed Syllabus) to identify progress in RE.

Curriculum links in RE: RE lends itself to cross curricular links with all other subjects, particularly in English, PHSE, Art and Music. These links are utilised in the delivery of a broad, balanced, engaging RE curriculum.

Involvement of home: The school newsletter and website are used to share information about RE with parents. RE is covered in the school's annual reports to parents, which state each child's attainment and approach to learning.

Resources in RE: A range of physical and digital resources are used in lessons. Artefacts and related items are available for use, and teachers are supported in selecting quality resources.

CPD in RE: This is delivered by the RE Lead and through the local authority.

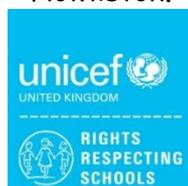
Marking: Marking is done 'live' during lessons, with teachers responding to misconceptions as a whole class or through individual intervention. Pupils will also self-assess/peer mark at times. When tasks are completed in books, the learning title will be highlighted green when children have been successful. Children in years 3-6 also have the opportunity to reflect on their learning through the class 'Reflection book'.

Evaluation and monitoring: Monitoring is achieved through a combination of formal observations, pupil voice discussions, governor meetings, staff/pupil surveys and work scrutinies. Examples of work are kept by the RE lead.

School governor role in RE: There is a link governor allocated for the oversight of RE. Governors will be asked to join the monitoring cycle with SLT. Key documents/action plans will be shared when updated and regular meetings will be held with the link governor.

Pupil voice in RE: Each class from year 2 to year 6 is represented by an RE Ambassador, who is elected by the class. The ambassadors meet regularly and work with the RE lead to develop the subject's profile and provision. They provide suggestions for changes and improvements, deliver assemblies and presentations and write for the school newsletter.

For further explanation or clarification of any item discussed in this policy, please see RE lead, Jenny Howliston.



Policy links to articles: 2, 12, 13, 14, 28, 29, 30 and 31.