



# ALLENDALE PRIMARY SCHOOL

## RELIGIOUS EDUCATION POLICY

### **Purpose**

Religious Education is a compulsory subject to which every pupil should have an entitlement. From September 2022, Allendale Primary school will move from following the 'Northumberland Agreed Syllabus for Religious Education 2017-2022' to 'Northumberland Agreed Syllabus for Religious Education 2022-2027' with the new updated Syllabus to be implemented across the school from September 2023. This Syllabus asserts the importance and value of religious education (RE) for all pupils, with on-going benefits for an open, articulate and understanding society.

The following purpose statements underpin the syllabus, which is constructed to support pupils and teachers in fulfilling them:

- Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE pupils learn about religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to these questions.
- Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully.
- Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities.
- RE should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and beliefs.

### **Aims**

The principal aim of religious education, as outlined in the Northumberland Agreed Syllabus 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."***

The Northumberland Agreed Syllabus threefold aim of RE elaborates on this principal aim. The curriculum for RE therefore aims to ensure that all pupils:

**1. make sense of a range of religious and non-religious beliefs, so that they can:**

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used expressed and interpreted in different ways, developing skills of interpretation

**2. understand the impact and significance of religious and non-religious beliefs, so that they can:**

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways,
- in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

**3. make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:**

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

Throughout schooling, teachers should consider how their teaching contributes towards the principal aim of RE in Northumberland, and how they help pupils to achieve the threefold aims above.

**Time spent on R.E:**

FS: 36 hours of RE per year (e.g. 50 minutes a week or some short sessions implemented through continuous provision)

KS1: 36 hours of tuition per year (e.g. an hour a week, or less than an hour a week plus a series of RE days)

KS2: 45 hours of tuition per year (e.g. an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE)

**Pupils with SEN (see our SEN Policy)**

We believe that all children have the right to access the RE curriculum. In order to ensure that children with special educational needs achieve to the best of their ability, it may be necessary to adapt the delivery of the curriculum for some pupils. We teach the RE curriculum to all children, whatever their ability. Through the teaching of RE we provide

learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Where appropriate we may support SEN children in small groups or on a one to one basis.

### **Assessment**

Assessing RE is an integral part of teaching and learning and central to good practice. We expect most children to achieve age related standards or better in RE within each year group. We also look for pupils that show a greater depth of understanding. We assess children's work in RE by making informal judgements as we listen to and observe them during discussions, visits, practical activities and written work produced for floor books.

### **Monitoring and review**

Monitoring will support the self-evaluation process identifying areas of strength as well as those for development. The SLT are responsible for the monitoring and reviewing of RE, including the standards of children's work and the quality of teaching. The monitoring and reviewing process may include discussions with staff and children, reviewing samples of children's work, monitoring of planning and visits to classrooms to observe teaching and learning

The SLT reports to the governing body. The governing body contains a named member to support in the overseeing of the delivery of RE in the school. The Co-ordinator and named governor will meet termly to review progress. Areas for development will be incorporated into the School Improvement Plan as necessary.

Through monitoring the SLT, governing body and co-ordinator will:

- Ensure that there is clear progression throughout the school
- Analyse assessment data and pupil progress
- Identify any training needs and offer extra support and guidance to staff when it is appropriate
- Ensure that there are suitable resources to help with the teaching and learning of RE

### **Withdrawal from RE Learning**

Parents may request that their child is withdrawn from R.E. Where parents are wishing to exercise this right, the Governing Body would suggest that the parents first meet with the Headteacher to discuss their concerns. If the matter cannot be resolved, parents need to apply to the Governing Body in writing to withdraw their child from RE lessons. The Governing body will make arrangements with the Headteacher for the child(ren) to be supervised or engaged in another activity during this time. We are mindful that everyone holds different beliefs and this is taken into consideration at Allendale Primary School and in RE lessons.

Religious Education Policy  
November 2022

Review date  
November 2026