Montalbo Nursery and Primary School

Religious Education Policy

Introduction

The RE curriculum forms an important part of Montalbo's spiritual, moral and social teaching. Our school RE curriculum is based on the Durham Local Authority's (LA) Agreed Syllabus and it meets all the requirements set forth in the document. The Education Act 1996 states that an Agreed Syllabus must reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teachings and practices of the other principal religions represented in Great Britain. It must be nondenominational and must not be designed to convert pupils to a particular religion.

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people, developing the children's knowledge and understanding of the major world faiths. Children are given the opportunity to develop a sound knowledge not only of Christianity but also of other world religions. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding.

Aims and Objectives

The aims and objectives of learning religious education in primary school are:

- To develop an understanding of the world around us through learning about religion.
- To provide children with the opportunity to develop their knowledge and appreciation of different religions and beliefs and compare these to their own beliefs.
- To develop pupils' knowledge of world faiths and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures.
- To enable pupils to express their own ideas and thoughts, asking thought-provoking questions about the world around them and personally reflect upon their own beliefs, values and experiences.
- To encourage pupils to consider how religions and beliefs have an impact on individuals and communities in local, national and global contexts.
- To encourage empathy and respect for all, including those with differing faiths and beliefs, as pupils develop understanding and appreciation of our diverse society and world.

RE Lessons

Children have a regular thirty-minute lesson of religious education each week, in order to provide children with the opportunities to review, remember, deepen and apply their understanding. RE planning is based on the Durham LA's agreed syllabus. Planning ensure that there is progression throughout the school and that children are building upon knowledge learnt in previous years, seeing the similarities and differences within the major religions and making connections. A wide range of religious festivals from a variety of religions will be covered. Where possible, teaching will be supplemented with trips to places of worship or visits from people from religious communities. The three elements of religious education are covered within each unit of work: Knowledge and

Understanding of Religion, Critical Thinking and Personal Reflection. Teachers will strive to overcome any potential barriers to learning for individuals and groups and respond to learners' diverse learning needs by planning approaches to teaching and learning in Religious Education so that all learners are given equal opportunities, set suitable learning challenges and can take part in lessons fully and effectively.

EYFS relate the Religious Education aspects of the children's work to the objectives set out under the Personal, Social and Emotional Development (PSED) and Knowledge and Understanding of the World (KUW) areas of the Early Years Foundation Stage Curriculum which are crucial to the development and progress of all pupils at this stage.

Right to Withdrawal

According to the Education Act 1996 and the School Standards and Framework Act 1988 parents have the right to withdraw their children from all or part of Religious Education lessons. The class teacher and/or Head teacher should discuss the matter sensitively with any parent who wishes to exercise their right to withdraw their child.

Assessment, Recording and Reporting

Most assessment is formative, considering progress in the three key areas - Knowledge and Understanding of Religion, Critical Thinking and Personal Reflection. Children are assessed on whether they are "knowing more and remembering more". This is assessed weekly through "Locked In Learning" and recorded within the school assessment tracker. A summative assessment is completed at the end of a unit of work to ascertain the children's recall of key learning across the unit. The assessments are used to monitor progress and to inform or adjust future planning. Learning is revised and revisited regularly to embed the RE curriculum and to ensure that knowledge is inter-leaved. Marking is completed in line with the school marking policy.

Monitoring

Monitoring is carried out by the head teacher, a member of senior management or the RE coordinator, in the following ways:

- Informal discussion with staff and pupils.
- Planning scrutinies.
- Work sampling.
- Classroom observation.

Review

This policy will be reviewed in September 2028.