



# Southridge First School

## Religious Education Policy

This policy was reviewed by the Governors Curriculum Committee May '23 and approved by FGB 13.6.23

Reviewed in Summer 2026.



# SOUTHRIDGE FIRST SCHOOL

## Religious Education Policy

### **1 Aims and objectives**

**1.1** At Southridge First School we develop the children's knowledge and understanding of all major world religions and non-religions and we address the fundamental questions in life. Children reflect on what it means to have a faith/belief and to develop their own spiritual knowledge and understanding. We help the children learn *from* religions as well as *about* religions. Develop a sense of belonging by threading the school core values through the RE curriculum.

#### 1.2 The aims of the Local Agreed Syllabus

- Acquire knowledge and develop understanding of Christianity and other principal religions represented in the United Kingdom, and particularly in North Tyneside.
- Developing understanding of the ways in which religious beliefs and secular views influence the values, practices and behaviour of individuals, communities, societies and cultures.
- Develop the ability to reason and make decisions and judgements about religion and moral issues, with reference to the teachings of the other principal religions represented in The United Kingdom.
- Address fundamental questions about life and enable personal search for meaning and purpose through consideration of the beliefs and teachings of the principal religions represented in the United Kingdom.
- Reflect on the personal experiences in light of their study of religion and develop confidence in their own identity, beliefs and values.
- Develop positive attitudes towards other people who hold different views and beliefs.
- Develop a sense of belonging and responsibility as a member of a diverse community, locally, nationally and globally.
- Offers opportunities for personal reflection and pupils' spiritual, moral, social and cultural development as it encourages pupils to examine the significance of their learning in relation to themselves and others.
- Describe and explain beliefs and theological concepts.
- Describe and explain some sources of authority and teachings within and across religious and non-religious traditions.
- Describe and explain ways in which beliefs are expressed - know and understand the significance and impact of beliefs and practices on individuals, communities and societies.
- Connect these together into a coherent framework of beliefs and practices.

**1.3** In our school the aims of religious education are to help children:

- Develop an awareness of spiritual and moral issues in life experiences.

- Develop an understanding of what it means to be committed to a religious tradition.
- Be able to reflect on and respond to their own experiences.
- Develop an understanding of religious traditions and to appreciate cultural differences.
- Develop investigative and research skills and to enable them to make reasoned judgements about religious issues.
- Have respect for other peoples' views and to celebrate the diversity in society.

## **2 The legal position of religious education**

**2.1** Our school curriculum for religious education meets all legal requirements, which stipulate that religious education is compulsory for all children, including those in the reception class who are less than five years old. Parents can withdraw their child(ren) from religious education classes if they wish, although this should only be done once the parents have given written notice to the Headteacher. When a pupil is withdrawn the school will provide alternative arrangements.

**2.2** Teachers can refuse to teach religious education, but only after they have given due notice of their intention to the Headteacher.

**2.3** The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our scheme of work reflects the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

## **3 Teaching and learning style**

**3.1** We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

**3.2** Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. RE should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religious and non-religious worldviews. RE enables pupils to have a nuanced and informed understanding of political, social and moral issues that they will need to face as they grow up in an increasingly globalised world. We use their experiences of religious festivals to develop their religious thinking. We organize visits to a variety of local places of worship.

**3.3** Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups. Children discuss religious and moral issues, working individually or in groups.

**3.4** We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

## **4 Curriculum planning in religious education**

**4.1** We plan our religious education curriculum in accordance with the North Tyneside Agreed Syllabus with the addition of the school's Core Values threaded through it. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through school.

**4.2** Planning for religious education is carried out at long, medium- and short-term phases. We teach religious education topics in conjunction with other subjects, especially at Key Stage 1 and the Early Years Foundation Stage. In Key Stage 2 we place an increasing emphasis on group/ shared experiences and enquiry-based study of religious themes and topics.

## **5 Contribution of religious education to the teaching of other subjects**

**5.1 English** Religious education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking, and listening, which also encourages discussion. We encourage children to record information to develop their writing ability.

### **5.2 Computing**

We use computing skills where appropriate in religious education. The children find, select, and analyze information. They also use computing skills to review, modify and evaluate their work and to improve its presentation.

### **5.3 PSHE & Citizenship**

Through our religious education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our diverse society.

### **5.4 Topic work**

We also endeavor to teach about religious and moral issues through topic work. For example, the impact of sustainable living (Geography).

## **6 Teaching religious education to children with SEND**

**6.1** All pupils have access to the full range of activities involved in learning religious education. When children are to participate in activities outside the classroom, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **7 Assessment**

**7.1** Children's work in religious education is assessed by making informal judgements as we observe them during lessons. Work is marked once it has been completed and comments made as necessary to support the children's learning. At the end of each term teachers assess their class's attainment. Assessment of R.E. in the Foundation Stage is based on the Early Learning Goals. Assessment of R.E. in Key Stage One and Two is based on the level descriptors in The North Tyneside Agreed Syllabus. These are based on two attainment targets learning about religion and learning from religion. Assessment to be revised with input of RE coordinator and RE Governor.

## **8. Recording and Reporting**

**8.1** Parents are invited to attend two parent's evenings during the year, one in the Autumn Term and one in the Spring Term where achievements in R.E. are discussed. At the end of the Summer Term each pupil is given a report where their achievements and understanding of R.E. are reported to their parents. Under the new Primary Curriculum parents teachers will discuss with parents whether their child is working towards / at / or above Year Group Expectations.

## **9 Resources**

**9.1** There are a wide range of resources in school, which support the teaching of Religious education. These include artefacts boxes and a range of books and CD-ROMs. Resources are also loaned from the children's library service to further enhance learning. The school holds a membership for the Religious resource centre.

## **10 Monitoring and review**

**10.1** The RE Subject Leader is responsible for monitoring the standards of the children's work and the quality of the teaching in religious education. She is also responsible for supporting colleagues in the teaching of religious education and being informed about the latest initiatives in the subject.

## **The role of Governors**

The Governing Body will review this policy, formally, three years from the date of its adoption.

Informal Review may be necessary in the interim and should take place as and when required.

## Equality Impact Assessment

1. Name of the change, strategy, project or policy:	<b>Religious Education Policy</b>		
2. Name of person completing this form:			
<b>3. Has the policy/practice been assessed to consider any negative impact on the key groups?</b>			
<p>Yes. This Policy reflects the understanding that religious education forms a part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our policy reflects the fact that the religious traditions in Great Britain are in the main Christian but it also takes account of the teachings and practices of other major religions.</p> <p>The school also respects the right of parents to withdraw their children from Religious Education teaching and for staff also to withdraw. In this way we aim both to affirm and to protect the integrity of all members of the school community.</p> <p>The School will fulfil its obligations to equality by approaching its practices to the teaching of RE in a fair and consistent manner.</p>			
<b>4. Where negative impact has been identified, please complete questions 5-9, if none is identified, please sign and proceed to question 9.</b>			
Equality Target Group (circle):	Negative impact – it could disadvantage	Reason	
Race	None		
Religion/belief	None		
Disability	None		
Gender	None		
Sexual Orientation	None		
Age	None		
<b>5</b>		Yes	No
Is the impact legal/lawful? Seek advice from your School link HR Advisor if necessary.		NA	NA
Is the impact intended?		NA	NA
<b>6 Could you minimise or improve any negative impact? Use the space below to detail how.</b>			
NA			
<b>7 Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any adverse impact on equality?</b>			
NA			
<b>8. In light of all the information detailed in this form; what practical actions would you take to reduce or remove any adverse / negative impact?</b>			
NA			

### PART B) To be completed when assessment and consultation has been carried out

<p><b>9a)</b> As a result of the assessment and consultation completed in Part A above, state whether there will need to be any changes made to the policy, project or planned action.</p> <p><b>9b)</b> As a result of this assessment and consultation, does the school need to commission specific research on this issue or carry out monitoring/data collection?</p>
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The Governing Body will receive information periodically from the RE Curriculum Coordinator and Headteacher regarding Religious Education. This policy will be kept under periodic review.

9) Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change?	Yes	<input checked="" type="checkbox"/>	No	As described above
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