

RE Policy

Religious Education at Percy Main Primary School

Through RE we encourage pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. We challenge pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, equality, belief, faith and ethics and to communicate their responses. At Percy Main, we encourage pupils to develop their sense of self-worth, identity and belonging.

Intent

We aim to ensure that the RE curriculum is challenging, dynamic and relevant to pupils of all ages. Children are taught to understand and respect the importance of religious beliefs in the world around them; including Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism.

Our aim is to enable pupils to flourish individually within their own communities and as citizens in a plural society and global community. We believe Religious Education has an important role in preparing our pupils for adult life, employment and lifelong learning. We encourage our pupils to develop respect for, sensitivity to and acceptance of others, in particular those whose faiths and beliefs are different from their own.

Implementation

At Percy Main Primary School, we follow the North Tyneside Syllabus for Religious Education. We make meaningful links to our topics and encourage children to use and develop their skills in RE to participate in critical thinking.

Delivery

RE lessons are taught as part of our class topics and wherever possible teachers make meaningful links to learning in other subjects. Wherever possible we visit places of religious worship and create opportunities to celebrate religious festivals together both as a school community and as global citizens and as members of the local community.

Impact

Through teaching RE we aim to promote discernment and enable pupils to combat prejudice and racism, ensuring our children are able to function well within a modern, multicultural and democratic Britain.

Inclusion

SEN pupils are fully involved in lessons as teaching and learning is differentiated to provide challenge at all levels and ensure that all children have access to the curriculum content.

Assessment and Recording

Children are assessed throughout every lesson. Support is given and misconceptions addressed as part of whole class and smaller group teaching. The teacher uses formative assessment during the lesson and summative assessment at the end of the lesson to inform planning of the next session or series of sessions.

Formal assessment is carried out every term and is added to the O-track tracker for each year group by the class teacher.

Monitoring and Review

The RE subject leader:

- Monitors assessment and standards across school
- Coaches newer teachers and members of staff with subject knowledge and teaching of RE
- Monitors and manages curriculum coverage and enhancements
- Is responsible for reporting to the governors about the quality of the implementation of R.E. and the impact on standards.