



RE Policy September 2022

RE Policy Version

Version	Date	Description	Author	Approved	Review
V. 1	April 2022	Draft Created	Becky Baker		September 2022
V. 1.2	September 2022	Final Version	Becky Baker Gemma Boucetla	September 2022	September 2023 and/or when Official Guidance is next reviewed and updated

This policy is in accordance with the Northumberland County Council Agreed Syllabus from “RE Today” as published in June 2022

1. Aims

a) Intention

At Beaufront, we offer a rich and vibrant curriculum which is ambitious for all learners. Through our curriculum we develop the essential knowledge, skills and understanding which are the building blocks for later life. Our curriculum goes beyond the classroom experiences to ensure that our children are exposed to the richest and most varied opportunities we can provide. Our aim is to enrich every child’s school experience by creating an environment where they are encouraged to succeed and be the best they can be. The exploration of new skills and experiences help to nurture resilience, curiosity, and creativity. The curriculum is further enhanced by our commitment to Values Education, including British Values, and, through this, alongside our spiritual, moral, social, and cultural development, we provide learning experiences which promote confident, responsible pupils, eager for lifelong learning.

Our RE curriculum is diverse and engaging, challenging all learners. Through our RE curriculum, we develop knowledge of world religions as well as the communication and listening skills needed to express understanding and personal response to a range of world views. Our curriculum delivers the requirements of our locally agreed syllabus, but does so through a variety of mediums, making the most of technology, creative forms, and other cross-curricular opportunities to ensure that all learners have the richest and most engaging learning experiences within RE lessons. The curriculum is enhanced by our commitment to Values Education (including British Values) and our RSE programme, to promote considerate and reflective learners who will enter life beyond the classroom able to confidently formulate and express their own views, whilst remaining curious and open to the views of others.

b) Aims of RE at Beaufront

- Ensure children can make sense of religion and belief, at an appropriate level of challenge for their age.
- Ensure positive and respectful attitudes and values are developed.
- Ensure children can reflect and relate their learning in RE to their own beliefs and experiences both presently and in the future.
- Ensure children have the opportunity to learn the moral issues of right and wrong; and what it means to be human.
- Ensure children learn to value themselves and others.
- Ensure children understand and respect other peoples' world views, communicate their own ideas clearly and respectfully and celebrate our social diversity through understanding similarities and differences.

2. Legislation and Guidance

This policy reflects the requirement of the 'Northumberland County Council Agreed Syllabus for RE'. It also reflects requirements for inclusion and equality as set out in the SEND code of practice (September 2014, updated April 2020) and the Equality Act (2010). In addition this policy acknowledges the requirements for promoting the learning and development of children set out in the EYFS statutory framework (September 2021).

Right of withdrawal

In the UK, parents have the right to withdraw their children from RE on the grounds they wish to provide their own religious education (School Standards and Framework Act 1998). This will be the parents' responsibility. However, staff will hold discussions with any parents wishing to remove their child from RE lessons to ensure they understand the aims and values of our RE curriculum before honouring this right.

3. Roles and Responsibilities

a) **The Governing Body** will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

b) **The Headteacher** is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Body.
- They manage requests to withdraw children from the curriculum, where appropriate.
- The school's procedures for assessment meet all legal requirements.
- The Governing Body is advised on whole school targets in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including SEND.

c) **The Subject Leader** will:

- Provide a strategic lead and direction for the subject.
- Support and offer advice to colleagues on issues related to RE.
- Keep up to date with new initiatives.
- Monitor pupil progress in RE across the school.
- Provide efficient resource management for the subject.
- Review the way the subject is taught in school and plan for improvement, linking to whole school objectives.
- Review the curriculum plans for RE ensuring coverage and progression is planned for.
- Carry out book trawls, learning walks and lesson observations to ensure that the children are achieving their full potential and attainment is as expected.

4. Organisation and Planning

a) Implementation

Our curriculum at Beaufront follows the units set out by Northumberland's Locally Agreed Syllabus and is supported by the RE Today unit plans. Units of work for each key stage are organised systematically, allowing pupils to add to their knowledge of specific religions as they progress through school and to build on prior knowledge through thematic units, which draw comparisons between different religions and their values and practices. At the same time, pupils are encouraged to make comparisons between these values and their own and those promoted in our school

rules. They are also given opportunities to appreciate the value of certain religious practices and to notice similarities and differences between routines and rituals in their own life, from important family gatherings to meditative and communal activities in school.

Throughout these units pupils will be exposed to a variety of traditional stories from different religions, listen to real life experiences and views of people of faith and to engage with their thematic topics through debate and discussion, drama, art, poetry etc. Other religions may be explored through themed days, special events or through wider topics in Geography or History, for example.

b) Values

At Beaufront our curriculum is underpinned by the values of the school rules, including British Values. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

Our main values, upon which we have based our curriculum are:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each child, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we encourage co-operation and understanding between all members of our community promoting community cohesion: for example our annual Harvest Boxes.
- We value the right enjoyed by each person in our society. We respect each child in our school for their individuality, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all children in our school.
- We value our environment and encourage sustainability. We aim, through our curriculum, to teach respect for our world; how we should care for it for future generations, as well as our own.

c) Extra – curricular Activities

At Beaufront, we are committed to provide relevant hands-on experiences which ignite children's thinking and curiosity. We intend to provide more opportunities for pupils to experience religions they are less familiar with through invited visitors and trips to places of worship.

d) EYFS

The curriculum taught in Nursery and Reception meets the requirements set out in the Northumberland Agreed Syllabus. Our EYFS teachers develop topics based on the needs and interests of their children. In our Nursery, aspects of RE are woven

throughout themes which support children's knowledge and understanding of the world as pupils explore the world around them and their place within it. In Reception, the children follow units based on three strands: people, cultures and communities incorporating believing, living and expressing, through which pupils explore special stories, people, places and times as well as their own place in our world.

e) Contribution to other subjects and areas

- RSE curriculum and assemblies – Wherever possible, links will be made between our school values and aspects of religious belief and prominent religious figures. Our aim is to give pupils a broad and diverse understanding of the world and those we share it with whilst offering opportunities to explore commonalities between our own values and those of others.
- History – Pupils will be exposed to ancient cultures and religions through their history topics as well as key historical events which affect modern day religious practices. For example, in Class 2 the pupils explore the pagan religions of the Vikings and Anglo-Saxons and the effect of spreading Christianity at the time. This then ties in with the topic on 'The Roman Empire and its impact on Britain' as St. Augustine was sent from Rome to bring Christianity to the Anglo-Saxons.
- Speaking and Listening – RE provides the perfect opportunity for pupils to present their thought to their peers through paired, grouped and whole-class discussion. Teachers model their own thought processes and how to communicate these using useful stem sentences and promoting discussion with deeper questioning and allowing pupils to use their own questions. Children also gain from hearing their peers share their experiences and views and learning to listen carefully and formulating a clear and respectful response.
- Geography – Learning about other countries and cultures offer opportunities to explore prominent faiths of those countries too.
- Art – Art naturally lends itself to self-expression, therefore pupils will be given opportunities to use different techniques and mediums to explore the larger questions of life. Within this other religions such as Buddhism and Hinduism may be included as appropriate and as relevant to wider topics and areas of study.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- more able pupils.
- pupils with low prior attainment.
- pupils from disadvantaged backgrounds.
- pupils with SEND.

Teachers will plan lessons so that all pupils can learn, ensuring that there are no barriers to every pupil achieving.

6. Impact

- Children will leave Beaufront with a good understanding of the key religious beliefs, regarding both themselves and others.
- Children will be able to celebrate the diversity of the school and promote positive images of people in the wider community and internationally.
- Children will understand that beliefs are not facts and that individuals or groups of people have different beliefs and belief systems. Religious content is therefore not presented as fact but rather qualified with 'some people believe that...' when discussing ideas and beliefs. This enables children to leave Beaufront with the understanding that there are different religions and belief systems, and that is ok.

Monitoring Arrangements

We will measure the impact of our RE curriculum through the following methods:

- Regular monitoring of children's writing in class books.
- Class discussions about relevant issues raised.
- Wall displays celebrating children's work.
- Visits or visitors and work following from such activities.

7. Links with other policies

This policy links to the following policies:

- EYFS
- SEND
- Pupil Premium
- RHE
- PSHE
- Behaviour (to be reviewed 2023)
- Assessment (to be reviewed 2023)
- Marking
- Equality Information and Objectives (to be reviewed 2023)