

Moorside Primary School



Religious Education (R.E.)



MOORSIDE PRIMARY SCHOOL PURPOSE, VISION & VALUES

Our Purpose

Moorside Primary is a school at the heart of our diverse community in the West End of Newcastle.
We pride ourselves in being a caring school community where everyone is welcome.
We strive to deliver an outstanding education for all our children.
We help everyone to become caring and active citizens
We encourage everyone to thrive and achieve their full potential.

Our Vision

We want everyone in our school to work together to make us as good as any school can be.
We want to create new opportunities for everyone to succeed.
We want to create a culture which broadens all of our horizons.
We want everyone to be able to tackle the challenges we will face in an ever changing world. We want all of our children to effectively engage with each other and with our community.

Our values

We all believe that

Our local community deserves a school they can be proud of
We are a caring community where everyone is welcome
We all value, respect and support each other
Our community has the right to be safe and healthy.
Our children should have the chance to enjoy and be enthused by their time in our school

We all work together to make sure that

Everyone always tries their best and take pride in all that they do
Everyone demonstrates good manners at all times
Everyone respects each other and show consideration
Everyone respects and cares for our environment and resources
Everyone celebrates each other's successes and achievements

RE in the School Curriculum (Legal Requirements)

RE is a statutory subject in the curriculum of maintained schools. Alongside the subject's contribution to children's cognitive and linguistic development, RE offers distinctive opportunities to promote their spiritual, moral, social and cultural development. RE lessons should offer a structured and safe space for reflection, discussion, dialogue and debate. Lessons should also allow for timely and sensitive responses to be made to unforeseen events of a religious, moral or philosophical nature, whether local, national or global. As RE is not nationally determined a locally agreed syllabus, RE is prepared by a local Standing Advisory Council on Religious Education (SACRE) and adopted by a local authority.

The Place of RE in the Curriculum

The Agreed Syllabus seeks to support children and young people in reflecting upon, developing and affirming their own beliefs, values and attitudes through the exploration of shared human experience and of the place and significance of religion in the contemporary world.

RE is a valued subject which welcomes the difficult and enquiring questions about life, beliefs, right and wrong and what it means to be human. It develops the children's knowledge and understanding of faiths represented in their local community and the wider world. RE allows children to learn about and challenge their own and each other's beliefs and values in an unbiased and safe environment, developing respect and understanding of other cultures and faiths.

Although RE is a distinct subject it makes important contributions to the children's curriculum e.g. PSHE and their daily school life, as well as developing higher order thinking skills, spiritual development and deep personal development.

The aim of RE is that children:

- Know about and understand a range of religions and worldviews
- Express ideas and insights about the nature, significance and importance of religions and worldviews
- Gain and deploy the skills needed to engage seriously with religions and worldviews

The curriculum for Religious Education aims to ensure that all children develop knowledge and understanding of **sources of wisdom and their impact** whilst exploring **personal and critical responses**. 'Religious Education does not seek to urge religious beliefs on children by promoting one religion over another.'

Implementation of the agreed syllabus of RE

At Moorside Primary we follow the Newcastle Local Authority guidance and scheme of work when teaching Religious Education (RE). However, reflect and represent the religions found within our school community. As a school, we take into account the religions found in the immediate geographical area surrounding the school (locally) and beyond (nationally and globally). Children and staff within our school celebrate all religions within our school community and the wider world.

The teaching of RE will involve some direct teaching and whole class, group, paired or individual activities. Through a range of strategies, such as: enquiry, exploration, discussion, asking and answering questions, artefacts, visits and visitors of faith and belief, children are actively engaged in learning.

Our medium-term plans give details of each unit of work for each term. We ensure that children have complete coverage of the Agreed Syllabus at an appropriate level and that any repetition of topics is mindful of progression and of the children's developmental stage, ability and interest.

Short term planning of individual lessons is a matter for the class teacher. When planning each unit of work the teacher will identify the focus, the learning objectives for the unit, the learning tasks planned to achieve them, time allocated and any resources, visits or visitors needed. The work planned must be relevant to the needs of all children.

Children will develop an understanding and explore the significance and impact of sacred texts, other sources of wisdom and ways of expressing meaning. We will encourage them to express their ideas and insights about the nature of beliefs, values and practices and their impact upon the identity of individuals and communities. Children will learn to recognise and explore the diversity that exists within and between religious traditions.

Children should express with increasing discernment their personal reflections, critical responses and connections to faith and belief enquiring into philosophical, moral and ethical issues. They will engage with the questions and answers offered by religions and worldviews concerning ultimate questions and human responsibility.

Cross Curricular Approaches

RE teaching and learning will be the means to many wider cross-curricular themes and dimensions. Children's skills in oracy and literacy will be enhanced. Problem-solving, decision-making and interpersonal skills will be developed. RE presents many opportunities to explore multicultural and equal opportunities issues and for consideration of the environment. Moral questions will be raised and children will develop a sense of citizenship through many aspects of the explicit RE curriculum. Links will be made with people and communities within the locality. It is recognised that for some families visits to places of religious significance may conflict with their own religious beliefs. In the case of such a visit, Parent/Carer permissions will be sought in advance. The RE curriculum makes a significant contribution to children's' spiritual, moral, social and cultural (SMSC) development knowledge and awareness of Prevent, British values, keeping children safe and the diversity, equality and cohesion agendas, these are all essential contributing factors in providing outstanding RE teaching and learning for all children.

Children will develop the skills required to engage with others in dialogue and to cooperate in society with respect and compassion.

Equal opportunities

At this school it is our practice to talk to parents to ensure that they understand the aims and value of the RE curriculum before honouring the right of withdrawal from RE. If a parent asks for their child to be wholly or partly excused from attending any RE as a school we must comply unless the request is withdrawn. Any parent who wishes to withdraw their child is expected to consult the head teacher. We will aim for children not to be excused from selected RE sessions linked to specific faiths, whilst continuing to respect the parent's requests. Parental permission will be sought in advance of any visit to a place of worship.

Assessment

Assessment in RE is seen in its broadest through activities for example, discussion with children, group activities, marking and guiding their work, observing, displaying work, asking and answering questions, teachers are continually finding out about their children's achievements. This information is then recorded against expected learning outcomes for assessment and in line with other areas of the curriculum. At this school we appreciate that a vital aid to learning is for children to be actively involved in their own assessment.

Staff Responsibilities and monitoring

The RE team manages this area of the curriculum supporting staff and keeping up to date with resources, information and CPD. They report to the Headteacher and senior leadership team with regards any areas for development as well as strengths. This policy is reviewed annually to ensure it still represents the values and practice of the school.

Date reviewed	September 2023
Date of next review	September 2024