

WINGROVE PRIMARY  
SCHOOL



Policy Statement for  
Religious  
Education

Subject leader: Claire Large  
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## **Intent**

At Wingrove Primary School, Religious Education fosters understanding, respect and tolerance for religious diversity as the children in our care learn about Christianity and various world religions, belief systems and practises reflecting the rich and diverse culture in our local area and beyond including Islam, Judaism, Hinduism, Sikhism, Buddhism and non-religious beliefs. This is supported by the implementation of The Newcastle Upon Tyne Agreed syllabus.

## **Aims**

With Oracy skills a key aspect in Religious Education lessons, children will be encouraged to reflect upon, articulate and share their own beliefs and values. This is essential, as for many of our children, their religious beliefs form a crucial part of their culture and identity. In addition, our rich diversity of religious backgrounds will further support the development of respect for all religious beliefs, as we encourage dialogue between children of different faiths and those that have none. [DCSF non-statutory guidance, page 8]

Critical thinking and reasoning will be sensitively encouraged to enable children to ask questions about and analyse current moral and social issues enabling them to make informed decisions by considering factual information and recognise misinformation, misrepresentations of religion and extremism.

Community cohesion and social responsibility is a vital part of Religious Education lessons with strong links to our local places of worship including the Mosque, Gurdwara and St. James and Basil church through regular visits. Our children contribute to the local community through litter picking, visits to care homes and carol singing. Celebrations across various faiths are recognised and celebrated.

The teaching and learning of Religious Education at Wingrove supports our commitment to providing a balanced, inclusive and respectful educational environment that aims to equip all our children with the knowledge and understanding needed to navigate the diverse, multi-faith world in which we all live.

## **Implementation of the Curriculum**

The current Newcastle Agreed Syllabus contains the curriculum content and key learning for Religious Education at Wingrove and ensures continuity and progression in the teaching and learning throughout our school. Our curriculum reflects Christianity as the main religious tradition of our country while being respectful of the principle religions in our local community and we provide a balanced exploration of different world religions, secular beliefs and moral philosophies.

Teachers are encouraged to make links and compare different religious and non-religious beliefs and practises to further support community cohesion and respect.

Although the statutory requirement for Religious Education does not extend to children under compulsory school age, we feel at Wingrove that it does form a valuable part of the educational experience of children in EYFS. Therefore, our Early Years department utilise both the EYFS framework and the Newcastle Agreed syllabus, to plan and deliver Religious Education within our Nursery and Reception classes.

## **Teaching Methods and Approaches**

Lessons provide a safe space for children to develop respect for all religions and non-religious beliefs, explore their own beliefs, ask questions and engage in thoughtful discussions about faith.

Religious Education will be taught in a way that is inclusive of all children who will be encouraged to critically engage and form their opinions based on factual information and recognise misinformation, misrepresentations of religion and extremism.

Class Teachers utilise the units of work from the current Newcastle Agreed Syllabus to plan lessons delivered in blocks. Lessons, where possible, might start with a key question to consider. Children's work can be recorded in Creative Curriculum books and class Thinking and Talking Books. When possible, lessons are enhanced through visits and visitors from the local places of worship.

Integrated cross-curricular learning experiences can complement discrete subject teaching as stated in the DCSF non-statutory guidance, page 5, in order to create a cohesive and meaningful learning programme for Religious Education within our question led creative curriculum.

Teaching at Wingrove provides opportunities for whole class teaching, group work, paired work and individual work. At Wingrove, we recognise the importance of establishing a secure foundation and of teaching and using vocabulary appropriate to the task which will challenge and motivate all children.

### **Organisation**

Religious Education is taught to whole mixed ability classes, throughout the school. Differentiation enables children with additional needs to access the curriculum and EAL assistance is provided where needed using pictures and translation apps.

### **Impact - Assessment and Evaluation**

Ongoing assessments will be conducted through class participation, activities and marking supported by the Wingrove Education Knowledge and Skills Progression Map for Years 1 to 6. Assessment outcomes are used to inform the next cycle of planning ensuring that work is matched to the needs of the pupils, enabling them to make progress.

### **Assemblies**

Our weekly Celebration assembly is held each Monday at 9am for years 1 to 6. This is led by the Year 6 children and celebrates pupil achievements. Our whole school assembly, including EYFS pupils, takes place each Friday at 9am during which individual classes will celebrate their work to which parents are invited.

### **Equal Opportunities**

As a staff, we endeavour to maintain awareness of, and to provide for, equal opportunities for all pupils in Religious education. We aim to consider cultural background, gender and any special need both in our teaching attitudes and in published material we use with our pupils. We aim to fully include all pupils within all lessons. Where necessary, teachers will, in consultation with our Inclusion Manager, implement support plans and utilise differentiation so that children with additional needs access the curriculum and EAL assistance is provided where needed using pictures and translation apps. More able children will also be extended through differentiation or extension tasks.

### **Parental Rights and Withdrawal**

Parents do have the right to withdraw their children from all or part of the religious Education curriculum. At present, no parents have exercised this right. Should any parent wish to, they will be offered the opportunity to discuss their concerns with the Headteacher, Mrs. Mullarkey. As a school, we will ensure that they are aware of our syllabus, its relevance to all pupils and respects their own personal beliefs.

### **Monitoring and Review**

The curriculum and policy will be regularly reviewed by the R.E coordinator and school leadership team to ensure that it remains relevant, effective and aligned with school objectives and development plan.

### **Compliance with Legal and Educational Standards**

This policy complies with national and regional educational standards and legislation governing Religious Education. Document and bodies referenced include - SACRE, The Agreed syllabus for Religious Education Newcastle Upon Tyne, Religious Education in English schools: non-statutory guidance.

