



# Religious Education Policy

## November 2025

The RE curriculum forms an important part of our school's spiritual, moral and social teaching. Religious Education at Simonside Primary School is based on the Newcastle Locally Agreed Syllabus SACRE and it meets all of the requirements set out in that document. At Simonside, we also use the Depth of Learning Tracker's basic, advancing and deep (B.A.D) grid to cover learning objectives from milestones 1 (KS1) 2 (LKS2) and 3 (UKS2). This tracker is also used to assess RE across the school.

## **LEGAL REQUIREMENTS**

- Religious Education (RE) must be taught in all state-funded schools in England, however it is part of the basic curriculum not the National Curriculum. RE is compulsory for all pupils in local authority maintained schools aged 5 to 18 years, unless they are withdrawn from these lessons by their parents or withdraw themselves if they are aged 18 or over. (Religious Education in Schools Briefing paper 07167 from the House of Commons Library: 10<sup>th</sup> October 2019).
- Maintained schools without a religious character must follow the syllabus agreed by the local Agreed Syllabus Conference (ASC), an occasional body which local authorities are required to establish. Each Local Authority has a statutory duty to establish a Standing Advisory Council for Religious Education (SACRE) to advise it on the provision of RE. (Religious Education in Schools Briefing paper 07167 from the House of Commons Library: 10<sup>th</sup> October 2019).

## **AIMS OF RELIGIOUS EDUCATION**

Within the framework of statutory requirements and those of the locally agreed syllabus, our aims in RE are:

- To develop pupils' knowledge and understanding of religion through exploration of the beliefs, teachings and practices of the principal world faiths represented in Newcastle, Great Britain and the wider world.
- For pupils to be able to reflect on and express feelings about their own identities within religious beliefs and teachings.
- For pupils to understand values and show an awareness of right and wrong.
- To enable each pupil to explore our shared human experience and the questions of meaning and purpose which arise from our experiences.
- To affirm each pupil in her/his own family tradition, religious or non- faith, and through that to promote awareness, respect and sensitivity for the traditions of other people.
- To provide opportunities for the cultivation of pupils' spiritual, moral, social and cultural development.
- To support pupils in reflecting and thinking about fundamental human beliefs and values so that they develop personal morals and values in by which they can live.
- To encourage children to celebrate cultural diversity within school.

- To ensure that all children's rights are respected within school.

## RIGHTS

Simonside Primary School is a Gold Rights Respecting School. Through RE we ensure that children's rights are respected. Article 14 states that children have the right to choose their own religion and beliefs. Article 30 states that children have the right to practice their own culture, language and religion. In RE we respect these rights by encouraging children to have their own beliefs and share these with the class. We teach about a range of religions and faiths, where we use resources and visits to further enhance the teaching and learning. We promote British values such as tolerance and mutual respect amongst all pupils and staff.

## SCHOOL CONTEXT

We work to the Newcastle LEA Agreed Syllabus for RE and recognise the variety of religious and non-religious families from which our pupils may come from. We welcome and celebrate this diversity, are sensitive to the home background of each child and work to ensure that all pupils feel and are included in our RE programme. We recognise the importance of pupils' all-round personal development and the leading role that RE plays in contributing to the spiritual, moral social and cultural elements in particular.

## PLANNING AND TEACHING

- The subject leader is responsible for supporting all colleagues who teach RE, for example, through provision of advice and guidance on teaching and learning strategies. S/he also has oversight of their continuing professional development, particularly with regard to the acquisition of the necessary subject knowledge and understanding to teach the subject effectively.
- A detailed scheme of work, based on the agreed syllabus, alongside the B.A.D grids from the Depth of Learning tracker is available for teachers to base planning on. We ensure that children have the opportunity to investigate, explore and develop ideas as well as evaluate, revisit and improve their work. We do this through the six phases of a lesson – **connect, explain, example, attempt, apply and challenge**.
- Our policy and practice is to use a breadth and variety of teaching and learning styles in RE to engage pupils positively and actively with the subject content. Thus we aim to increase the use of artefacts, art, drama, ICT, speaking and listening activities, audio-visual materials, posters, photographs, display work and visitors/visits to/from faith communities.

## **ASSESSMENT**

Assessment and recording the standard of work in RE is expected to reflect the targets of children in the core subjects. Displays of children's work in RE are also encouraged. We mark a piece of work once it has been completed and give accurate and individual feedback to each child through this. Teachers use the outcomes of each lesson to inform future planning and note any areas of particular interest shown.

On completion of a unit of work, we use the B.A.D grid from the depth of learning tracker to decide whether the child has a basic, advancing or deep understanding of each learning objective in the milestone for their year group (milestone 1, 2 or 3). We report on pupils' progress and attainment in RE to parents at the end of each school year. Information of this nature will transfer with pupils to their new school(s) when they leave.

## **WITHDRAWAL**

We acknowledge the rights of parents to withdraw their child(ren) from RE and those of teachers to withdraw from teaching the subject. We aim to provide an open and inclusive curriculum which can be taught to all pupils, by all teachers. We do not, therefore, anticipate any requests for withdrawal. If there are any questions or concerns from parents about RE or withdrawals, they should in the first instance, be raised with the subject leader, they are then referred to the head teacher. (There are no pupils withdrawn from RE at present).

## **EQUAL OPPORTUNITIES**

- Access and achievement for all groups should be promoted, in line with the school's inclusion policy, as we want every child to reach his/her full potential.
- High and low achievers should be monitored to make sure the work is suitable and sensitivity should be shown to the needs of particular groups of children.
- Equal demands should be made on each gender, ethnic and ability group in oral work, particularly in answering questions.
- Stereotyping must be avoided and appropriate terminology and grouping arrangements used.
- The curriculum content should promote genuine access for all pupils and prepare them for the reality of an ethnically and culturally diverse society.
- There should also be equality of access for all children to key resources.

## **RACIAL EQUALITY**

- The content of the RE curriculum should reflect an ethnically and culturally diverse society.

- A wide range of resources should be used to promote racial equality and cultural diversity and to challenge racial discrimination.
- Tasks should be set which challenge prejudices and stereotypes.
- All children should have genuine access to the RE curriculum and equal access to key learning resources.

#### **HEALTH AND SAFETY**

- The school agrees to abide by statutory health and safety and safeguarding guidelines as outlined by the LA.
- Staff will assess any RE activities which have additional risks in accordance with risk assessment guidelines. Where appropriate, reminders will be given to pupils about potential hazards and care of the equipment they are using.

#### **GOVERNORS**

- The governing body are informed of the progress in RE across the school through the school development plan as well as being advised of any developments in RE.

Date: November 2025