1. Introduction
Religious Education is provided in accordance with the locally agreed syllabus for North Tyneside.

Religious education develops pupils’ knowledge and understanding of Christianity and other principal religions including Buddhism, Hinduism, Islam and Judaism.

Religious education encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.

Religious education encourages them to develop their sense of self-worth, identity and belonging. It enables them to flourish individually within their communities and as citizens in a wider community.

Religious education has an important role in preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop respect for, sensitivity to and acceptance of others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice and racism. In the current climate, religious education also raises awareness of radicalisation and supports pupils who are feeling unsafe.

2. Objectives

The aims of Religious Education as stated in the Agreed Syllabus are as follows:

To enable pupils to:
• acquire knowledge and develop understanding of Christianity and other principal religions represented in this country;
• develop an understanding of the ways in which religious beliefs, faith and secular views influence the values, practices, attitudes and behaviour of individuals, communities, societies and cultures;
• develop the ability to reason and make decisions and judgements about religious, ethical and moral issues, with reference to the teachings of the principal religions represented in this country;
• address fundamental questions about life and enable personal search for meaning and purpose through consideration of the beliefs, faiths and teachings of the principal religions represented in this country;
• reflect on personal experiences in the light of their study of religion and develop confidence in their own identity, beliefs and values;
• develop positive attitudes and acceptance of others who hold different views and beliefs;
• develop a sense of belonging and responsibility as a member of a diverse community, locally, nationally and globally;
• develop a sense of social action.

3. Curriculum content and planning
In planning there should be an equal balance between learning about religion and learning from religion. In Key Stages 1 and 2, pupils should always be given the opportunity to explore their own views, reflect on their own experiences and express their own responses in relation to the key questions.

Early Years Foundation Stage
In the Early Years Foundation Stage, work addresses the requirements of the early learning goals and seeks to provide pupils with valuable learning experiences and strong foundations for future religious education. Pupils begin to learn about Christianity and at least two other religions represented in the school or local area. Teaching and learning involves multi-sensory approaches, builds on prior knowledge and understanding, is inclusive and encourages children to use imagination and curiosity to develop an appreciation of the world.

Key Stage 1
In Key Stage 1, pupils explore Christianity, Islam and Judaism. They learn about different beliefs about God and how they are expressed. They identify what is
important to themselves and others, reflect on their own feelings and experiences and develop a sense of belonging. They reflect on and consider feelings, concepts and experiences such as worship, wonder, praise, thanks, concern, joy and sadness.

**Key Stage 2**
In Key Stage 2, pupils learn about Christianity, Islam, Buddhism and Hinduism. Pupils make connections between differing aspects of religion and consider different forms of religious expression. They consider beliefs, practices, teachings and ways of life central to religion. They recognise challenges involved when considering right and wrong and values of truth and goodness. They consider their own beliefs and values and those of others in the light of their learning. They reflect on sources of inspiration in their own lives and those of others.

**SEND**
The agreed syllabus will be used to address the needs of all children as appropriate. Equal opportunities in learning through adopting a flexible approach should ensure that work is matched to the needs of individuals. Effective differentiation is dependent on planning, teaching, learning methods and assessment. Children’s learning needs may be identified in IEPS.

**4. Assessment**
In the agreed syllabus the purpose of assessment is to inform teaching and learning. In the Foundation Stage, children’s attainment is assessed against the early learning goals. Learning objectives and developing, secure or exceeding statements are used to assess pupil performance in Key Stages 1 and 2. Assessments are built into planning, and evidence may take a variety of forms, at the discretion of the teachers, including annotated photographs of children’s work, and recorded activities, e.g. role play, drama, written observations.
5. **Resources**

All resources available in school can be found in the resources cupboard and are stored according to religion. Please notify subject leader of any resource needs.

Some useful websites:

- [http://www.reonline.org.uk/](http://www.reonline.org.uk/)
- [http://www.retoday.org.uk](http://www.retoday.org.uk)
- [http://www.cstg.org.uk](http://www.cstg.org.uk)
- [http://www.bbc.co.uk/religion/](http://www.bbc.co.uk/religion/)
- The North East Religious Learning Resources Centre
  [http://www.resourcescentreonline.co.uk](http://www.resourcescentreonline.co.uk)

6. **Cross curricular**

Where appropriate, religious education may be planned as part of a cross curricular theme. Learning objectives for religious education will be clearly stated and work will be planned from the programme of study.

7. **Withdrawal**

We acknowledge the rights of parents to withdraw their child from Religious Education. Parents wishing to withdraw their child should approach the Head Teacher and alternative arrangements will be discussed. We aim to provide an open and inclusive curriculum which can be taught by all teachers to all pupils.
## 8. Curriculum map

### Coverage in South Wellfield First School

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