



## RE

### Religious Education

#### Intent

At Tweedmouth Prior Park First School children are taught to understand and respect the importance of religious beliefs in the world around them.

Our curriculum is designed to enable pupils to acquire core knowledge and understanding of the beliefs and practices of religious worldviews, so that they can live and work well with people with different worldviews from themselves. We want pupils to have better friendships and to develop greater respect and empathy for others. They will follow an enquiry based approach to learning and will develop their critical thinking skills and will be given the opportunity for personal reflection. We will prepare our children to live in the culturally diverse country that we live in.

#### Implementation

Our programme for Religious Education is based on the Northumberland Agreed RE Syllabus.

An enquiry based approach enables children to lead and teachers to facilitate the learning.

In our Early Years Foundation Stage, we aim to:

- Develop respect for others
- Foster positive attitudes to diversity and difference
- Guide children to make sense of their world and community.

In Key Stage 1 and Key Stage 2, we aim to:

- Engage, inspire and challenge pupils
- Equip pupils with the knowledge and skills to consider and respond to questions of meaning and purpose
- Encourage children to think critically and develop a more rigorous understanding of beliefs and practices in the community and wider world
- Promote pupils' spiritual, moral, social and cultural development.

#### Impact

The children at Tweedmouth Prior Park First School enjoy learning about other religions and why people choose, or choose not to follow a religion. Through their R.E. learning, the children are able to make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people's cultures and ways of life.

Assessment in RE will be through ongoing teacher assessment, making informal judgements through observation and discussion with the children and through the work they produce in RE lessons.