



Religious Education Policy

Draft

Adopted by Hunslet Moor Primary School Governing
Body in January 2022

Next Review July 2025

Religious Education Policy

The Importance of Religious Education

'RE makes a unique contribution to the spiritual, moral, social and cultural development of pupils.' Religious Education in English schools: non-statutory guidance 2010. DFEE

At Hunslet Moor we believe that Religious Education has an important role in preparing pupils for adult life. In a society with a rich cultural diversity and in an era of increasing globalization, it challenges them to reflect on important moral questions and helps them to develop respect for and understanding for the views of others. Religious Education also makes an important contribution to the school's duty to promote community cohesion. Human beings are strengthened and empowered by learning from each other. Engaging and stimulating RE helps to nurture informed and resilient responses to misunderstanding, stereotyping and division. It offers a place of integrity and security within which difficult or 'risky' questions can be tackled within a safe but challenging context. Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.

In RE pupils discover, explore and consider different answers to these questions, in local, national and global contexts, through learning about and from religions and other world views. They learn to appraise the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

Our teaching should equip pupils with knowledge and understanding of a range of religions and other world views, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in society with its diverse understanding of life from religious and other world views.

Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

RE Curriculum

The RE curriculum is based on the Local Agreed Syllabus for Calderdale, Kirklees and Leeds produced by SACRE for teaching from September 2019

The aims of RE in our school reflect the three aims of the syllabus for pupils:

- A. To investigate the beliefs and practices of religions and other world views, including:
- Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders;
 - Worship and Spirituality: how individuals and communities express belief, commitment and emotion.
- B. To investigate how religions and other world views address questions of meaning, purpose and value, including:
- The nature of religion and belief and its key concepts;
 - Ultimate Questions of belonging, meaning, purpose and truth.
- C. To investigate how religions and other world views influence morality, identity and diversity, including:
- Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses;
 - Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.

During the Foundation Stage the children will begin to explore religion in terms of special people, special books, special places, special times, special thoughts and special things. These themes will link in with the Foundation Stage areas of development: Personal, Social and Emotional Development; Communication and Language; Understanding the World; and Expressive Arts and Design.

In KS1 teaching and learning is focused around Christianity and Islam, alongside an understanding of non-religious approaches to life. Aspects of other faiths may be included as appropriate.

In KS2 teaching and learning builds on the KS1 focus on Christianity and Islam and is extended to studying Judaism and Sikhism, alongside developing their understanding of non-religious approaches to life. Aspects of other faiths can be included as appropriate.

Planning for Religious Education

At Hunslet Moor we follow the Leeds Agreed Syllabus for Religious Education and planning and teaching is based on the requirements specified in this document.

The school has subscribed to a series of units on the West Yorkshire RE hub that are linked to the Leeds Agreed Syllabus. All medium term planning is based on these units. Planning is saved in each year group's planning files.

It is recommended in the Leeds Agreed Syllabus that the equivalent of one hour a week should be devoted to the teaching of Religious Education.

Religious Education lessons have been blocked on the long term planning and teachers can either time table and teach a unit in a bloc or choose to teach a weekly lesson. Whichever they consider this to be most appropriate. Teachers ensure enough time is dedicated to the teaching of RE to ensure learners cover each unit taught fully.

Assessment

We assess progress of pupils against the end of key stage statements in the syllabus. The units of work specify age-related expectations within the key stages.

Foundation Stage pupils are assessed according to the Early Learning Goals.

Schools are required to report on progress in RE in line with the core principles of assessment outlined by the DfE. We will report to parents on individual pupils' achievement relative to the end of key stage statements in at least years 2 and 6 or when a pupil leaves school.

Monitoring and Evaluation of Religious Education

The curriculum coordinator will be responsible for the monitoring and evaluation of the Religious Education curriculum throughout school. This will include:

- discussing and reviewing medium term plans
- preparing and updating documentation relevant to the teaching and learning of RE
- monitoring coverage of the Leeds Agreed Syllabus and the standards of RE teaching and learning by talking to colleagues, questioning pupils and through the scrutiny of work

Resources

Resources for the teaching of Religious Education are stored centrally in KS1. However, teachers may also use their year group budgets to purchase resources relevant for the units taught in their year group and these will be stored in classrooms.

Withdrawal from RE

It is a legal requirement that Religious Education is provided for all registered pupils, although parents have the right to request that a pupil be withdrawn from the whole or part of Religious Education. This right to withdrawal does not extend to other areas of the curriculum when issues related to religion arise in subjects such as history or drama. (See **Useful Documents** Religious Education in English schools: non-statutory guidance 2010 pp27-8.) If parents request that their child be withdrawn from Religious Education lessons, the school has a duty to supervise the child but not to provide additional teaching or to incur extra cost. If the school receives a withdrawal request, the parents will be invited into school to discuss the aspects of the syllabus with the head teacher that concern them and to look at the school's teaching of Religious Education. After this, if they still wish to withdraw their child, the school will discuss with parents the alternative arrangements to be made for the kind of Religious Education teaching they wish their child to receive.

Teachers also have the right to withdraw from the teaching of Religious Education and must notify the Head Teacher and the chair of governors in writing if they wish to do so.

Further details on withdrawal from RE can be found in the document *Managing Withdrawal from RE* produced by SACRE and available on the Business Solutions website or at www.penninelearning.com

Useful guidance has been produced by NAHT and NATRE on withdrawal from RE and can be found here <https://www.naht.org.uk/advice-and-support/curriculum-and-assessment/dealing-with-requests-to-withdraw-from-religious-education/>

Enquiries and questions

The school welcomes enquiries or questions about RE. In the first instance parents should contact their child's class teacher