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**RE Policy**

Summer 2017

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**Summary**

This policy sets out school's definition and aims of RE and it explains what is taught in RE and why.

The policy should be reviewed every 2 years.

Author's Role	RE lead
Date	Summer 2017
Internal Review Date	Summer 2018
Official Review Date	Summer 2019

## **Purpose of RE**

Our vision for RE is based on the national guidance issued by the RE Council in 2013 and the local agreed syllabus, 2015.

Our world is enriched by a wide and profound diversity of cultures and beliefs. 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.

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**

In school, the curriculum is based on the Local Agreed Syllabus for Leeds, produced by SACRE for teaching from September 2015. The syllabus is freely available in school. The syllabus has three aims for pupils:

- A. To know about and understand a range of religions and other world views;
- B. To express ideas and insights about questions of beliefs and meaning;
- C. To investigate and respond to important questions for individuals and the wider community.

At Key Stage 1, teaching and learning is focused around Christianity and Islam, alongside understanding of non-religious approaches to life.

At Key Stage 2, teaching and learning should be extended to include Christianity, Islam, Judaism and Sikhism, alongside understanding of non-religious approaches to life such as Humanism.

Should we have children of a different religious background to those currently studied we would amend the curriculum to take into account the faiths of those children.

To support delivery of the syllabus, we plan our lessons around the units of work provided to support it and our RE medium term plans are available on our website.

## **Achievement and Progress**

Schools are required to report on progress in RE in line with the core principles of assessment outlined by the Department of Education. We assess the progress of pupils yearly, against the end of key stage statements in the syllabus using both an ability and effort grading. This is reported to parents in the pupil's end of year report.

The assessment of ability works as follows:

**A**: Your child's ability in this subject is '**At Expected**'. This means your child is working at the level that is expected of them within their year group.

**T**: Your child is working '**Towards Expected**'. This means that your child is working towards achieving what is expected of them at this time of year within their year group.

**E**: Your child has '**Exceeded**' what is expected of them at this time of year within their year group.

The assessment of effort is as follows:

**A Grade** Does everything possible to succeed

**B Grade** Tries all the time and is keen to do well with their learning

**C Grade** Tries some of the time but needs to apply themselves more to their learning

## **RE lessons**

RE is timetabled so that pupils are provided with 1 hour of RE each week. In addition to weekly lessons the curriculum can also be delivered through a combination of weekly lessons; drop down days and cross curricular events such as our whole school Remembrance Sunday commemorations.

Lessons are normally taught by the class teacher or a Higher level teaching assistant (HLTA). The school has an RE coordinator who supports and monitors the subject.

We encourage and promote teaching and learning through an open enquiry based approach. Each lesson starts with a key question and children are encouraged to use their own and other's experiences to develop their understanding. We also place value in using a wide range of resources, including our rich and diverse local community. We visit religious buildings and invite religious leaders into school to talk to the children. Speakers invited into school are to represent as many religions as possible to ensure a balanced approach. Any invited speaker will show respect to all religions and any individual's beliefs. In school we have resources that will help the children to develop their questioning, enquiry and thinking skills. The children should be taught how to use them correctly and how to show respect and sensitivity towards religious beliefs when using them.

## **The place of RE in our school**

As part of enriching pupils' experiences, we visit places of worship such as Leeds Minster and Leeds synagogue exploration centre.

RE makes a substantial contribution to pupils' SMSC development by, for example, by using provoking challenging questions about the meaning of life, beliefs, the self and issues of right and wrong, commitment and belonging. It enables pupils to build their sense of identity and belonging and helps them to flourish within their communities and as citizens in a diverse society. Above all it helps to develop children's own spiritual development.

The subject links to PSHE education as it encourages empathy, generosity and compassion.

RE supports our commitment to equality through enabling pupils to develop respect for others, including people with different faiths and beliefs and helps to challenge prejudice

We value the support given to RE through links with the local and wider community, such as our donations to the local churches foodbanks.

## **Monitoring**

The RE curriculum is monitored on a regular basis by the RE co-ordinator, who examines pupils' work, monitors classroom practice and planning and conducts pupil interviews. They identify the training needs of the staff and plan the relevant training intervention. They also attend training for RE coordinators run by the SCARE. The RE policy is reviewed every two years by the staff and the governing body unless legislation changes, then it is updated immediately.

## **Withdrawal from RE**

Parents have a statutory right to withdraw a child from religious education. If a parent is considering withdrawal from RE we will listen to their concerns, inviting them to do so with the head teacher or other representative of the school. We work hard to ensure that any reservations or doubts may be accommodated to avoid withdrawal but recognise that a parent has this right if reservations cannot be resolved. Any formal decision to withdraw should be made in writing to the head teacher. The school will arrange for appropriate arrangements to be made to supervise the pupil in school during RE lessons

## **Enquiries and questions**

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