

Bramham and Shadwell Federation

RELIGIOUS EDUCATION POLICY

Adopted by the Teaching and Learning
Sub-committee
March 2018

Date to be reviewed: March 2020

School Policy

Signed: _____

Chair of Sub-committee



Policy for Religious Education

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, 2014.

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.

The teaching of RE should provide enrichment opportunities for children's spiritual, moral, social and cultural development.

RE curriculum

In Bramham Shadwell Federation, the curriculum is based on the Local Agreed Syllabus for Leeds Authority, produced by the RE Hub for teaching from September 2014. 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 is extended to include Christianity, Islam, Judaism and Sikhism, alongside understanding of non-religious approaches to life. Other faiths will be studied alongside the core religions and pupils will additionally study Hinduism and Buddhism systematically at secondary level.

To support delivery of the syllabus, we plan our lessons around the units of work provided by the RE Hub, to support it.

Achievement and Progress

We assess progress of pupils against the end of key stage statements in the syllabus. At the end of each unit of work, teachers assess their pupils to ensure they have gained the knowledge and understanding required. Teachers gauge whether children have met expectations, are working towards or are exceeding age-related expectations. The information gathered is used by teachers to inform their planning and ensure curriculum coverage across both key stages. Within the Foundation Stage, assessment of children's learning is linked to Early Learning Goals.

Schools are required to report on progress in RE in line with the core principles of assessment outlined by the DfE. At Bramham Shadwell Federation, we will report to parents on individual pupils' achievement relative to the requirements at the end of each year on pupils' individual school reports.

RE lessons

RE is timetabled so that pupils are provided with 39 hours of RE each year. Lessons will be delivered once per week in each year group. Occasionally, additional cross-curricular work in RE will take place, for example, through children writing a report on The Qur'an.

Lessons are normally taught by either the class teacher or a qualified teacher covering PPA. The Federation has an RE coordinator who supports and monitors the subject.

We encourage and promote teaching and learning through pupils own experiences, stories, use of local resources and opportunities to handle, observe and talk about artefacts to aid understanding and bring reality into the learning environment.

Bramham and Shadwell Federation believe that R.E. should be a fun and enjoyable part of the Primary School Curriculum. Our aim is to provide all our children with a wide range of opportunities to experience what religion means to the individual.

The place of RE in our Federation

As part of enriching pupils' experiences, we provide opportunities for pupils to visit places of worship to aid children's understanding of the main religions in our multicultural society. Collective Worship provides opportunities throughout the school year for the celebration of religious festivals linked to the world's main religions. Enrichment days also provide further experiences for pupils to engage with traditions from other countries, eg. Chinese New Year.

RE contributes to oracy and literacy through encouraging children to express their ideas through art, music and drama which then provides stimulus for their own creative writing.

RE makes a substantial contribution to pupils' SMSC development by, for example, offering opportunities to develop understanding of diverse faiths and cultures, so contributing to the promotion of fundamental values.

The subject links to PSHE education by providing opportunities for personal reflection on individual life or wider issues. Bramham Shadwell Federation encourage pupils to develop positive attitudes towards their learning and to the beliefs and values of others. We believe that the following four attitudes are essential for good learning in religious education, and should be developed at each stage or phase of religious education:

- Self-awareness
- Respect for all
- Open-mindedness
- Appreciation and wonder

(See appendix 1).

RE supports our commitment to equality through showing children that everyone is different and is entitled to their own beliefs and opinions. In addition, all children have access to the R.E. curriculum irrespective of their background; religious, cultural or social. Furthermore, it ensures that all pupils regardless of ability, understanding or special educational need have differentiated work and suitable provision to enable access for all.

We value the support given to RE through links with the local and wider community, through visitors who we acknowledge can enrich collective worship and build partnership with the local community. We invite members of faith communities and other ethical traditions the opportunity to share in Collective Worship.

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 Federation. 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 Federation will arrange for appropriate arrangements to be made to supervise the pupil in school during RE lessons.

Enquiries and questions

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

Appendix 1

Self-awareness in religious education includes pupils:

- Feeling confident about their own beliefs and identity, and sharing them without fear of embarrassment or ridicule;
- Developing a realistic and positive sense of their own religious, moral and spiritual ideas;
- Recognising their own uniqueness as human beings and affirming self-worth; and
- Becoming increasingly sensitive to the impact of their ideas and behaviour on other people.

Respect for all in religious education includes pupils:

- Developing skills of listening and a willingness to learn from others, even when others' views are different from their own;
- Being ready to value difference and diversity for the common good;
- Appreciating that some beliefs are not inclusive, and considering the issues that this raises for individuals and society;
- Being prepared to recognise and acknowledge their own bias; and
- Being sensitive to the feelings and ideas of others.

Open-mindedness in religious education includes pupils:

- being willing to learn and gain new understanding;

- engaging in argument or disagreeing reasonably and respectfully (without belittling or abusing others) about religious, moral and spiritual questions;
- being willing to go beyond surface impressions; and
- distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith.

Appreciation and wonder in religious education includes pupils:

- developing their imagination and curiosity;
- recognising that knowledge is bounded by mystery;
- appreciating the sense of wonder at the world in which they live; and
- developing their capacity to respond to questions of meaning and purpose