

Harehills Primary School Religious Education Policy

Agreed: November 2018

Review: November 2024



Philosophy

Our vision for RE is based on the national guidance issued by the RE Council in 2013 and the Leeds Local Agreed Syllabus in 2014.

Our world is enriched by a wide and profound diversity of cultures and belief. 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. At Harehills Primary School we believe that RE can play a central role in preparing all pupils for life in today's multi-faith Britain and can also lead them to a greater understanding of the diversity of the global community.

Introduction

At Harehills Primary School children are encouraged to build on their own experiences and extend their knowledge and understanding of religious traditions. Direct experience comes from organised visits (one per year group) to local places of worship and visits from representatives of local community religious groups who come into school and talk to the children.

RE Curriculum

In school, the curriculum is based on the Leeds Local Agreed Syllabus, produced by SACRE 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 question 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 deeper understanding of: Christianity, Islam, Judaism, Sikhism and non-religious approaches to life.

Planning for RE

The Harehills RE long term plan is formed from the units of the Leeds Agreed Syllabus. Lessons are planned around the units of work to ensure the delivery of the syllabus. The learning objectives begin with the phrase

'As philosophers' to encourage the children to take part in deeper learning activities within the enquiry focused lessons.

RE Lessons

Quality RE time is timetabled for all pupils throughout the year. Lessons are delivered weekly as well as additional time given to festivals and cross curricular lessons. Lessons are normally taught by the class teacher or HLTA. The school has an RE co-ordinator who supports and monitors the subject. We encourage and promote teaching and learning through

multi-sensory experiences, higher order thinking and discussion opportunities.

Lessons are made accessible for all children and suitable learning challenges are set in response to each child's different needs.

Achievement and Progress

We assess the progress of pupils against the end of key stage statements in the syllabus. Assessment is ongoing throughout every RE unit.

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 Year 1 - 6.

The Place of RE in our School

As part of enriching pupils' experience, every year group visits a local place of worship linked to one of the units which they are studying.

RE contributes to oracy and literacy through rich and diverse opportunities for discussion, reading and writing. Furthermore, religious texts are studied to ensure that by the end of year 6, they have experienced a wide variety/diet of texts.

Our approach to SMSC means that we ensure RE is aligned to our PSHE long term plan by linking common aspects. In addition, school assemblies reflect both PSHE and RE objectives.

RE supports our commitment to equality through ensuring each child is able to access the Leeds Agreed Syllabus and have specific appropriate learning challenges.

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 headteacher or other representative of the school. Any formal decision to withdraw should be made in writing to the headteacher.

Enquiries and Questions

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