



Savile Town CE (C) Infant & Nursery School Policy for Religious Education (RE) September 2024

'At our school we celebrate our faith diversity and provide a safe environment where our children are happy to learn. We are kind, caring and respectful to others. We aim to inspire future generations of our school and community to become lifelong learners.'

Purpose of RE

Our vision for RE is based on the national guidance issued by the RE Council in 2013, Commission on RE report 2018 and the local agreed syllabus, 'Believing and Belonging in West Yorkshire; The Agreed Syllabus for Religious Education in Kirklees, 2024'.

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 Believing and Belonging; The Local Agreed Syllabus for RE in Calderdale, Kirklees and Leeds, 2024. 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.

In Early Years Foundation Stage, RE is taught as part of the EYFS, Understanding the World and PSED.

At Key Stage 1, teaching and learning is focused around Christianity and Islam, alongside understanding of non-religious approaches to life using rigorous investigation or enquiry of key questions. RE also recognises that there is wide diversity within faiths and in our local community. To support delivery of the syllabus, we plan our lessons around the units of work provided to support it.

(RE Resources Hub, Kirklees Business solutions)

Achievement and Progress

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.

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 year 2 or when a pupil leaves school.

RE lessons

Lessons are normally taught by the class teacher. The school has a subject leader who supports and monitors the subject. We encourage and promote teaching and learning through asking and answering key questions, through enquiry and investigations.

The place of RE in our school

As part of enriching pupils' experiences, we ensure that children in Early Years and Key Stage 1 visit at least 2 different places of worship and have opportunities where possible to speak to people who are of different faiths

RE contributes to oracy and literacy through encouraging children to use a range of sources to find out about different religions and faiths.

RE makes a substantial contribution to pupils' SMSC development and fundamental British Values. It also supports our commitment to equality by encouraging pupils to examine and challenge their own beliefs in a safe environment and to encourage children to challenge stereotypes.

The subject links to PSED education by developing children's abilities to question, challenge assumptions, recognise similarities and differences and recognise and value diversity.

We value the support given to RE through links with the local and wider community, such as visits to local places of 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 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.

Date; September 2024

Discussed in Governors;