



RE Policy

(Leeds Agreed Syllabus)

Policy reviewed by: L Millington

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This document is intended to inform Teachers, Governors and parents about the teaching and learning of Religious Education across all key stages at Bramley Park Academy.

Rationale

Our world is enriched by a wide 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.

RE plays an important role in many aspects of our daily life. It has a significant role in promoting and helping teach spiritual, moral, social and cultural development.

Our use of the Agreed Leeds Syllabus (2019-2024) enables us to teach the above whilst helping children to be aware and tolerant of others' beliefs, both religious and non-religious. As part of this teaching, we allow children to share their views and beliefs whilst respecting any differing views of others. This will reduce the likelihood of preconceived ideas, prejudices and stereotyping.

Through the study of RE, children should be able to gain a greater understanding of identity and diversity within the community.

Aims in the RE curriculum

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.

Progression in coverage and assessment

The Leeds Agreed Syllabus (2019) requires schools to focus on specific core religions at each key stage. 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.

We assess the 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. Teachers should utilise the expectations grid given at the start of each unit to identify those children who are working towards the age related expectations, working at the age related expectations (ARE) and those who have a broadened and deepened knowledge of their learning.

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.

The place of RE in our school

RE has a key part in our curriculum. It also makes an important contribution to pupils' wider development, well being and understanding.

As part of enriching pupils' experiences, we are keen to offer a range of experiences to enhance learning. During their time at Bramley Park Academy, children should have one religious trip or visit each year. The suggested trips will mirror the topics covered during that academic year and are suggested in the Leeds Agreed Syllabus. The experiences are listed below:

	Cycle 1 (2022/23)	Cycle 2 (2023/24)
EYFS	Visitor into school (Islam)	Visitor into school (Christian)
KS1	Visit to a Church (Spring 1)	Visit to a Mosque (Spring term)
LKS2	Visit to a Gurdwara (Spring 1)	Visit to a Synagogue (Autumn term)
UKS2	Visit from a Christian (Autumn 2)	Visit from a Muslim (Autumn term)

Teach RE through key questions, enquiry and investigation

Each unit of work should focus around a key question related to the subject content of the syllabus. Enquiry and investigation of the key question should include at least three elements:

- An analysis of the question;
- A critical investigation of relevant beliefs, practices and ways of life;
- A reasoned and critical response.

Curriculum outline

The outline of topics within the phases are listed below:

RE Cycle 1 - 2022/23

	Autumn		Spring		Summer	
EYFS <small>(Differentiated for Nursery and Reception - see I can statements matched to UW and CLL)</small>	Where do we live?	How are special times celebrated? Autumn	Which places are special and why?	How are special times celebrated? Spring	Who helps us?	What do religious believers believe about who created the world?
KS1	How can we make good choices?	How is new life welcomed?	How and why do people pray? Church visit	How can we look after our planet?	Extra: What did he teach and how did he live?	
LKS2	What faiths are shared in our country?	How are important events celebrated?	Why are Gurus at the heart of belief and practice? Gurdwara visit		How do the Five Pillars guide Muslims?	
UKS2	How does growing up bring responsibilities?	What do Christians believe about Jesus' death and resurrection? Visit from a Christian	How do Sikhs show commitment?		How do Jews remember Kings and Prophets in worship and in life?	

RE Cycle 2 - 2023/24

	Autumn		Spring		Summer	
EYFS <small>(Differentiated for Nursery and Reception - see I can statements matched to UW and CLL)</small>	Where do we live?	How are special times celebrated? Autumn	Which places are special and why?	How are special times celebrated? Spring	Who helps us?	What do religious believers believe about who created the world?
KS1	Which holy books and stories are special?	How do we celebrate special events?	What does it mean to belong to a church or a mosque? Mosque visit		How and why do we care for others?	
LKS2	How do Jews remember God's covenant with Abraham and Moses? Synagogue visit		What is spirituality and how do people experience this?	What do Christians believe about a good life?	What do the creation stories tell us?	
UKS2	Why are some journeys and places special? Visit from a Muslim		What values are shown in codes of living?		Should we forgive others?	

Collective worship

See Collective worship policy.

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. We will ask parents if they wish to continue the withdrawal each year.