# RE Policy
# (Leeds Agreed Syllabus)

Policy reviewed by: M Gregory

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.
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 worldviews. 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 worldviews.

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 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 (2024-2029) 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 worldviews 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 worldviews 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.
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. RE also recognises that there is wide diversity within faiths and in our local community.

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 (2024/25) Cycle 2 (2025/26) |
|---|---|
| EYFS | Visit to the church (Summer term) |
| 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 to a Buddhist temple (Autumn 2) Visit to a Hindu temple (Summer 2) |

## RE in EYFS

Children in early years will follow the EYFS curriculum alongside the Leeds Agreed Syllabus. Children will be given opportunities to explore people, culture and communities under the Understanding of the World area of learning. They will focus on different celebrations throughout

the year. Assessment will be taken from our bespoke curriculum statements using Development Matters and Birth to 5 Matters.

## 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:

### Cycle 1

| | Autumn term | | Spring Term | | Summer term | |
|---|---|---|---|---|---|---|
| EYFS<br>Church visit | Which places are special to members of our community? **(Pathway 1)** | Why are some objects special? **(Pathway 2)** | Who cares for me and how do I help others? **(Pathway 3)** | Who belongs in my family and community?? **(Pathway 4)** | How do people celebrate special times **(Pathway 5)** | How do we understand and care for the world? **(Pathway 6)** |
| KS1<br>Mosque visit | How can we make good choices? **(P3)** Christianity, Islam, Judaism, Sikhism | | How are symbols used to welcome new life? (P2) Sikhism, Christianity, Islam, Humanism | | What does it mean to belong to a community of belief? **(P1)** Hinduism, Sikhism, Buddhism, Humanist | |
| | How do Hindu stories help believers live their lives? **(P3&6)** Hinduism | | How and why do we care for others? **(P3)** Hinduism, Judaism, Buddhism | | What did Jesus teach and how did he live **(P3&6)** Christianity | |
| LKS2<br>Gurdwara visit | What faiths and beliefs can be found in our country and community? **(P1)** Christianity, Islam | | How do people express their spirituality? **(P2)** Christianity, Islam | | How do the Five Pillars help muslims to lead a good life? **(P3)** Islam | |
| | How do creation stories help people understand the world? **(P6)** Judaism, Sikhism, Hinduism | | Why do people follow inspirational leaders? **(P3&5)** Christianity, Islam, Judaism | | How does the Bible help Christians to live a good life? **(P3)** Christianity | |
| UKS2<br>Buddhist temple visit | What do Hindu people believe about God? **(P1)** Hinduism | | How do Sikhs symbolise their commitments? **(P2)** Sikhism | | What values do people live by? **(P3)** Christianity, Islam, Judaism, Buddhism, Hinduism, Humanist | |
| | Why are rites of passage important? **(P2&4)** Christianity, Sikhism, Hinduism | | What is the significance of Easter, Ascension and Pentecost? **(P6)** Why are rites of passage important? **(P2&4)** Christianity | | How do Buddhists live a meaningful life? **(P1&4)** Why are rites of passage important? **(P2&4)** Buddhism | |

### Cycle 2

| | Autumn term | | Spring Term | | Summer term | |
|---|---|---|---|---|---|---|
| EYFS<br>Church visit | Which places are special to members of our community? **(Pathway 1)** | Why are some objects special? **(Pathway 2)** | Who cares for me and how do I help others? **(Pathway 3)** | Who belongs in my family and community?? **(Pathway 4)** | How do people celebrate special times **(Pathway 5)** | How do we understand and care for the world? **(Pathway 6)** |
| KS1<br>Church visit | How and why do some people pray? **(P4)** Christianity, Sikhism, Hinduism, Islam, Buddhism, Judaism | | Why are festivals important in a community? **(P5)** Christianity, Islam, Judaism | | Which books and stories are important? **(P6)** Sikhism, Islam, Judaism | |
| | What do religions/worldwide views say about our wonderful world? **(P4&6)** Christianity, Islam | | How and why do we care for others? **(P3)** Christianity, Islam, Sikhism, Humanist | | How do Bible stories show that God keeps promises? (P6) Christianity | |
| LKS2<br>Synagogue visit | Why do the lives of Gurus inspire Sikh believers? **(P4)** Sikhism | | How do ancient stories influence modern celebrations **(P5)** Christianity, Sikhism, Hinduism, Islam, Buddhism, Judaism, Humanism | | How do Jews use stories to remember God's covenant? **(P6)** Judaism | |
| | Why do people follow inspirational leaders? **(P3&5)** Humanism | | How do ancient stories influence modern celebrations **(P5)** Christianity, Sikhism, Hinduism, Islam, Buddhism, Judaism, Humanism | | How are stories of holy week important to Christians? **(P6)** Christianity | |
| UKS2<br>Hindu temple visit | Why do some people go on a pilgrimage? **(P4)** Christianity, Islam, Judaism | | How and why are Jewish festivals celebrated today? **(P5)** Judaism | | What do Christians believe about the old and new covenants? **(P6)** Christianity | |
| | Why are rites of passage important? **(P2&4)** Christianity, Sikhism, Hinduism | | How do the Five Pillars help muslims to lead a good life? **(P3) (From LKS2 Cycle 1)** Islam | | Should we forgive others? **(P3)** Christianity, Humanist | |

## 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.