

Brighter Futures Academy Trust

RE Policy



Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
Ian Ross	November 2014	July 2016
Rebecca Denham	November 2014	July 2016
J Hamilton	April 2018	April 2021

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 for 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, or none, about a range of Gods, 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 for Calderdale and Kirklees, produced by SACRE for teaching from September 2014. The syllabus is freely available on local authority websites or in school. 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 should be 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 to support it.

Achievement and Progress

We assess pupils against the end of unit statements and in accordance with the Calderdale Agreed Syllabus.

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.

RE lessons

RE is timetabled so that pupils are provided with *39 hours* of RE each year. Lessons will be delivered on a weekly basis both discretely and through IPC topics.

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

We encourage and promote teaching and learning through first hand experiences.

The place of RE in our school

As part of enriching pupils' experiences, we aim to provide pupils with first hand experiences including visits and visitors. We want our children to develop an understanding of our multi-cultural society.

RE contributes to oracy and literacy through providing opportunities to develop basic speaking and writing skills, and to express ideas and opinions, through role play and a variety of different media.

RE makes a substantial contribution to pupils' SMSC development and PSHCE education by, for example, promoting tolerance and understanding of similarity and differences and developing respect for ourselves and others.

RE supports our commitment to equality through celebrating diversity.

We value the support given to RE through links with the local and wider community, such as our links and 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 make the appropriate arrangements 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.