



# RE Teaching and Learning Policy

# Contents

## Table of Contents

<b>Purpose of RE .....</b>	<b>2</b>
<b>The RE Curriculum .....</b>	<b>2</b>
<b>Units Of Work .....</b>	<b>3</b>
KS1 .....	3
KS2.....	3
<b>RE Lessons .....</b>	<b>4</b>
<b>The Place Of RE In Our School.....</b>	<b>4</b>
<b>Withdrawl From RE.....</b>	<b>5</b>
<b>Achievement And Progress.....</b>	<b>6</b>

# RE Teaching and Learning Policy

## Purpose of RE

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Our vision for RE is based on the national guidance issued by the RE Council in 2013 and the local agreed syllabus, 2019 'Believing and Belonging'. 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.

## The RE Curriculum

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The RE curriculum is based on the Local Agreed Syllabus for Calderdale, Kirklees and Leeds produced by SACRE for teaching from September 2019.

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:
  - a. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders;
  - b. 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:
  - a. The nature of religion and belief and its key concepts;
  - b. Ultimate Questions of belonging, meaning, purpose and truth.

- C. To investigate how religions and other world views influence morality, identity and diversity, including:
- a. Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses;
  - b. Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.

## Units Of Work

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### KS1

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At Key Stage 1, teaching and learning is focused around Christianity and Islam, alongside understanding of non-religious approaches to life.

#### Year 1

1. Which books and stories are special?
2. How do we celebrate special events?
3. What does it mean to belong to a church or mosque?
4. How and why do we care for others?
5. Who brought messages about God and what did they say?

#### Year 2

1. How is new life welcomed?
2. How can we make good choices?
3. How and why do people pray?
4. How can we look after the planet?
5. What did Jesus teach and how did he live?

### KS2

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At Key Stage 2, teaching and learning is extended to include Christianity, Islam, Judaism and Sikhism, alongside understanding of non-religious approaches to life.

#### Year 3

1. How do Jews remember God's covenant with Abraham and Moses?
2. What is Spirituality and how do people experience this?
3. What do Christians believe about a good life?
4. What do the creation stories tell us?

Additional unit: Who can inspire us?

#### **Year 4**

1. How are important events remembered?
2. What faiths are shared in our country?
3. How do the Five Pillars guide Muslims?
4. Why are Gurus at the heart of Sikh belief and practice?

#### **Year 5**

1. Why are some journeys and places special?
2. What values are shown in codes for living?
3. Should we forgive others?
4. What do Christians believe about the old and new covenants?

#### **Year 6**

1. How do Sikhs show commitment?
2. What do Christians believe about Jesus' death and resurrection?
3. How does growing up bring responsibilities?
4. How do Jews remember the Kings and Prophets in worship and 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.

### **RE Lessons**

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RE is timetabled so that pupils are provided with approximately 45 minutes of RE per week. Lessons will be delivered weekly by the class teacher but will be enhanced by visitors in assemblies and drop down/off time table day during the year.

The school has a subject leader who supports and monitors the subject.

We encourage and promote teaching and learning through discussion based lessons. Work/outcomes are presented through a class RE book. This should clearly show the learning objectives for the lesson, along with evidence of discussion and activities completed. A cross section of children's work is presented in the book and other children's work is stored centrally. Teachers are careful to include work across the ability spectrum in the class.

### **The Place Of RE In Our School**

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

As part of enriching pupils' experiences, we ensure visitors and visits are spread through the year groups, to go alongside their learning in class.

Year 1 – Visit to church and mosque

Year 2 – New life unit – visitors from Christian and Humanist religions

Year 3 – Visit to synagogue

Year 4 – Muslim visitor, Visit to Sikh temple

Year 5 – Covenants unit – Christian visitor

Year 6 – Visitor to school to teach about Judaism

UKS2 take part in activities organised by the local church (Easter, Christmas, transition).

RE has depth and substance when it offers the opportunity to engage with people and places of faith within or outside school. One of the key roles of RE in schools is to support community cohesion and the development of SMSC and Fundamental British Values. Teachers and schools should take every opportunity to widen the opportunities for all pupils. We do this by (but not limited to):

- Celebrating a variety of local, national and international festivals e.g. Festivals of light. This is largely done through assemblies.
- Understanding how different people celebrate both religious and non-religious festivals – through visitors, children sharing their family celebrations, formally and informally.
- Charity work including refugee week, Children in Need, Sport Relief. In addition to this, every class at Howard Park Community School is linked with a local charity for the year. They immerse themselves in the needs, purpose and activities of the charity, taking part in a fundraising activity for them and contributing to the charities work in another way.
- Remembrance Day – UKS2 take part in the local remembrance activities with the Royal British Legion, and all children undertake remembrance activities.
- Interfaith Week and including diversity of religious belief and faiths
- Other projects which may change each year, e.g. Carry My Story.

Our RE curriculum also complements and contributes to our PSHE education, supports our commitment to equality and encourages links with the local and wider community.

## **Withdrawal From RE**

Parents have a statutory right to withdraw a child from all or part of Religious Education. This right of withdrawal exists for all pupils in all types of school, including schools with and without a religious designation. If a parent at Howard Park Community School 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. The parent may be offered the chance to observe lessons or discuss curriculum documents so a decision can be made. We will 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.

Whilst parents can withdraw their child from RE lessons they cannot withdraw their child from other subject lessons which may include a religious content, e.g. art or science. Parents may choose to allow their child to take part in RE lessons but not take part in visits to places of worship. The same process would be followed if this is requested.

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

If a pupil is withdrawn, the school has a duty of care to look after the pupil, but not to provide alternative education. Any arrangements made must not incur extra cost for the school or the local authority. The pupil will not be offered any extra teaching in a different curriculum area during the withdrawn time.

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

## **Achievement And Progress**

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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.

We will report to parents on individual pupils' progress and achievement relative to the end of key stage statements in all years on their yearly report.