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**Lidget Green Primary School**

**Religious Education Policy**

All schools in England, whatever their foundation or governance, must teach religious education from age 5 to 18. Maintained schools in Bradford, such as Lidget Green, must use the locally Agreed Syllabus produced by Bradford Standing Advisory Council on Religious Education (SACRE). This has been produced in partnership with neighbouring Local Authorities and develops the themes of “Believing and Belonging” across the UK’s major faiths and other worldviews, religious and non-religious.

*RE ‘should explore the important role that religious and non-religious worldviews play in all human life. This is an essential area of study if pupils are to be well prepared for life in a world where controversy over such matters is pervasive and where many people lack the knowledge to make their own informed decisions. It is a subject for all pupils, whatever their own family background and personal beliefs and practices.’*

Commission on RE, September 2018.

**Intent**

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

The aims of RE in our school reflect the three aims of the syllabus for pupils:

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.

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.

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.

Our lessons are structured across the key stages so that children’s skills and understanding will progress from, for example, *Noticing, Asking, Exploring and Talking* in the Early Years and KS1 to *Making Connections, Considering, Comparing and Contrasting* in UKS2.

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 Judaism and Sikhism as well. Other faiths will be studied alongside the core religions in thematic topics. Pupils will go on to study Hinduism and Buddhism systematically at secondary level.

**Implementation**

**Teaching**

Our RE curriculum uses units of work offered to schools using the “Believing and Belonging” Agreed Syllabus; we have adapted these units and many of the associated resources to meet the needs of the children in our school. There is a balance of systematic enquiry into Christianity, Islam, Judaism, Sikhism and Humanism. Other religions and worldviews are included in thematic enquiries.

The syllabus promotes an enquiry-based approach to Religious Education, with key questions forming the objectives of each unit of work. The enquiry is structured and led by the class teacher or, in some cases, an HLTA so that core knowledge can be shared. This knowledge is put into the context of the children’s experiences and related to other areas of learning where applicable. Children are invited to share their own knowledge, experiences, beliefs and opinions using Dialogic Talk strategies. A variety of teaching approaches will be used; sources of information will include books, pictures, artefacts, videos and live discussions with visitors from different communities. Visits to places of worship are planned to support learning.

Children may record their learning in a variety of ways, depending on the unit of work and the age and needs of the child. Children with SEND have the same entitlement to R.E. teaching as all other children. It may be necessary to adapt lessons and tasks for children who find complex concepts difficult to understand, perhaps focussing on aspects of a topic that they can identify with or using pictures and artefacts to give a more practical experience.

**Assessment**

Assessments of achievements in each of the three aims of the curriculum will be made termly, using the skills statements on the progress ladders included in the Agreed Syllabus, adapted to reflect the skills and understanding requirements of the units used in our school.

**Monitoring**

The R.E subject co-ordinator is responsible for monitoring the standards of children’s work and the quality of teaching, primarily through discussions with children based on teachers’ planning and the children’s own work. The co-ordinator will work with colleagues, offering advice, support and professional development as necessary.

**Impact**

Children will know some of the core beliefs and concepts of the major religions in the UK and some non-religious world views. They will know about stories and events that underpin those beliefs and concepts; they will appreciate that the authority for these comes from written traditions and from leaders.

Children will understand that people may express their beliefs at different levels, and in different ways, and that this contributes to the richness of the human experience. They will be able to articulate their own thoughts and beliefs and will be aware of some of the commonalities and differences between others’ beliefs and traditions and their own. They will recognise that these beliefs are part of each person’s individuality and may shape their life choices and actions.

Children will appreciate that a sense of community comes from shared values and experiences and will be able to identify what these are in the various communities to which they belong.

**Withdrawal from RE**

Parents have a statutory right to withdraw a child from 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 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.

If a pupil is withdrawn, the school has a duty of care to look after the pupil, but not to provide alternative education; children will be supervised in school, not sent or allowed home. Any arrangements made must not incur extra cost for the school or the local authority.

Guidance has been produced by NAHT and NATRE on withdrawal from RE and can be found here

<https://www.naht.org.uk/advice-and-support/curriculum-and-assessment/dealing-with-requests-to-withdraw-from-religious-education/>

Approved by SLT

Date: 19th October 2022

Signed: Christine Moran