

**PUDSEY BOLTON ROYD  
PRIMARY SCHOOL**



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# **Religious Education Policy**

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Date of ratification: **July 2023**

Ratified by: **Governing Board Committee**

Date of review: **As Required**



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## **1. Rationale**

Pudsey Bolton Royd Primary School is made up of staff, pupils and families who originate from many different nationalities, cultures and faith groups. As a school, we aim to celebrate this diversity and offer a welcoming and inclusive environment for all our pupils, including new arrivals and non-English speakers. We believe that Religious Education (RE) provides an opportunity to celebrate and foster awareness of these differences within our school and the wider world. It is a subject that challenges diversity and stereotypes.

We follow the 2019 Leeds Agreed Syllabus for RE. The syllabus is called *Believing and Belonging* because it includes two key elements. First, it is about beliefs and values. It aims to develop pupils' understanding of world faiths and other beliefs, exploring their commonality and diversity.

A good curriculum will ensure that there is both depth of study (some areas investigated in detail) and breadth (an overall general understanding of the faiths and related philosophical and ethical questions). Secondly, it is about 'belonging'. It aims to nurture pupils' awareness of the treasury of diversity as well as sensitivity to the questions and challenges that different views and cultures can present. Ultimately, we all share a common humanity, and we share this patch of the earth.

The 2019 Leeds Agreed Syllabus provides all children with the opportunity to question, discuss and learn about religious beliefs, for themselves and other people, through an enquiry led approach. Through RE, we want to create a sense of value and respect for the children themselves and towards others. At Pudsey Bolton Royd Primary School, RE will be exciting and meaningful for all children.

Alongside RE, we set aside *Collective Worship* time to foster an ethos of sharing knowledge, feelings, experience and togetherness. Our *Collective Worship* time will be known as '*Reflective Thinking Time*' and will take place daily across our school. It is a time to capture the sense of belonging to our school, to the wider community and to the society and world in which we live. We aim for our collective worship to enrich the life of School in many ways and aim to be creative and imaginative in organising this provision. Please refer to the *Collective Worship Policy* we have in place.

Throughout the year, we have many *Religious Themed Days* to enhance the children's learning of different religious celebrations. These days give the opportunity for the children to learn more in depth information about the different festivals and how they are celebrated. Each year the celebrations may change to ensure the children are exposed to a broad range of religious celebrations.

## **2. Our Aims**

To achieve a broad and balanced curriculum, we are basing our RE curriculum around three main aims.



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Our RE curriculum will ensure that all pupils:

1. Investigate the beliefs and practices of religions and other world views, including:
  - a. Beliefs and authority
  - b. Core beliefs and concepts
  - c. Sources of authority including written traditions and leaders
  - d. Worship and spirituality: how individuals and communities express belief, commitment and emotion.
2. 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.
3. 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.

### **3. Broad Guidelines**

All schools must include RE on the curriculum. It may be taught in a regular timetabled slot, through blocks of time, as part of a cross curricular topic, or in any combination of these. The RE content should be clear, rigorous, and identifiable. This means that there must be sufficient time to teach the syllabus comprehensively and with integrity. This is likely to be the equivalent of an hour a week. Teaching RE will be engaging and stimulating for children. Approaches to the teaching of RE will include visits into the local community, artwork, drama and guest speakers.

### **4. Breadth of Study**

The Early Years Foundation Stage (EYFS) follow the Development Matters document to design, plan and deliver RE across the Statutory Framework for the EYFS, throughout the strand of 'Understanding the World'. Lessons and activities foster children's learning and understanding of the world, including people and communities.

While the statutory requirement for RE does not extend to children under compulsory school age, it can form a valuable part of the educational experience of children in the EYFS. It can contribute particularly to:

- Personal, social and emotional development
- Communication, language and literacy
- Knowledge and understanding of the world
- Creative development.



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In Key Stage 1 (KS1) children will explore Christianity and Islam. This decision reflects faiths represented within the local community and also local resources which will enable us to provide stimulating learning opportunities - for example, a visit to a Church.

In Key Stage 2 (KS2) children will continue to develop their understanding of Christianity and Islam and will also explore two other main religions: Judaism in lower KS2 and Sikhism in upper KS2.

The identification of religions to be covered in our planning does not exclude the possibility of exploring other religions. The focus religions are those which we expect children to develop an in-depth knowledge and understanding of over their primary school years. Other religions explored will be considered 'enrichment experiences' and will be investigated when relevant and appropriate, drawing on the backgrounds of the children being taught within each year group.

<u>Phase of School</u>	<u>Religions Taught</u>
EYFS	A range of celebrations and festivals delivered through the strand of Understanding the World.
KS1	Christianity and Islam
Lower KS2	Christianity, Islam and Judaism
Upper KS2	Christianity, Islam and Sikhism

## **5. Legal Requirements**

RE is a legal entitlement for all pupils in all schools and is an integral part of a broad and balanced curriculum in state-funded primary schools in England, including ours, unless parents choose to withdraw their child. This requirement does not apply to pupils below compulsory school age.

Parents have the right to withdraw their child from RE lessons, and the Headteacher ensures that withdrawn students are engaged in meaningful activities.

When parents choose to withdraw their children from Religious Education, they must meet with the Headteacher to discuss their decision. While schools have a duty to supervise withdrawn pupils, they are not required to provide additional teaching or incur extra costs.

In the UK, parents have the right to withdraw their children from RE, regardless of the school's religious designation. They can also withdraw their child from part of RE. Written requests for withdrawal should be made to maintain a clear record.

Our school aims to understand and discuss withdrawal requests with parents to ensure clarity and address practical implications. It is important to have a conversation about the alternative provision the parents will arrange. If a pupil is withdrawn, the school has a duty of care but is not responsible



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for providing alternative education or incurring additional costs. For more detailed guidance on withdrawal from RE in Leeds schools, please contact the school directly.

## **6. Monitoring and Assessment**

Class teachers will be responsible for ensuring continuity and progression by all pupils who take part in RE. After each unit class teachers will identify which children have met the criteria for that unit. The coordinator will monitor and assess the teaching and learning of RE in all year groups in accordance with the Curriculum Policy.

## **7. Equal Opportunities**

All children - regardless of religion, race, gender or ability - will have equal access to the RE curriculum. We will not indoctrinate or nurture any faith. Other faiths will be explored and valued alongside our three named religions, largely through assemblies (see our separate Collective Worship Policy). To enable maximum inclusion of our children for whom English is an additional language, it will be necessary to identify specific curriculum-related language - both vocabulary and structures. These will need to be reinforced and, for target groups in particular, planned into activities that are as far as possible context embedded, visually supported and culturally relevant.

## **8. Special Educational Needs & Disabilities (SEND)**

We believe that all children should have equal access to RE so that they may have the opportunity to progress and demonstrate achievement irrespective of ability of any SEND. Where SEND are identified, teachers will endeavour to provide such pupils with appropriate opportunities at each key stage, in line with the requirements of the local authority agreed syllabus. Where pupils have SEND which are not identified as being learning difficulties we will, as a school, endeavour to respond sympathetically to their requirements

## **9. Resources**

We believe that RE should be taught using a wide range of resources, including our rich and diverse local community. We visit religious buildings and invite local religious leaders into School to talk to the children. At School, we have resources (including artefacts and books) which will help the children with their questioning, enquiry and thinking skills. The children should be taught how to use them correctly and how to show respect and sensitivity towards religious beliefs when using them.