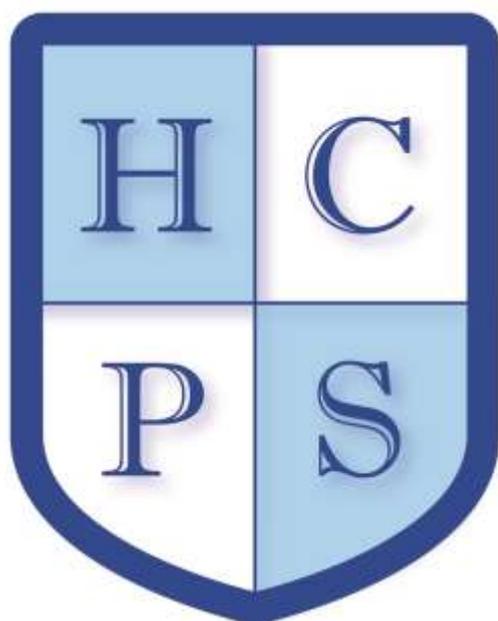


# Hunslet Carr Primary School



## RE Curriculum Policy

**High Expectations  
Caring  
Positive Attitude  
Successful**

Policy reviewed: May 2020

Next review: May 2022

*High Expectations, Caring, Positive Attitudes and Successful*

## **STRENGTHS OF OUR SCHOOL**



### **The Children**

Are well behaved, calm and polite  
Are engaged, positive and resilient  
Are supportive and helpful towards others

### **The Community**

Recognises the importance of attendance  
Helps celebrate children's achievements  
Supports the school on improving behaviour

### **The Curriculum**

Maintains a strong focus on the basic skills  
Supports our most vulnerable children  
Provides a rich variety of experiences & opportunities

### **The Staff**

Develop nurturing relationships with children  
Provide good quality teaching and learning  
Are consistent in how they treat children

## **THE CURRICULUM WE AIM TO PROVIDE**



### **Skills**

Fluent and confident in Reading, Writing and Maths  
Communicate with confidence  
Have problem solving skills – Patience & Resilience

### **Attitudes**

Confident and Independent  
The belief that 'Impossible is Nothing'  
Caring and Helpful

### **Experiences**

A range of trips including residential over-night trips  
A chance to represent the school at sport or art  
Work experiences and further education

### **Knowledge**

Children ready for the next stage in their education  
To know their own place in the world  
Life skills – money, time, cooking  
To know their own strengths and areas to develop

## **Intent**

Our vision and intent for RE is based on the national guidance issued by the RE Council in 2013 and the local agreed syllabus, 2019. Namely that:

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 children 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 children 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 children an aptitude for dialogue so that they can participate positively in society with its diverse understanding of life from religious and other world views.

Children 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.

## **Implementation**

### **The Curriculum**

In school, the curriculum is based on the Local Agreed Syllabus for Calderdale, Kirklees and Leeds City Councils, produced by SACRE and Pennine Learning for teaching from September 2019.

*The syllabus is freely available and can be found at:*

[https://penninelearning.com/downloads/21\\_3\\_RE+syllabus\\_2019.pdf](https://penninelearning.com/downloads/21_3_RE+syllabus_2019.pdf)

The syllabus has three aims for pupils:

1. To know about and understand a range of religions and other world views;
2. To express ideas and insights about questions of beliefs and meaning;
3. 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 children 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 by Pennine Learning.

### **Achievement and Progress**

Our syllabus has very clear expectations on what children should know, understand and be able to reason with at the end of each key stage in each of the main religions.

This knowledge and understanding is assessed against the three core aims and then an overall judgement of whether a child is working at the expected level for their year group, working towards that level or working above that level is made by the teacher.

We will report to parents their child's attainment against the end of year statements in their summer report annually.

## **RE lessons**

RE is timetabled so that pupils are provided with between 45 and 60 minutes of RE each week. Lessons will be delivered as stand-alone RE lessons, unless there are obvious and worthwhile links to other subject areas.

Lessons are normally taught by *the class teacher*.

The school has an RE coordinator who supports and monitors the subject.

## **The place of RE in our school**

As part of enriching childrens' experiences, we are committed to visiting a place of worship in every year group in KS1 and KS2. These visits are to enhance and engage children's knowledge of the religions, faiths and beliefs that they have been learning in class.

There are several occasions where we will also invite religious leaders or people of faith into school so that children can interact with them and learning more from them.

RE helps to develop the Spiritual, Moral, Social and Cultural understanding of our children.

Spiritual education in RE involves the experience and search for meaning, the purpose of life and the values by which we live.

Moral education in RE allows children to learn about shared and differing moral values from religious and secular perspectives.

Social education in RE involves exploring the similarities and differences in religions and cultures though which children make links between faith and personal action in everyday life.

Cultural education in RE includes learning about a range of different religious traditions, giving children an opportunity to learn what it means to belong, to become confident in themselves and be able to respond positively to similarities and differences in our changing multi-ethnic and multi-faith society.

## **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 Headteacher.

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 Headteacher. The school will arrange for appropriate arrangements to be made to supervise the child 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.