



# Bramham and Shadwell Federation

## Religious Education Policy

Adopted by the Governing Body  
November 2024

Date to be reviewed: November 2026

School Policy

Signed: *T Irwin*

Chair of Governors

### C.A.R.E.

Confidence



Acceptance



Resilience



Empathy



*Inspiring Inclusive Community*

Our vision for RE is based on the national guidance issued by the RE Council in 2013 and the Local Agreed Syllabus, 2024.

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 a 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 clearly and coherently articulate their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

The teaching of RE should provide enrichment opportunities for children's spiritual, moral, social and cultural development.

## **RE curriculum**

In the Bramham and Shadwell Federation, the curriculum is based on '*Believing and Belonging: RE Agreed Syllabus 2024-29*', the statutory curriculum for Leeds, Bradford, Kirklees and Calderdale; it has been produced by SACRE for teaching from September 2024.

This syllabus is called *Believing and Belonging* because it weaves two key threads. Firstly, that RE must stimulate interest and nurture understanding of religion/worldviews, while also contributing to pupils' awareness of and sensitivity to diversity in our communities and world.

The aims of the Federation reflect the following aims of the syllabus for pupils.

1. Thread 1: Beliefs and Values. Specifically, RE:

- A. Enables learners to develop a broad and balanced understanding of religions/worldviews.
  - B. Empowers learners to develop and use critical thinking skills.
2. Thread 2: 'Belonging'. Specifically, RE will:
- C. Broaden perspectives of faiths and cultures, encouraging tolerance of diversity.
  - D. Develop their own personal worldview, identity, values and spirituality.
  - E. Contribute to developing learners as positive, participating citizens of the world.

### The Six Pathways and Units of Work

The syllabus is designed around six learning pathways and these act as the framework for sequencing learning in religion and worldviews at all key stages from age 5 to 18.

Pathway 1 – The Nature of Religion and Belief

Pathway 2 – Expressing Beliefs

Pathway 3 – A good life

Pathway 4 – Personal Journey

Pathway 5 – Influence and Authority

Pathway 6 – The Big Picture

The R.E. curriculum teaching is organised into the following Key Stages:

- EYFS - Reception
- Key Stage 1 – Year 1 and 2
- Lower Key Stage 2 – Year 3 and 4
- Upper Key Stage 2 – Year 5 and 6

In each Key Stage, pupils will cover all six pathways to concurrently develop knowledge of specific religions/worldviews. Pupils will have an opportunity to study Christianity, Islam, Sikhism, Judaism, Hinduism, Buddhism and Humanism in-depth across each Key Stage as well as developing their own identity and belonging. R.E. teaching within the Bramham and Shadwell Federation also recognises that there is wide diversity within faiths and in our local community.

The knowledge entitlement for pupils has been based on the detailed subject content tables in the Local Agreed Syllabus. To support delivery of informed and interesting RE, teaching is based on a sequence of units of work, representing a progression of learning in the areas of study.

The stimulating and rigorous framework provided by the Believing and Belonging syllabus provides coherent, sequenced learning of religions/worldviews, alongside nurturing tolerance, respect, empathy and kindness.

RE is timetabled so that pupils are provided with 39 hours of RE each year.

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

Bramham and Shadwell Federation believe that R.E. should be a fun and enjoyable part of the Primary School Curriculum. Our aim is to provide all our children with a wide range of opportunities to experience what religion can mean to the individual.

### **Achievement and Progress**

We assess progress of pupils against the end of key stage statements in the syllabus. At the end of each unit of work, teachers assess their pupils to ensure they have gained the knowledge and understanding required. Teachers gauge whether children have met expectations. The information gathered is used by teachers to inform their planning and ensure curriculum coverage across both key stages. Within the Foundation Stage, assessment of children's learning is linked to Early Learning Goals.

Schools are required to report on progress in R.E. in line with the core principles of assessment outlined by the DfE. At Bramham and Shadwell Federation, we will report to parents on individual pupils' achievement relative to the requirements at the end of each year on pupils' individual school reports.

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

As part of enriching pupils' experiences, we provide opportunities for pupils to visit places of worship to aid children's understanding of the main religions in our multicultural society. Collective Worship provides opportunities throughout the school year for the celebration of religious festivals linked to the world's main religions. Enrichment days also provide further experiences for pupils to engage with traditions from other countries, E.g. Chinese New Year.

RE contributes to oracy and literacy skills by encouraging children to express their ideas through many different aspects such as art, music, dance and drama.

RE makes a substantial contribution to pupils' SMSC development by, for example, offering opportunities to develop understanding of diverse faiths and cultures, thereby contributing to the promotion of fundamental values.

The subject links to PSHE education by providing opportunities for personal reflection on individual life or wider issues. Bramham and Shadwell Federation encourages pupils to develop positive attitudes towards their learning and to the beliefs and values of others. We endeavour to use our RE curriculum to support our core values of confidence, acceptance, resilience and empathy to promote an inspiring, inclusive community.

## **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 share these with the Head Teacher. 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.



