



St Bartholomew's C of E Primary School Religious Education (RE) Policy

Our Christian Vision

Believe Achieve Respect Together Succeed

B – We **believe** we will flourish in God's family.

A – We know that everyone in St Bart's can **achieve**.

R – We **respect** everyone in our family.

T – **Together** we support and help each other.

S – As part of God's family we support everybody to **succeed**.

Safeguarding

St Bartholomew's C of E Primary School is committed to safeguarding and promoting the welfare of its pupils. We believe all staff and visitors have an important and unique role to play in the protection of children.

In this respect, our aims are:

- To provide a safe and secure environment, which values education and believes in the abilities and potential of all children and young people
- To bring the educational attainments of our children and young people who are looked after nearer to those of their peers if there is a gap

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils. At St Bartholomew's we continuously strive to make sure every child is treated with respect and dignity. Every child is equal, regardless of religion or beliefs. The Religious Education curriculum is all-inclusive and aims to meet the needs of all children, reaching their full potential despite gender, ethnicity, cultural and religious background, faith, sexuality or disability.

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 meet with the head teacher (Jane Wainwright) or other representative of the school. We work hard to ensure that any reservations or doubts may be addressed 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. The school will arrange for appropriate arrangements to be made to supervise the pupil in school during RE lessons.

The Purpose of Religious Education in our School

At St Bartholomew's, our vision for Religious Education is based on the national guidance issued by the RE Council in 2013 and the local agreed syllabus, 2019.

Our world, both locally and nationally is enriched by a wide and profound diversity of cultures and beliefs. We are strengthened and empowered by learning from each other. Engaging and stimulating Religious Education 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. Everyone will feel comfortable to speak and discuss points raised. 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.

Within our Religious Education curriculum, 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.

Our teaching equips pupils with knowledge and understanding of a range of religions, beliefs and other world views, enabling them to develop their own ideas, values and identities. Pupils



develop 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 use the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate and share, clearly and coherently, their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

Sensitively taught, Religious Education enhances the attitudes, which we want to foster in pupils: responsibility, respect, tolerance, empathy, caring, acceptance, understanding and self-discipline. Although we are a Church of England school, we are fortunate to attract children of many faiths. This diversity is recognised in the curriculum we follow and our teaching.

St Bartholomew's Religious Education Curriculum

At St Bartholomew's, we use a scheme called Believing and Belonging, this is the Leeds Agreed Syllabus (2024-2029). The scheme is based on Christian beliefs, using Bible stories to develop children's understand of faith and religion. However, children will also learn about other world religions, including: Islam, Sikhism, Hinduism, Buddhism and Judaism.

Through this, the children will develop their understanding through three key areas, which are:

1. To investigate the beliefs and practices of religions and other world views beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders worship and spirituality: how communities' express belief, commitment and emotion.
2. To investigate how religion and other world views address questions of meaning, purpose and value, including:

The nature of religion and belief and key concepts ultimate questions of belonging, meaning, purpose and truth.
3. To investigate, respond and reflect upon important questions for individuals and the wider community. 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 within and amongst religions and other world views; individual and community responses to difference and shared values.

The syllabus is based around six threads or 'pathways' through which the most important features of RE may be understood. Coherent and sequential learning is built on these pathways and then earthed by thematic and systematic study of specific religions / worldviews.

The syllabus therefore aims to:

- develop progressive understanding of the 'pathways' and
- build rich and profound knowledge of religions/worldviews.

Each phase will cover all 6 pathways in some form within their lessons. Meaning, Year 1/2, Year 3/4 and Year 5/6 will cover each of the pathways at some point in those two years. Each pathway will cover all of the main religions over the phase, as well as non-religious approaches.

This approach will give the children a broad and comprehension understanding of all the main religions of the world. Lessons are taught weekly. At some times of the year more emphasis is placed on RE due to celebrations for example Christmas. Cross-curricular teaching allows children to explore Religious Education broadly and use other basic skills to support their own learning and understanding.



Lessons are taught by the class teacher. The school's RE leader supports and monitors the implementation of Religious Education school wide.

Contribution of Religious Education to Teaching in other Curriculum Areas.

Teaching and Learning

In Religious Education we base our teaching and learning style on the key principle that outstanding teaching allows children to learn both about religious traditions and to reflect on what the religious ideas and concepts mean to them, by reflecting, questioning, evaluating and discussing.

Our teaching enables children to extend their own sense of values, and promotes spiritual growth and development. Children are encouraged to think about, enquire and explore their own views and values in relation to the themes and topics studied in the Religious Education curriculum. Teaching will include handling and looking at artefacts, books, observing pictures, discussion and problem solving.

Our teaching and learning styles enable children to build on their own experiences and to extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, Chinese New Year etc. to develop their religious thinking and exploration. We organise visits to local places of worship, and invite representatives of local religious groups to come into school and talk to the children both on a whole school assembly level and in class. We celebrate and reflect upon the diversity of religions and cultures within our school as often as possible. Multi-cultural week offers one such time where children can learn first-hand about their own and their peers beliefs and practices. Religious leaders and worshippers share their stories and life experiences with children, including looking at current themes in the news and community.

Achievement and Progress

Report end of year RE effort and achievement

School is in the process of looking at assessment in RE, in light of the new curriculum, to ensure progression through the topic is maintained and monitored accordingly. Children attainment is reported annually on reports.

The RE subject leader keeps samples of children's work in a portfolio. This demonstrates the expected level of achievement in RE in each year of the school.

Religious Education lessons

Lessons are taught weekly. At some times of the year more emphasis is placed on RE due to celebrations for example Christmas.

Cross-curricular teaching allows children to explore Religious Education broadly and use other basic skills to support their own learning and understanding.

Lessons are taught by the class teacher. The school's RE leader supports and monitors the implementation of Religious Education school wide.

Contribution of Religious Education to Teaching in other Curriculum Areas:

Personal, Social and Health Education (PSHE)

Through our religious education lessons we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

Spiritual, moral, social and cultural development

Through religious education in our school we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong, through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

RE and Inclusion



At our school we teach religious education to all children, whatever their ability and individual needs. Religious education forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our religious education teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination and Access; English as an Additional Language (EAL).

We enable all pupils to have access to the full range of activities involved in religious education. Where children are to participate in activities outside the classroom (a visit to a Sikh temple, for example, that involves a journey) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Resources

We have sufficient resources in our school to be able to teach all our Religious Education modules. We keep most resources in a central store. There is a collection of religious artefacts and books which we use to enrich teaching in religious education.

Enquiries and questions

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

Reviewed: September 2024
Review date: September 2026

Signed By: _____
Head Teacher

Signed By: _____
Chair of Governors