

ROSSETT ACRE PRIMARY SCHOOL

RE Policy

Name of School:	Rossett Acre Primary School
Member of staff responsible:	Eleanor Haslam
Date of Policy	July 2025
Review Date:	July 2028

Religious Education is an essential part of our school's curriculum in that it contributes to a pupil's overall development, both individual and social.

Through RE, our vision is to achieve excellence and happiness for all by providing well balanced, engaging and enquiry-based curriculum covering a variety of faiths and worldviews. Through observation and discussion, children are encouraged to consider their own thoughts and feelings regarding beliefs and values. This will ensure that children have an awareness and respect for both the similarities and differences between themselves and others and are understanding and respectful of all people.

Religious Education helps pupils develop an open, sensitive and reflective approach to understanding people of the world.

Religious Education at Rossett Acre uses the North Yorkshire Agreed Syllabus as the main guidance for delivery of lessons in school.

Aims

1. To help pupils develop an open, sensitive and reflective approach to understanding humankind's varied religious experiences, practices, values and beliefs and to help them relate these to basic questions of everyday life.
2. To help promote spiritual, moral, social, cultural and mental development of children.
3. To give opportunities, through a variety of experiences and activities, for children to begin to develop the skills needed to explore, analyse and reflect on religion within a supportive and respectful learning environment.
4. To consider attitudes and values such as fairness, morality, self-understanding and enquiry at the heart of Religious Education

Objectives

Early Learning Goals for pupils entering compulsory schooling:

- children are sensitive to the needs and feelings of others and show respect for people of other cultures and beliefs
- they take turns and share fairly
- they express their feelings and behave in appropriate ways, developing an understanding of what is right, what is wrong and why
- they treat living things, property and their environment with care and concern
- they respond to relevant cultural and religious events and show a range of feelings, such as wonder, joy or sorrow, in response to their experiences of the world.
- Use their imagination and curiosity to develop their appreciation of, and wonder at the world in which they live.
- Ask questions to reflect on their own feelings and experiences.

Progression within Key Stage 1

By the end of Key Stage 1, pupils will increasingly have opportunities to:

- Know about different beliefs and practises and the meaning behind them.
- Retell and suggest meanings to some religious and moral stories.
- Recognise some different symbols and actions which express a community's way of life.
- Notice and respond sensitively to some similarities between different religions and worldviews.
- Use words, music, art, poetry to express their own responses to questions raised.
- Find out about and respond with ideas about cooperation between people who are different and questions about right and wrong.

Children will primarily explore the faiths of Christianity and Islam during KS1 but will be exposed to other beliefs such as Judaism within some lessons.

Progression within Key Stage 2

By the end of Key Stage 2, pupils will increasingly have opportunities to:

Children will explore Christianity, Hinduism, Judaism and Islam, as well as discussing the beliefs of other non-religious groups such as Humanists.

- Describe, observe and understand varied examples of religions and worldviews so they can explain their meaning and significance.
- Discover more about religious festivals (such as: Easter, Pesach, Eid, Diwali).
- Explore and describe what it means to be both a Muslim, Christian and Hindu in Britain today.
- Present thoughtfully, their own and others views on challenging questions using words, music, art, drama and poetry.
- Discuss and apply their own and others' ideas about ethical questions, such as what is right and wrong.
- Consider and apply ideas about ways in which diverse communities can live together, responding thoughtfully to ideas about community, values and respect.

- Present thoughtfully, their own and others views on challenging questions using words, music, art and poetry.
- Discuss and apply their own and others' ideas about ethical questions, such as what is just and fair, and express their own ideas clearly in response.
- Respond thoughtfully to stories and other aspects of the communities they are studying.
- evaluate different points of view and show sensitivity to those whose beliefs differ from their own
- relate their work in Religious Education to other areas of the curriculum and their developing knowledge of the world around them.

Organisation

Children in Key Stage 1 spend three quarters of an hour on Religious Education and in Key Stage 2 it is one hour.

A whole school long term plan, covering the units outlined in the locally agreed syllabus is available, and is further enhanced by additional resources created by RE today and NATRE.

Teaching Strategies

Wherever possible, provision should be made for children to actively **explore** and **experience** aspects of religion. A range of activities might include:

- Visiting places of worship;
- Engaging with visitors in school
- Talking to believers about areas of belief;
- Examining religious artefacts, paintings, books, etc;
- Listening to and discussing stories;
- Whole school RE thematic days;
- Learning about annual religious festivals;
- Observing religious practices, either first-hand or through photographs, videos, visitors etc.

Provision of opportunities for children to **reflect** on religion might include:

- Periods of stillness and quietness;
- The use of movement, dance, poetry and music;
- The promotion of appropriate behaviour and responses in dealing with what is special or sacred to others.
- Asking 'big' or puzzling questions.

These experiences may then be used as starting points for children to **analyse** aspects of religion in order to reach a more informed understanding of their own feelings and attitudes and those of others.

Assessment

Assessment of Religious Education is linked to the North Yorkshire Locally Agreed Syllabus and supporting resources from RE today. Assessment is concerned with the pupil's knowledge and understanding, and does not set out to judge personal beliefs, views or behaviour.

Teachers may choose from a variety of assessment techniques, whether formal written tasks, quizzes and discussion. Creative tasks will also allow them to assess progress and understanding in RE. This may include participation in the Spirited Arts competition, or similar, run by NATRE.

Resources

1. Resources are kept in the Sports Hall corridor cupboards. This includes Some religion specific boxes with artefacts, a variety of books (including holy books such as Bibles and Qu'rans), and additional planning resources.
2. The Inter-faith Centre at Bradford is a good source for information.
3. Our local churches are St. Mary's and St Mark's and visits to the church and visits by the vicars are arranged on a frequent basis. The children in KS1 and KS2 attend an annual harvest festival at St.Marks, as well as KS2 children attending a Christmas celebration performance. Children in year 3 will also compare different types of churches and may choose to visit local churches.
4. The synagogue in Harrogate is in St. Mary's Walk and visits here are very useful in the study of Judaism. We also have links with Rabbi Alby who visits our children in year 3.
5. Humanists UK offer school speaker visits. These are accessed, usually, by our years 4 and 6 children during the taught units.
6. Equilibria education offer Islamic focussed school visits and assemblies.
7. Virtual visits to places of workshop are encouraged where visits are not possible. The use of Holy Cribs on True Tube is a good example of these virtual trips.

Withdrawal

In accordance with the 1993 Education Act parents have a right to withdraw children from all or part of the RE programme in school but it is hoped that through our approach to RE parents from both different religious and non-religious backgrounds will want their children to take part in this important area of the curriculum.