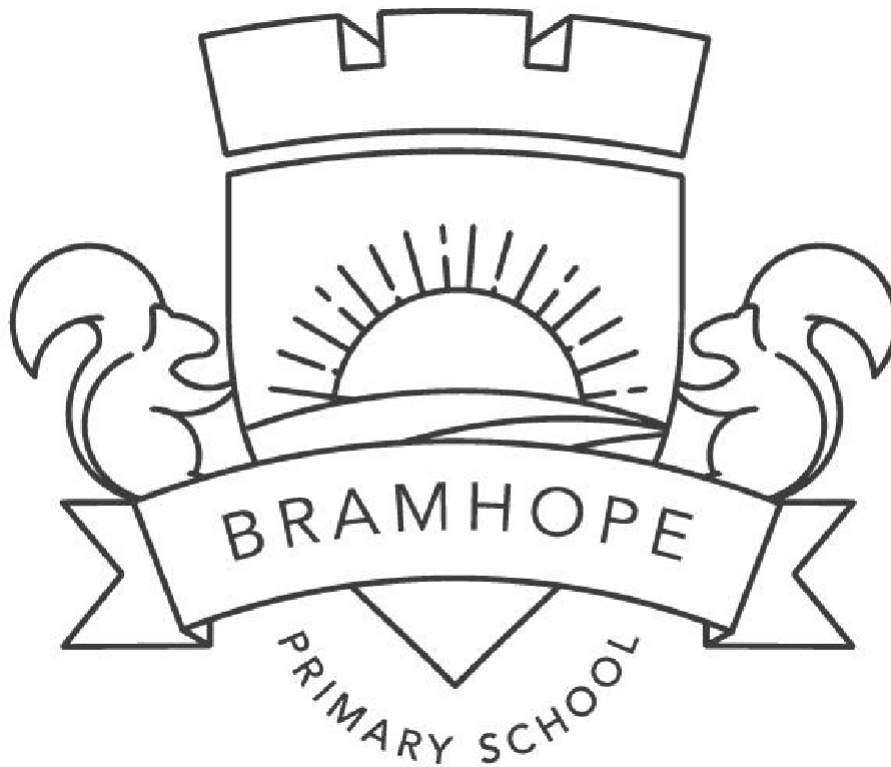




Religious Education (RE) Policy



Rationale

Our vision for Religious Education is based on the national guidance issued by the RE council and the local agreed syllabus.

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. Studying religion and belief has a claim to be an indispensable part of a complete education because of the influence of religions and beliefs on individuals, culture, behaviour and national life. Most religions and beliefs offer answers to life's deepest, most difficult and complex questions. Most young people are seeking answers to those questions, as they grow into independence and work out how to live a good life. Engaging and stimulating RE at Bramhope helps to nurture informed and resilient responses to misunderstanding, stereotyping and division.

Organisation of Content

The long and medium term plans ensure that there is progression throughout the school and that children are building upon knowledge learnt in previous years. The topics are designed so that pupils develop knowledge and understanding of the principal religions in Great Britain and Christianity is taught as a core religion in both key stages. Our bespoke RE curriculum allows children to see the similarities within the major religions and make connections. Across both key stages, children are familiar with the Researchers and their skills. The children use the skills of the Researchers to work towards each end goal, whether that be a lesson end goal or a unit end goal. Throughout RE children are learning the skills that will see them understand, appreciate and live in a world wider than Bramhope without stereotyping or prejudice.

RE is taught to all children, including those in the foundation stage. Children in the foundation stage will encounter different religions, and other world views through books, class visits and objects. They are encouraged to ask questions about feelings and emotions developing imagination and curiosity whilst recognising wonder at the natural world and diversity.

Teaching strategies employed

Our teaching of RE is on the key principle that every lesson allows our children to learn about different religious traditions, reflect on what religious ideas and concepts mean to them and to have a safe and constructive learning environment where they can ask difficult and deep questions about the world they are living in.

At Bramhope Religious Education (RE):

- enables our children to develop and extend their own sense of values
- promotes spiritual growth and development
- encourages children to develop and question their own views and values
- enables children to build on their own experiences
- promotes a variety of religious traditions and festivals, encouraging children to share their own experiences of Easter, Diwali, Passover and others
- continues to develop our local and wider community links, including visits to local and wider places of worship and inviting religious representatives and parents in to lead group, class and whole school talks to our children
- allows children to study particular religions throughout the key stages and being able to discuss and compare the different faith groups on particular topics eg How do different faiths express their beliefs through arts
- enables children to conduct their own research and presentations to share with the class and school, their research can be collated through conversations with outside speakers or through using research books and computers

We take account of different learning styles and approaches to learning. We do this by :

- sharing our big question, making sure that the children understand the end goal for the lesson and the unit as a whole.
- disseminating a variety of activities which are engaging and interesting to different learning styles
- providing different levels of challenge through questioning and short term goals.
- giving regular feedback and reviewing the RE class book for next steps and whole class discussion points.
- allowing time for reflective thinking each lesson

Provision for all children

At Bramhope, we recognise that all children and classes will have differing abilities; from this we make sure that we provide suitable learning opportunities which allow every child to flourish and develop their wider understanding of religions.

We do this by setting tasks which are open – ended and allow a variety of responses. We have chosen to develop an RE class book at Bramhope, this enables children to record their ideas, opinions and thoughts in their chosen and preferred way. The class books allow each and every child to have a voice within their RE lessons and we can see a variety of responses across the classes.

Inclusion

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Religious Education's very basis is about considering the importance of equality and eliminating discrimination within education and promoting this in to the wider community. Through the Leeds RE syllabus, we actively promote the children in our school, their families and our wider communities. We are keen to use our children as teachers where possible and allow them opportunities to demonstrate their Religious beliefs and the festivals that they celebrate with their families. We welcome any of our families or any one from the Bramhope community who wishes to lead any workshops to educate our children on the diverse community we live in.

We cover different Religions within our curriculum and work to celebrate and recognise as many festivals as we can throughout the school year.

Right to Withdraw

Parents and carers have the right to withdraw their child from all or part of RE teaching. Parents must contact the school to discuss this in the first instance.