



R.E. Policy

Highfield Primary School follows the Agreed Syllabus for Religious Education in Calderdale, Kirklees and Leeds (2019-2024), ensuring our young people gain a greater understanding of the identity and diversity of their local community, whilst providing a broad and balanced curriculum.

Religions to be studied.

The syllabus asks that we teach about Christianity and Islam from KS1, adding Sikhism and Judaism at KS2. However, at Highfield we also reflect our multi-faith community and study aspects of the other world faiths and non-religious views too, challenging stereotypes, comparing similarities and celebrating differences. We ensure all views and opinions are understood and valued by everyone.

The Aims:

- To investigate the beliefs and practices of religions and other world views, including: beliefs and authority; worship and spirituality.
- To investigate how religions and other world views address questions of meaning, purpose and value, including: the nature of religion and belief; ultimate questions.
- To investigate how religions and other world views influence morality, identity and diversity, including moral decisions; identity and diversity.

Objectives in Reception:

- To focus on Christianity and at least 1 other religious tradition greatly represented in the class.
- To encounter religions and other world views through special people, books and religious stories, times, places and objects, by visiting places of worship and celebrating different festivals using all their senses.
- To be introduced to subject specific words and encouraged to ask questions and talk about their own feelings and experiences.
- To learn how to appreciate, recognise and value the similarities and differences between themselves and others, understanding that not every child comes from a faith background.
- To use their imagination and curiosity to develop an appreciation of, and wonder at, the natural world.

Objectives in Key Stage 1.

- To focus on Christianity and Islam, alongside non-religious approaches to life, recognising local, national and global contexts.
- To use subject specific vocabulary, raise questions about beliefs, find out about right and wrong and learn to respond with their own views, ideas and opinions, sensitively.
- To recall and name different beliefs and practices, to find out the meaning behind them – prayer, worship, festivals, rituals and ways of life.
- To retell and suggest meanings for some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
- To recognise some ways that people express beliefs and belonging through prayer, worship, symbols and actions, appreciating some similarities between communities.

Objectives in Key Stage 2.



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- To focus on Christianity, Islam, Judaism, Sikhism and non-religious approaches to life eg. Humanism and charities, extending their knowledge and understanding of religions, beliefs and values, recognising personal, local, national and global contexts.
- To encourage curiosity and to ask and discuss increasingly challenging questions about beliefs, values and human life, drawing on the insights of religions and world views.
- To describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to beliefs and teachings that arise from them.
- To describe and make connections between different features of the religions and other world views, discovering more about prayer, celebrations, worship, pilgrimages and the rituals which mark important points in life.
- To observe and understand varied examples of religions and other world views so that they can explain, with reasons, their meanings and significance for the choices made by individuals and communities.
- To discuss and present thoughtfully their own and other's views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms and understanding their own identities.
- To discuss and respond to ethical questions, including what is right, wrong, just, fair, and the complexity of these questions.
- To consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.

The teaching of Religious Education at Highfield Primary School.

As a multi-cultural school Religious Education is embedded in our daily philosophy and therefore have a harmonious environment for all our staff and pupils to thrive and work in. Curriculum lessons tend to be taught in a regular timetabled slot, weekly, by HLTAs or teachers, but may be taught as a block of work in a cross-curricular topic to make the impact more powerful. Drama is used as a tool for children to experience or express feelings and emotions when answering challenging, thought-provoking questions. Practical activities, use of artefacts and visual prompts are central to every lesson to engage all pupils, as Highfield Primary is an inclusive school and Religious Education is accessed by all. First hand experiences provide a sensory approach to the teaching of R.E. and visits to places of worship are evident in each year group. The whole school attend St. John's Church for an annual Christmas Carol service; Year 3 pupils visit the neighbouring Synagogue; Year 4 pupils visit a Sikh Gurdwara; Year 5 pupils visit a Hindu Temple and Year 6 pupils visit a Mosque. This provides a holistic approach to their learning.

Assessing Religious Education.

Pupils do not need to be formally assessed in Religious Education. However, class teachers will inform parents on their child's end of year report, the progress made towards the relevant end of key stage statements set out in the Agreed Syllabus for Religious Education in Calderdale, Kirklees and Leeds (2019-2024).

The right of withdrawal from Religious Education lessons and assemblies.

At Highfield Primary we have a multi-faith community and although we gather in the school hall together, three or four times a week to hold an assembly, they are not faith biased unless celebrating a special festival. We wish to be an inclusive community but recognise that parents, of course, have the legal right



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to withdraw children from Religious Education lessons or assemblies on the grounds of conscience. We would ask any parent considering this to contact the Head teacher to discuss any concerns or anxieties about the policy, provision and practice of Religious Education at Highfield.