



Educating For 'Life In All Its Fullness'

Harewood C of E Primary School

RE Policy

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Chair of Governors: J. Jayne

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School Ethos and Values

Educating For 'life In All Its Fullness'
(John 10:10)

As a school, we work together to support and guide each other to develop a strong sense of our Emotional, Spiritual and Cultural selves through our Christian values:



By embedding these core values, we prepare our whole school community for a full life as active citizens of our world.

Safeguarding

The Governing Body and staff of Harewood C of E Primary School take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

Equal Opportunities

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils. Our inclusive curriculum will foster good relations between pupils, tackle all types of prejudice, including racism and homophobia, and promote understanding, tolerance and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

School Ethos for R.E

At Harewood C of E, Religious Education (R.E.) has a high profile in school life with lessons providing fully for the needs of all learners. We actively promote the spiritual growth of children wherever they are on their faith journey and develop their knowledge of the Bible and Christian teaching. We want our mission statement, 'Educating for life in all its fullness' to come through our teaching of RE and across the curriculum to promote a love of learning, an ability to reflect and develop a respect for the beliefs and opinions of others.

As well as giving pupils a broad understanding of Christianity, children also develop a knowledge of other world faiths and non-religious beliefs. Children of all abilities and faiths work with great enthusiasm and achieve well. Children are encouraged to articulate and celebrate their own personal beliefs and opinions.

We encourage children to consider challenging questions about meaning and purpose in life and issues of right and wrong. We live out our Christian vision by supporting children in becoming passionate advocates for the less fortunate.

The Purpose of R.E.

Our world is enriched by a wide and profound diversity of cultures and beliefs. Human beings are strengthened and empowered to learn from each other. An engaging and nurturing R.E. curriculum helps to nurture informed and resilient responses to misunderstanding, stereotyping and divisions. It offers a place of integrity and security within which difficult questions can be tackled within a safe but challenging context. R.E. at Harewood contributes dynamically to children's education by provoking challenging questions about the meaning and purpose of life, beliefs about God, ultimate reality, issues of right and wrong, and what it means to be human.

In R.E. 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 to disagree respectfully.

Pupils at Harewood will gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, and values and experience while respecting the right of others to differ.

Through the study and enquiry approach to beliefs and practices pupils are given the opportunity to think about ultimate questions that concern humanity. Children are able to develop skills such as empathy, interpretation, expression and evaluation.

R.E. Curriculum

The 1988 Education Reform Act provides a legal framework for the provision of Religious Education and states that: "Religious Education must be taught to all pupils from aged 5-18". The Statement of Entitlement for R.E. in Church of England schools' states that "At the heart of R.E. in church schools is the teaching of Christianity, rooted in the person and work of Jesus Christ."

There is a clear expectation that, as inclusive communities, church schools encourage learning about other religions and world views fostering respect for them.

At Harewood, the R.E. curriculum is based on Understanding Christianity resources and Believing and Belonging, the Locally Agreed Syllabus for Leeds, Calderdale and Kirklees, produced by Pennine Learning for teaching from September 2024-2029. Understanding Christianity reflects the distinctive and inclusive ethos of our Anglican foundation. Believing and Belonging, reflects the twin aims 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 R.E. curriculum at Harewood has three main aims for pupils:

1. To enable pupils to know about and understand Christianity as a loving faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
2. To enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
3. To contribute to the development of the pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

At Harewood we follow the teaching and learning approach set out by Understanding Christianity and the local syllabus. This is underpinned by 3 core elements, which are linked together to promote breadth and balance within teaching and learning about beliefs and religions. The 3 elements are:

- **Making sense Beliefs-** identifying and making sense of core religious and non-religious concepts and beliefs; understanding what these beliefs mean within their traditions; recognising how and why sources of authority are used, expressed and interpreted in different ways, and developing skills of interpretation.
- **Understanding the Impact-** examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.
- **Making connections-**reasoning about, reflecting on, evaluating and connecting the concepts, beliefs and practices studied; allowing pupils to challenge their own ideas and the ideas of other pupils, thinking, discovering possible connections between these ideas and their own lives and ways of understanding the world.

Curriculum Balance

Christianity is the majority study in R.E at Harewood. At least 50% of the curriculum is based around Christianity. While the other 50% is based on worldviews.

- **Early Years Foundation Stage**

R.E. learning and teaching in Foundation Stage is focused on make a variety of contributions to the six areas of learning and enables them to work toward the early learning goals. Learning will enable children to develop a positive sense of themselves and others, as well as explore diversity and respect. It aims to build positive relationships within school and the wider community.

- **Key Stage 1**

At Key stage 1 learning and teaching is focused on Christianity, while also introducing different religions/worldviews, alongside understanding of non-religious approaches to life.

- **Key Stage 2**

At Key stage 2 learning and teaching remains focused on Christianity, while also introducing different religions/worldviews, alongside understanding of non-religious approaches to life. Building on previous learning from KS1.

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The minimum amount of time for R.E., which is set out in the local syllabus is 10% of curriculum for teaching R.E., but not less than 5%.

The minimum amount of time for R.E. is:

- **Foundation Stage**-36 hours e.g., 50 minutes per week or as part of continuous provision.
- **Key stage 1**-36 hours e.g., 1 hour per week or, if less than an hour, a series of R.E. days.
- **Key stage 2**-45 hours e.g., 1 hour 15-minutes per week, or, if less, a series of R.E. days amounting to 45+ hours of R.E.

At Harewood, the R.E is timetabled so that pupils are provided with a lesson every week which is normally taught by the class teachers or R.E. leader. In addition to this, there are feature days with an R.E. focus, cross-curricular R.E. lessons and Educational Visits with an R.E. focus.

Distinctiveness

R.E. has a very high profile within the curriculum at Harewood we aim for learning activities to provide fully for the needs of all learners. We aim for our pupils to be inspired by the subject and to develop a wide range of higher-level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion on the world.

To ensure that our pupils make excellent progress in their knowledge and understanding of Christianity and other principal faiths, at Harewood we include opportunities to:

- Explore the experience of the church's year through regular collective worship.
- Visit places of worship to develop understanding of the church as a living community.
- Welcome visitors from our church community and the wider faith communities to share their experiences of R.E.
- Take part in the Arch Bishop of York's Young Leader Award in upper key stage 2 which promotes being the change you want to see and encourages social action.

Spirituality

Developing pupils' spirituality is a key priority at Harewood. As a Church of England school, nurturing spirituality is central to our Christian vision and to the holistic development of every child.

Religious Education plays an important role in supporting pupils' spiritual development by providing opportunities to explore beliefs, values and questions about meaning and purpose. In Harewood, spirituality may be experienced through moments of awe and wonder, reflection and stillness, engagement with faith and belief, appreciation of beauty, acts of kindness and opportunities to explore life's big questions.

What Do We Mean by Spirituality?

At our school, spirituality is understood as something fundamental to being human. It relates to the way individuals reflect on life's big questions, develop a sense of meaning and purpose, and consider their place in the world.

A helpful way to understand spirituality is through the image of a **bird with two wings**:

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- One wing represents **reflection and inner awareness**, including thinking deeply about experiences, beliefs, values and emotions.
- The other wing represents **relationship and connection**, including connections with other people, the natural world and, for many, with God.

Both wings are needed for the bird to fly. In the same way, spiritual development involves both reflection and connection.

At Harewood, We recognise that spirituality can be a concept that some may find difficult to grasp. As a result, we use the 'Windows, Mirrors, Doors' approach to encourage our children and wider school community to learn, reflect and step out.

Planning and Delivery of the Curriculum

A high quality R.E. curriculum is essential to meet the statutory requirement for all maintained schools to teach a broad and balanced curriculum. At Harewood, the pupils and parents can expect an R.E. curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of the Christian faith through Understanding Christianity resources. In addition, thematic units of work are planned from the locally agreed syllabus.

The majority of our R.E. teaching is delivered in discrete lessons. However, the subject does provide opportunity to develop valuable links across the curriculum with other subject areas and these are utilised to further extend understanding.

A long-term plan for R.E. has been produced and set out the units of work on a 2-year cycle. Medium term plans are set out by the person teaching R.E. and takes into account:

- Making sense of beliefs, Understanding the Impact and Making Connections.
- The level of attainment, expectations, differentiation, assessment and reporting.
- The needs for a range of learning experiences and styles and the development of key questions.

Teaching Styles

Pupils will experience a wide range of teaching and learning styles in R.E. lessons as appropriate for the content being taught. For example:

- Listening to information from other people.
- Reading texts.
- Discussion with teaches and other pupils
- Pair and group work.
- Using a range of media such as artefacts, pictures, photographs, music, role play and drama.
- Visits and visitors.

Achievement and Progress

Assessment take place at the end of each unit of work, usually half termly, and is based on the three teaching elements and the learning outcomes set out in Understanding Christianity and the

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local syllabus. Assessment is monitored by the R.E. leader and is scrutinised by the SLT and Governing Body.

We report to parents on individual pupil achievement at the end of the academic year and this is in line with achievement in other subject areas.

Cross-curricular Links

R.E. lessons play a key role in enhancing the school's ethos by developing attitudes such as self-understanding, enquiry and respect for others. R.E. contributes to PSHE and to children's multi-cultural awareness. R.E. can make a contribution to the development of general educational abilities such as literacy, seeing the world through other people's eyes and the ability to express thoughts, feelings and personal beliefs. R.E. can also make a contribution to a pupil's spiritual, moral and cultural development. It addresses issues raised in a range of subjects such as English and History as well as personal and social education. As it is concerned with values and behaviour, R.E. can make a significant contribution to education in citizenship.

As part of enriching pupils' experiences, we have termly feature weeks and some of these weeks have an R.E. focus.

Training

Staff have received training for Understanding Christianity, May 2025.

The R.E. Leader has received training for Believing & Belonging.

The Head teacher and R.E. Leader will ensure that they attend regular diocesan briefings to ensure that developments in the local diocese are incorporated into the life and practice of the school.

Withdrawal from R.E.

As a Church of England school, Religious Education and collective worship form an important part of the life of the school and support our Christian vision and values. However, we recognise and respect the legal right of parents to withdraw their child, either fully or partially, from Religious Education and/or collective worship.

Parents have the legal right to request that their child is withdrawn from these activities. The school will respect this right and will accept such requests without challenge or delay. The school may offer parents the opportunity to discuss their reasons for withdrawal in order to ensure they are fully informed about the nature and content of RE and collective worship in the school. However, any such discussion will only be offered after the request has been granted and parents are not required to take part.

Withdrawal may be complete or partial. For example, parents may request withdrawal from specific aspects of RE or from collective worship that takes place in a church setting.

Where more than one person holds parental responsibility for a child and there is disagreement about withdrawal, the school will accept a request made by any individual with parental responsibility.

The school will provide appropriate, supervised alternative arrangements for pupils who are withdrawn. These arrangements will support the child's wellbeing and will not create additional

Harewood C of E Primary School R.E. Policy updated March 2026 by KM
cost or disruption to the school. As the right of withdrawal applies to participation in the activity rather than the location, pupils may remain in the classroom and engage in a quiet alternative activity, such as reading.

In line with our Christian ethos, the school seeks to ensure that all pupils continue to feel valued, included and part of the school community.