



Yeadon Westfield Junior School RE Policy

Written in consultation with staff. RE Leader: Hannah Lockwood	December 2025
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We welcome our duties under The Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the protected characteristics of all stakeholders including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race; religion and belief, sex or sexual orientation.

We recognise the Public Sector Equality Duty to assess the impact of our policies and practices on staff and pupils and take action to remove any obstacles identified across all areas of school life, including Policies.

We believe that every person has a fair and equal opportunity to succeed, regardless of their age, gender, ethnicity, ability or cultural or religious background, sexuality or disability. We embrace all aspects of global citizenship and community cohesion, promoting British Values throughout all aspects of school life, actively tackling prejudice or extreme views.

This school is committed to safeguarding and promoting the well-being of all children and expects our staff and volunteers to share this commitment.

Yeadon Westfield Junior School is required to keep and process certain information about its staff members and pupils in accordance with its legal obligations under the General Data Protection Regulation (GDPR). The school may, from time to time, be required to share personal information about its staff or pupils with other organisations, mainly the LA, other schools and educational bodies, and potentially children's services. This policy is written in line with our agreed policy for GDPR.

YEADON WESTFIELD JUNIOR SCHOOL RELIGIOUS EDUCATION POLICY

Rationale

At Yeadon Westfield Junior School we believe that the study of RE helps children to develop critical thinking skills and to acquire the skills of reflection. It enables children to be curious about and inspired by world faiths, spirituality and morality. Fundamentally, it leads to greater community cohesion, respect and tolerance.

At YWJS we want our children to be fully equipped for life in modern Britain by developing, awareness, understanding and acceptance for those of other faiths, and those of none.

By the end of Year 6, our children will be critical, respectful thinkers who are curious and inspired by the variety of global views encountered in Modern Britain and the world. They will be further along in their personal journeys of spirituality and morality and will have a deeper understanding of what is important to them, and to others.

Engaging and stimulating 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.

In RE 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.

RE 'should explore the important role that religious and non-religious worldviews play in all human life. This is an essential area of study if pupils are to be well prepared for life in a world where controversy over such matters is pervasive and where many people lack the knowledge to make their own informed decisions. It is a subject for all pupils, whatever their own family background and personal beliefs and practices.' Commission on RE, September 2018.

Intent

Like all Leeds maintained and foundation schools, we follow the Leeds Agreed RE Syllabus for RE - *Belonging and Believing*, which provides children with a robust, challenging and enquiry-based approach to the study of RE.

The syllabus is called *Believing and Belonging* because it includes two key elements:

First, it is about beliefs and values. It aims to develop pupils' understanding of world faiths and other beliefs, exploring their commonality and diversity.

Secondly, it is about 'belonging'. It aims to nurture pupils' awareness of the treasury of diversity as well as sensitivity to the questions and challenges that different views and cultures can present.

Specifically, the purposes of RE are to:

- a. Enable pupils to develop a broad and balanced understanding of religions and worldviews
- b. Develop critical thinking skills
- c. Broaden perspectives of faiths and cultures, encouraging tolerance of diversity
- d. Nurture spirituality
- e. Contribute to developing pupils as positive, participating citizens of the world.

Ultimately, we all share a common humanity and share this patch of the Earth. In this way it plays a part in helping pupils to discover their own place and journey through life.

Implementation

At Yeadon Westfield Junior School, our curriculum is designed to balance the following three aims of study:

- Children should investigate and know the beliefs and practices of religions and other world views.
- Children should investigate and know how religions and other world views address questions of meaning, purpose and value.
- Children should investigate and know how religions and other world views influence morality, identity and diversity.

This is achieved by following and adapting the units of work taken from the 'Believing and Belonging' syllabus. These units are focused on answering a key question which encourages both the development of knowledge and the ability to reflect.

The curriculum develops systematic knowledge through the discrete study of specific religions and world views, allowing pupils to develop an overview of the beliefs, practices and context of particular traditions, such as Christianity, Sikhism or Humanism. This requires systematic and progressive development of content and knowledge.

Children are then given the opportunity to apply this knowledge to significant, engaging and relevant questions about human life in a thematic approach. Pupils at Yeadon Westfield Junior School, investigate key questions and topics which are influenced by religions and beliefs. During a year's study, RE content includes both topics that focus on the progressive development of knowledge about specific religions and worldviews, and also topics that investigate the areas of application.

At YWJS, RE is a dynamic subject that needs the teacher to be directly involved with the children in the lesson to set the task, to impart knowledge, to lead activities, to monitor and develop the children's progress, to encourage development and to ensure that each child reaches an appropriate standard through:

- *Using a variety of approaches that are matched to the activity and cater for the range of ability of the children.*
- *Having the opportunity to examine artefacts, visit places of worship or learn from visitors. We value the support given to RE through links with the local and wider community, such as our close relationship with St John's Church, Yeadon.*
- *Developing clear links between RE and I.C.T. opportunities/outdoor learning.*
- *Encouraging children to work individually, in pairs, small groups and as whole class when required. Identifying opportunities to learn using drama.*
- *Encouraging the development of personal and social skills, being fully inclusive and giving equal access for pupils to learning opportunities.*
- *Ensuring that issues of Health and Safety are addressed in the planning and delivery of the RE curriculum.*

The key skills we plan for progression in RE are as follows:

- **Thinking about religion and belief,**
- **Enquiring, investigating and interpreting,**
- **Beliefs and teachings (what people believe),**
- **Practices and lifestyles (what people do),**
- **Expression and language (how people express themselves),**
- **Identity and experience (making sense of who we are),**
- **Meaning and purpose (making sense of life), and**
- **Values and commitments (making sense of right and wrong).**

Key Stage progression

At Yeadon Westfield Junior School, teaching and learning focuses primarily (but not solely) on Christianity, Islam, Hinduism, Judaism and Sikhism, alongside understanding of non-religious approaches to life. Pupils should extend their knowledge and understanding of religions, beliefs and values, recognising personal, local, national and global contexts. They are introduced to an extended range of sources and subject specific vocabulary. They are encouraged to be curious and to ask and discuss increasingly challenging questions about beliefs, values and human life, drawing on the insights of religions and other world views. Pupils should respond with their own ideas, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

To support delivery of the syllabus, we plan our lessons around the units of work provided to support it. RE is timetabled so that pupils are provided with the equivalent of one hour of RE each week which may be run weekly or taught in blocks.

Impact

At YWJS assessment is carried out in accordance with our assessment policy. On-going teacher assessment ensures that skills are developed and progress made in the area of RE. At the end of each unit children from Y1-Y6 are assessed against the age-related expectations for each unit which are based on progress towards the end of key stage statements.

In RE most of the work will be assessed by:

- observing children at work;
- written work in books;
- listening to children;
- discussion with children;
- questioning children.

Monitoring and Evaluation

At YWJS the RE subject leader monitors planning and assessments – evaluating medium term plans and taking note of annotations, amendments and suggestions made by class teachers. They ensure that the curriculum has been covered and that there are no gaps.

Pupil books and photographs of completed work are kept by the subject leader in order to monitor and support the raising of standards in RE within the school. The coordinator take responsibility for addressing any needs or concerns that arise as a result of this monitoring.

There is an ongoing cycle of monitoring at Yeadon Westfield Junior School. The subject leader will be allocated a block of time during the academic year to undertake monitoring of the subject linked to their subject action plan and, at times, the whole school development priorities. This will focus on RE teaching and learning and may include talking to the children and adults and looking at evidence of children's work in their books. Results of this monitoring will inform the subject leader's action plan.

Resources

At YWJS there is a range of resources to support the teaching of RE across the school. Teacher resources and reference materials such as books and artefacts are kept in the stock-cupboard.

In addition, we have a subscription to the RE HUB which provides us with adaptable units of work and supporting resources.

Role of the Subject Leader

- *To purchase and organise the appropriate RE resources.*
- *To support colleagues in the teaching of RE.*
- *To keep up to date on the use of RE in the curriculum and attend training for subject leaders held by the LA and feedback new information and ideas to staff.*
- *To monitor teaching and learning, progress and the standards of children's work.*
- *To regularly review and update the RE Policy and contribute to the school's self-evaluation programme.*
- *To implement the delivery of the Calderdale, Kirklees and Leeds agreed syllabus for RE.*

Equal Opportunities and Inclusion

'All children have the right to a good education and the opportunity to fulfil their potential. All teachers should expect to teach children with special educational needs and all schools should play their part in educating children from the local community, whatever their background or ability' (Removing Barriers to Achievement) In supporting pupils to access the Local Agreed Syllabus it is important to have regard to three principles essential to developing an inclusive curriculum: • setting suitable learning challenges; • responding to pupils' diverse learning needs; • overcoming

potential barriers to learning and assessment for individuals and groups of pupils. There are many strategies that can be used to make RE more accessible to pupils with SEN. Access can be improved by:

- Giving pupils first hand experiences, for example, inviting visitors into school, visits to places of worship and taking part in celebrating festivals;
- Organising a range of activities to give personal experiences which can include dance, drama and visits to a range of environments;
- Helping pupils to understand and appreciate their world and its diversity;
- Using sensory materials and resources through sight, touch, sound, taste or smell. These can include music, use of tactile artefacts or engaging pupils in visiting a sensory garden;
- Use a range of IT to increase pupils' knowledge of religions and elements in them.

At YWJS, our curriculum for RE will develop enjoyment of and commitment to stimulating the best possible progress and the highest attainment for all our pupils irrespective of social background, culture, race, gender, differences in ability and disabilities. All of our pupils have a secured entitlement to participate in the RE curriculum and our teaching approaches ensure the avoidance of stereotyping when planning work or organising groups. All the teaching staff agree that when using reference materials, they should reflect social and cultural diversity and provide positive images of race, gender and disability.

All pupils, whatever their experience, background and identity, are entitled to quality RE that helps them understand world faiths and other beliefs, exploring commonality and diversity with their own beliefs. Good RE is about 'belonging'. It aims to nurture pupils' awareness of the treasury of diversity as well as sensitivity to the questions and challenges that different views and cultures can present. All classes include pupils with different abilities and aptitudes, experiences and religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach, and use of inclusive language reflects the diversity of the school community, and helps each and every pupil to feel valued and included in the classroom.

We promote the needs and interest of all pupils. The school's approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of pupils to ensure all can access the full RE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. Engaging and stimulating RE helps to nurture informed and resilient responses to misunderstanding, stereotyping and division.

Ethnicity, religion and cultural diversity:

Our policy values the different backgrounds of all pupils in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

Special educational needs:

We ensure that all pupils receive RE, unless they have been formally withdrawn, and we offer provision appropriate to the particular needs of our pupils, taking specialist advice where necessary. Staff will adapt lessons to ensure that all members of the class can access the information fully. The school will use a variety of different strategies to ensure that all pupils have access to the same information.

Sexual identity and sexual orientation:

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

Pupils who are new to English:

The school will take into account the language skills of individual pupils, ensuring that all pupils have equal access to the RE provision and resources.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's *Disability Equality Scheme*. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

PARENT PARTNERSHIP

Yeadon Westfield Junior School believes parents can offer great benefits to RE knowledge, understanding, empathy and tolerance alongside their children. Images of children partaking in RE lessons can be seen on individual class pages on our school website. Parents are kept informed about RE in school through reports to parents on their child's effort in RE and at Parents Evenings.

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 do so with the head teacher or other representative of the school. We work hard to ensure that any reservations or doubts may be accommodated 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.