

Strawberry Fields Primary School



Religious Education Policy

Adapted from Pennine Learning RE Policy Template

January 2026

Purpose of RE

Our vision for RE is based on the national guidance issued by the RE Council in 2024 and the local agreed syllabus, 2024.

‘Schools should, through their RE programmes, aim systematically to prepare students for the spiritual and intellectual challenges of living in a world with diverse religions and beliefs as well as non-belief’

Big Ideas for Religious Education, Wintersgill 2017

This syllabus is called Believing and Belonging because it weaves two key threads:

First, it is about beliefs and values. It aims to develop learners’ understanding of religions/worldviews, exploring their commonality and diversity.

Specifically, RE:

- a. Enables learners to develop a broad and balanced understanding of religions/worldviews.

RE’s primary purpose is to give learners a broad understanding of Christianity, other religious traditions and non-religious beliefs, and understand how these are woven into human experience and applied to life and decisions.

- b. Empowers learners to develop and use critical thinking skills.

Well taught, RE is a rigorous academic subject, supporting problem solving and critical thinking skills. It will inspire and motivate learners to enquire into religious and purposeful questions. Engaging and stimulating RE helps to nurture informed and resilient responses to misunderstanding, stereotyping and division. It offers a place in the curriculum where difficult or ‘risky’ questions can be tackled within a safe but challenging context.

Secondly, the syllabus is about ‘belonging’. It aims to nurture pupils’ awareness of the treasury of diverse beliefs and cultures, as well as sensitivity to the questions and challenges that these can present.

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

The RE curriculum

The RE curriculum is based on the Local Agreed Syllabus for Leeds, produced by SACRE for teaching from September 2024. The syllabus is freely available on the local authority websites.

The aims of RE in our school are based around six threads or ‘pathways’ through which the most important features of RE may be understood. Coherent and sequential learning is built on these pathways and then earthed by thematic and systematic study of specific religions/worldviews. The pathways are as follows:

Pathway 1: The Nature of Religion and Belief

Pathway 2: Expressing Belief

Pathway 3: A Good Life

Pathway 4: A Personal Journey

Pathway 5: Influence and Authority

Pathway 6: The Big Picture

Our RE in school therefore aims to:

- develop progressive understanding of the ‘pathways’ and
- build rich and profound knowledge of religions/worldviews.

The knowledge entitlement for pupils has been based on the detailed subject content tables in the syllabus and schemes of work for ‘Believing and Belonging.’

To support delivery of informed and interesting RE, teaching is based on a sequence of units of work, representing a progression of learning in the areas of study:

Year	Autumn Term	Spring Term	Summer Term
EYFS	E.1 Which places are special to members of our community? (Pathway 1) E.2 Why are some objects special? (Pathway 2)	E.3 Who cares for me and how do I help others? (Pathway 3) E.4 Who belongs in my family and community? (Pathway 4)	E.5 How do people celebrate special times? (Pathway 5) E.6 How do we understand and care for the world? (Pathway 6)

Year 1 and 2 <i>Cycle A</i>	C1.1 What does it mean to belong a community of belief? (Pathway 1) Christianity, Islam	C1.2 How are symbols used to welcome new life? (Pathway 2) Christianity, Islam, Sikhi	C1.6 Which books and stories are important? (Pathway 6) Christianity, Islam, Sikhi, Judaism FOCUS UNIT - F1.13 What do religions/worldviews say about our wonderful world? (Pathways 4 and 6)
Year 1 and 2 <i>Cycle B</i>	C1.3 How can we make good choices? (Pathway 3) Christianity, Islam, Sikhi	C1.5 Why are festivals important in a community? (Pathway 5) Hindu Dharma, Christianity, Islam	C1.4 How and why do some people pray? (Pathway 4) Christianity, Islam FOCUS UNIT - F1.12 How and why do we care for others? (Pathway 3)
Year 3 and 4 <i>Cycle A</i>	CL2.5 How do ancient stories influence modern celebrations? (Pathway 5) Judaism	CL2.3 How do the 5 pillars help Muslims to lead a good life? (Pathway 3) Islam	CL2.2 How do different people express their spirituality? (Pathway 2) Buddhism, Christianity, Hindu Dharma, Islam, Sikhi FOCUS UNIT - FL2.11 How do creation stories help people understand the world? (Pathway 6)
Year 3 and 4 <i>Cycle B</i>	CL2.4 Why do the lives of the Gurus inspire Sikh believers? (Pathway 4) Sikhi	CL2.6 How do Jews use stories to remember God's covenant? (Pathway 6) Christianity, Judaism, Hindu Dharma	CL2.1 What faiths and beliefs can be found in our country and community? (Pathway 1) Buddhism, Christianity, Hindu Dharma, Islam, Sikhi, Judaism FOCUS UNIT - FL2.13 Why do people follow inspirational leaders? (Pathways 3 and 5) Judaism, Christianity, Islam, Non-Religious approaches
Year 5 and 6 <i>Cycle A</i>	CU2.2 How do Sikhs symbolise their commitment? (Pathway 2)	CU2.1 What do Hindu people believe about God? (Pathway 1)	CU2.3 What values do people live by? (Pathway 3) Christianity,

	Sikhi	Hindu Dharma	FOCUS UNIT - FU2.14 How do Buddhists live a meaningful life? (Pathways 1 and 4) Buddhism
Year 5 and 6 Cycle B	CU2.6 What do Christians believe about the old and new covenants? (Pathway 6) Christianity	CU2.5 How and why are Jewish festivals celebrated today? (Pathway 5) Judaism	CU2.4 Why do some people go on pilgrimage? (Pathway 4) Buddhism, Christianity, Hindu Dharma, Islam, Sikhi, Judaism FOCUS UNIT - FU2.12 Should we forgive others? (Pathway 3) Buddhism, Christianity, Hindu Dharma, Islam, Sikhi, Judaism

Visits to places of worship – throughout the programme of study, children will visit places of worship during the Garforth Faith Trail (Year 3/4) and the Leeds Faith Trail (Year 5/6).

Achievement and Progress

We assess progress of pupils against the end of key stage statements in the syllabus. The units of work specify age-related expectations within the key stages.

Teachers gather evidence to allow them to assess whether children have met or not met the key stage statements. An end of unit assessment and subsequent retrieval activities build up a picture of attainment for each child which feeds into an end of year judgement.

Schools are required to report on progress in RE in line with the core principles of assessment outlined by the DfE. We will report to parents on individual pupils' achievement relative to the end of key stage statements at the end of each academic year.

RE lessons

RE is timetabled so that pupils are provided with 1 hour of RE each week. Lessons will be delivered weekly, and the school has a two-year cycle during which all core units are taught across each phase to all children.

Lessons are normally taught by the class teacher or a HLTA. The school has a subject leader who supports and monitors the subject.

We encourage and promote teaching and learning through identifying the fundamental knowledge at the start of the term. This information feeds into a flashback four session which takes place at the start of every lesson, assessing children's understanding of learning across the current and previous units of work. This retrieval session supports children in making links between current and prior learning.

The place of RE in our school

RE has a key part in our curriculum. It also makes an important contribution to pupils' wider development, wellbeing and understanding.

It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument and helps pupils to understand the place of religion and belief in the modern world.

As part of enriching pupils' experiences, we ensure children in each phase visit a place of worship; a Christian church at key stage one, a mosque at lower key stage two and a synagogue at upper key stage two.

RE makes a substantial contribution to pupils' SMSC development and Fundamental British Values. We help our children discover what their personal beliefs and values are, and we question any stereotypical or fixed ideas they may have. We teach them to become respectful, polite and tolerant members of society. RE is also an opportunity for our children to quietly reflect, think and develop a sense of awe and wonder.

The subject links to PSHE education as RE and PSHE (Personal, Social, and Health Education) are both concerned with aspects of the education and development of the whole person and each has its own particular contribution to make in developing well rounded children who will become responsible citizens.

RE supports our commitment to equality through recognising that everyone has the right to dignity and respect.

Strawberry Fields Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

We value the support given to RE through links with the local and wider community, such as Churches Together in Garforth, Garforth Peace Project, Peace Link and our relationship with other faith groups in Leeds.

Withdrawal from RE

Parents have a statutory right to withdraw a child from religious education. This right of withdrawal exists for all pupils in all types of school, including schools with and without a religious designation. 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. We will ask parents if they wish to continue the withdrawal each year.

If a pupil is withdrawn, the school has a duty of care to look after the pupil, but not to provide alternative education. Any arrangements made must not incur extra cost for the school or the local authority.

Further details on withdrawal from RE can be found in the document Managing Withdrawal from RE produced by SACRE and available at

https://www.penninelearning.com/media/buviy21k/21_3_withdrawalplusguidanceplus20_04-1.pdf

Useful guidance has been produced by NAHT and NATRE on withdrawal from RE and can be found here
<https://www.naht.org.uk/advice-and-support/curriculum-and-assessment/dealing-with-requests-to-withdraw-from-religious-education/>

Enquiries and questions

The school welcomes enquiries or questions about RE. In the first instance parents should contact their child's class teacher.