



Policy for Religious Education

Intent

Our intent for RE at Southgate School follows the agreed syllabus for Kirklees 2021.

At Southgate we encourage and strive for all children to:

- Explore and investigate the different beliefs and practices of varying religions and other world views that people may hold.
- Promote and develop a culture of tolerance and mutual respect that upholds our diverse society.
- Develop and encourage pupil's curiosity and understanding of the world they live in.
- Strengthen and develop co-operation skills.
- Develop our pupils' judgement and perspectives.

At Southgate School we aim to teach RE through providing children with a range of experiences and activities that will motivate and inspire our pupils. Our two main areas of focus are based around the concepts of 'learning about religions' and 'learning from religions'. Learning about religions encompasses learning through religious stories, symbolism and we actively encourage visits to local places of worship and visits to school from local religious leaders. By learning from religions, we aim to explore both moral and religious ideas.

Implementation

Pupils joining Southgate School follow either the formal or semi-formal curriculum, and may move from one to the other during their Southgate journey, to best meet their individual needs. In both, skills are built up by first focusing on pupils' basic needs and feelings whilst developing a sense of self, and then broadening to their beliefs and values and those of others allowing pupils to challenge discrimination and demonstrate respect and empathy.

The RE curriculum is embedded within our Identity and Wellbeing curriculum tree alongside Citizenship and PSHE with the Social, Moral, Spiritual and Cultural values and needs of the pupils at its heart. RE is taught in Myself and Others for semi-formal learners and Identity and Wellbeing lessons for formal learners. Learning is explored initially as experiential & by exploration, moving to incorporate the more abstract and research based.

P4C approaches and sessions are being developed across school to develop pupils thinking and communication skills, boost self esteem and develop their awareness of their selves and others through discussion at a developmentally appropriate level. The RE Curriculum is developed through the semi formal to formal curriculum using developmentally appropriate learning intentions and activities to develop each pupils sense of self, others and community.

Pupils are encouraged from a young age to engage with key people around them, developing understanding of the roles of people close to them and beginning to engage with the wider community and develop a sense of self.



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Assemblies are held twice a week with clear links to the RE curriculum. Daily reflections in class link to the RE curriculum and assembly themes to ensure pupils have the opportunity to experience and reflect upon all aspects of RE whilst making real and meaningful links to their lives and experiences.

The Curriculum Coordinator will use work monitoring, pupil voice, planning moderation and patterns reflected in learning walk feedback to assess the quality of the curriculum and the progression of pupils. All of these processes will be completed regularly throughout the year and will be overseen and monitored by SLT.

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.

Enquiries and questions

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