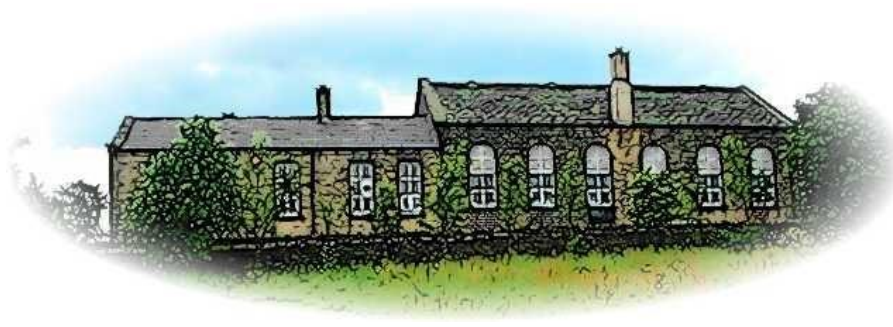




Scapegoat Hill J & I School

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RE Policy

Approved by:	Natalie Shackleton	Date: 8 th June 2025
Last reviewed on:		
Next review due by:	1 st September 2026	

Policy for Religious Education

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 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.

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.

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. In one academic year, children complete 3 core units and 1 focus unit.

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.

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 in at least years 1 to 6 or when a pupil leaves school.

RE lessons

RE is timetabled to ensure that pupils receive approximately 35 hours of RE teaching each year. Lessons are delivered through weekly sessions and where appropriate, through a cross-curricular approach. We make strong and meaningful links between RE and other subjects such as history, music, PSHE (personal, social, health and economics), drama as well as with the teaching of Fundamental British Values across the school. This integrated approach helps deepen pupils' understanding and encourages them to make connections across their learning.

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 in RE through a range of engaging strategies, including discussion, debate, drama and opportunities for children to reflect on their learning. Pupils are supported in developing their understanding through independent recording in their RE books. In Classes 1 and 2, we also use 'floor books' to capture shared learning experiences, reflections and responses, providing a rich, collaborative record of their RE journey.

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.

As part of enriching our pupils' experiences, we visit places of worship across West Yorkshire, invite speakers from a range of faiths and non-religious worldviews to speak to all three classes, and maintain strong links with Scapegoat Hill Baptist Church to support faith, interfaith, and non-religious celebrations.

RE makes a substantial contribution to pupils' SMSC (Spiritual, Moral, Social and Cultural) development and Fundamental British Values by, for example, introducing children to a range of faiths and non-religious worldviews, fostering respect, tolerance, and understanding of different beliefs, and encouraging critical thinking, empathy, and a sense of identity and belonging.

RE links closely to PSHE education through discussions about heritage, cultural and religious diversity, and the importance of forming positive, respectful relationships with others. It encourages pupils to explore values such as empathy, tolerance, and mutual respect, which are essential for personal development and community cohesion.

RE supports our commitment to equality through the exploration of diverse religious and non-religious worldviews, promoting respect for different beliefs, identities, and ways of life. It encourages pupils to challenge stereotypes, understand the impact of discrimination, and value the dignity and rights of all individuals.

We value the support given to RE through strong links with both the local and wider community. This includes our close relationship with Scapegoat Hill Baptist Church, as aforementioned, as well as visits from people of various faiths and those with non-religious worldviews from across Huddersfield. We also benefit from established connections with a range of places of worship throughout the town, enriching pupils' understanding and appreciation of different beliefs and practices

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.



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