



Kirkstall St. Stephen's Primary



RE Policy

June 2026

This policy has been adopted by the Governors in consultation with the Head teacher, RE subject leader and teaching staff.



Our School Vision

“We are cherished, we are challenged, we are children of God”.

- ✓ We are **cherished** – we aim to create a caring environment where all children and staff feel welcome, valued, supported and respected.
- ✓ We are **challenged**- through a stimulating and challenging learning environment, where achievements are recognised but it is also safe to fail, increasing our resilience.
- ✓ We are **children of God** – we recognise the value of each and every individual, encouraging every-one’s unique spiritual development and potential.

In the light of the Mission Statement, Inclusion and Assessment Policies and intent, this is the policy statement for the delivery of RE at Kirkstall St Stephen’s Primary School.

Context:

The context of RE at Kirkstall St Stephen’s Primary is that of a small C of E primary school, linked to Kirkstall St Stephen’s Church, serving children of the Kirkstall and surrounding areas in the age range 4 – 11.

- ✓ We teach according to the Leeds agreed Diocesan Syllabus.
- ✓ We recognise the variety of religious and non-religious backgrounds from which our pupils come.
- ✓ We welcome the diversity and we intend to be sensitive to the home background of each child.
- ✓ We are glad to have the active support of religious and non-religious members of our local community to support our teaching of RE.

We recognise the inter-relationship between pupils' spiritual, moral, social and cultural development, and the leading role which the RE curriculum plays in some of these areas.

Aims for RE at Kirkstall St Stephen’s Primary

RE at Kirkstall St Stephen’s Primary School will be provided in line with the legal requirements. These are that:

- ✓ The basic curriculum will include provision for religious education for all pupils on the school roll;
- ✓ The content of RE shall reflect the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain;



- ✓ The RE, which is provided, shall be in accordance with the agreed Leeds Diocesan Syllabus.

Within the framework of the law and the Agreed Syllabus, the aims in RE at Kirkstall St Stephen's Primary school are for pupils to:

- ✓ **Acquire and develop knowledge and understanding of Christianity** and the other principal religions represented in the United Kingdom
- ✓ **Develop an understanding of the influence of religious and non-religious worldviews**, values and traditions on individuals, communities, societies and cultures, locally, nationally and globally;
- ✓ **Develop the ability to make reasoned and informed judgements about religious and moral issues**, with reference to the teachings and diversity within the religious and non-religious worldviews represented in the United Kingdom;
- ✓ **Enhance their spiritual, moral, social and cultural development** by:
 - developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings and other beliefs can relate to them
 - responding to such questions with reference to the teachings and practices of religions and worldviews relating them to their own understanding and experience
 - reflecting on their own beliefs, values and experiences in the light of their study
 - Develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions and worldviews.

Time Allocation

Kirkstall St Stephen's follows the Diocesan guidelines for the teaching of RE in accordance with the Trust Deed. (See appendix 1) RE is taught as an identifiable subject although there are links with other curricular areas. In accordance with the Diocesan Guidelines, we expect that the following hours are the minimum hours devoted to RE:

- Key stage 1 – 36 hours per year.
- Key stage 2 – 45 hours per year.

RE curriculum time does not include assembly or collective worship, even when the assembly provides a starting point for curricular work. Christmas and Easter production rehearsals and performances are not RE.



Curriculum Coverage and Design

A long-term plan (reviewed by our Diocesan advisor is available on our school website. Curriculum coverage considers 3 main areas of **Christianity** (using Understanding Christianity- 50%) **Other faiths** and **world views** (NATRE- National Association of Teachers of Religious Education- 50%). This coverage provides a better balance to learning and supports critical thinking skills, investigation, application and interpretation. RE lessons encourage attitudes of empathy, wonder, open-mindedness, working with others and a sense of community.

EYFS: **Christianity** / **Special places, stories and belonging.**

Year 1: **Christianity** / **Judaism** / **Community and caring for others.**

Year 2: **Christianity** / **Islam** / **Special places and beliefs**

Year 3: **Christianity** / **Islam** / **Judaism** / **Making the world a better place**

Year 4: **Christianity** / **Hinduism** / **Significant life events**

Year 5: **Christianity** / **Islam** / **Judaism** / **What matters most to Christians and Humanists?**

Year 6: **Christianity** / **Hinduism** / **How does faith help us?**

Teaching and Learning Strategies

Our policy is to aim to ensure the use in RE of art, drama, thinking skills, speaking and listening activities, visits, posters, photographs, videos, ICT use, display work and other active learning strategies. Cross curricular work is encouraged, in line with whole school policy on teaching and learning. We recognise the importance of teaching to our chosen syllabus in a creative, knowledge-rich, broad and balanced way.

Visits and Visitors

We are able to visit some places of worship in the immediate vicinity of the school, where faith leaders and other members of the community are willing to meet with children and be involved in the teaching of RE. We aim to use this valuable resource for all classes. All pupils have the opportunity to visit a place of worship and participate in the visit of a representative to their RE class. Children will have the opportunity to make the following visits during their time at Kirkstall St Stephen's Primary School.

Year 2: Leeds Grand Mosque (Islam)

Year 5: Etz Chaim Synagogue (Judaism)

Other year groups are encouraged to use regional virtual tours or talks available at: <https://www.re-hubs.uk/hubs/yorkshire-humber/>.



Matching Work to Pupils' Needs

Our whole school policy regarding pupils with special needs and differentiation, applies to RE. Teachers should be alert to the fact that some children have special and deep experience of a religion through family practice. This of course may not relate to their general educational ability.

Assessment

We report on pupils' progress and attainment in RE to parents, as required by law. Our chosen syllabus provides descriptions of progress and attainment, which the school has agreed to use as a basis for reporting at the end of each key stage. We make specific,

Monitoring & Assessment

Pupil work is assessed based on knowledge and skills in RE. Evidence for making these judgments is gathered through discussion, observations and outcomes in books. Children are also given the opportunity to fully participate in the assessment process, through peer, self and group activities. In addition, teachers and pupils record understanding through the use of '**learning journey checklists**' and refer to key unit information and vocabulary using '**knowledge organisers**'.

Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Areas concerned with reflection and response can be difficult to assess, yet we value these opportunities and encourage creative activities such as art and drama to provide these.

Floor books are used as an additional assessment tool to capture whole-class learning, discussions, reflections and enquiry in Religious Education. They provide evidence of pupils' collective thinking, questioning and responses to key concepts, beliefs and values explored during lessons. Floor books may include photographs, pupil voice, examples of collaborative work, teacher observations and records of class discussions. They support teachers in monitoring progression across the RE curriculum and provide a valuable record of learning that may not be evident through individual written work alone. As such, floor books contribute to a broader and more inclusive picture of pupil attainment and engagement in RE.

Parents are informed of their child's attainment in their child's annual report.

Staff training and CPD

All staff have access to RE CPD in line with the subject leader's identified areas for development. This is either 'in house' or from an external provider such as our Diocesan advisor. The RE subject leader also attends local network meetings across each academic year. In addition, we work closely with cluster schools to share good practice.



Withdrawal

We note the Human Right of parents to withdraw their children from RE and of teachers to withdraw from teaching the subject. We aim to provide an open curriculum which can be taught to all pupils, by all staff. Teachers are asked to refer to the head teacher any questions from parents about withdrawals. Requests for full or partial withdrawal from RE should be made in writing to the head teacher and a record kept of them. Guidance on withdrawal can be found here.

https://natre.org.uk/wp-content/uploads/2025/04/18-15676_NAHT-RE-withdrawal-document_final.pdf.

RE Link Governor: **Eleanor Benson**

Named RE subject leader: **Stewart Malley**

Headteacher: **Philip Sheppard**

Date: **10.6.26**

Date for review: **10.6.27**