



Leodis  
Academies  
Trust

# **East Ardsley Primary Academy**

## **RELIGIOUS EDUCATION POLICY**

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## 1. RELIGIOUS EDUCATION CURRICULUM INTENT

- 1.1 Religious Education within Leodis Academies Trust schools aims to foster a deep understanding of diverse beliefs, values, and traditions, both locally and globally.
- 1.2 Through a broad and balanced curriculum, students are encouraged to explore fundamental questions about life, meaning, and morality, developing respect, empathy, and critical thinking.
- 1.3 Our intent is to nurture informed, reflective, and tolerant individuals who can engage thoughtfully with the world around them, appreciating the role of religion and belief in shaping human experience and society, equipping them as 21<sup>st</sup> Century global citizens that have empathy, respect and an open-minded approach to different ways of living (culture). This is broadly in line with our British Values.

## 2. PURPOSE OF RELIGIOUS EDUCATION (RE)

- 2.1 Our vision for RE is based on the national guidance issued by the RE Council in 2024 and the locally agreed syllabus for Leeds, 2024: Believing and Belonging. [Religious Education | Leeds for Learning](#)
- 2.2 "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*
- 2.3 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:
  - 2.3.1 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, Judaism, Islam, Buddhism, Hinduism and Sikhism and non-religious beliefs, and understand how these are woven into human experience and applied to life and decisions.
  - 2.3.2 Empowers learners to develop and use critical thinking skills.
- 2.4 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
- 2.5 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.

### **3 THE RELIGIOUS EDUCATION CURRICULUM**

- 3.1 The RE curriculum is based on the Local Agreed Syllabus for Leeds produced by Leeds SACRE for teaching from September 2024.
- 3.2 The aims of RE in our Leodis schools 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.
- 3.3 Our RE across the Trust therefore aims to:
  - 3.3.1 develop progressive understanding of the 'pathways' and
  - 3.3.2 build rich and profound knowledge of religions/worldviews.
- 3.4 To support delivery of informed and interesting RE, teaching is based on a sequence of units of work. Representing progression of learning in the areas of study through Core and Focus units of study. See Units of Study further through this policy.

### **4 ACHIEVEMENT AND PROGRESS**

- 4.1 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.
  - 4.1.1 Primary Phase Assessment:**  
Assessment happens through end of unit assessments, quizzes and tasks.
- 4.2 Schools are required to report progress in RE in line with the core principles of assessment outlined by the DfE. Progress in RE is shared with parents through Parents Evenings or on request at other times throughout the school year.

### **5 RE LESSONS**

- 5.1 Primary phase RE is timetabled so that pupils are provided with at least 30 hours of RE each year. This includes elements that are taught as discrete RE modules and elements that are included in the PSHE curriculum. Time is also taken through Assemblies and class discussion time to recognise and celebrate a range of religious and secular festivals around the world.
- 5.3 The school has a subject leader who supports and monitors the subject. This is within each school and across the Trust.
- 5.4 We encourage and promote teaching and learning through a range of hands on and interactive lessons to try and ensure the children understand the rituals associated with different religions.

## 6 THE PLACE OF RE ACROSS THE TRUST

- 6.1 RE has a key part in our curriculum. It also makes an important contribution to pupils' wider development, wellbeing and understanding.
- 6.2 Religious Education plays a vital role in enriching the broader curriculum by promoting spiritual, moral, social, and cultural development. It encourages pupils to reflect on their own beliefs and values while developing respect and understanding for others. Through enquiry-based learning, RE supports literacy, critical thinking, and philosophical reasoning, complementing subjects such as History, English, PSHE and Citizenship.
- 6.3 RE contributes to pupils' personal development by fostering empathy, resilience, and ethical awareness. It provides opportunities for meaningful discussion, debate, and reflection, helping pupils to navigate complex moral issues and global challenges. The subject also enhances community cohesion by exploring diverse worldviews and encouraging active engagement with local faith communities and global perspectives.
- 6.4 By integrating visits, guest speakers, and cross-curricular projects, RE offers rich experiential learning that supports pupils' holistic growth and prepares them to be thoughtful, informed, and responsible citizens in a pluralistic society.
- 6.5 As part of enriching pupils' experiences, we provide opportunities for learning beyond the classroom (where possible) to deepen understanding and engagement with religious and philosophical concepts. This includes arranging visits to places of worship, inviting speakers from diverse faith backgrounds, and facilitating participation in interfaith and ethical dialogue events. Pupils are encouraged to explore real-world applications of belief and practice, fostering respect and curiosity.
- 6.6 We also engage in ongoing projects that connect RE with wider community and global issues, such as charity initiatives, cultural celebrations, and thematic days that promote reflection on values, identity, and justice. These experiences are designed to be inclusive, thought-provoking, and adaptable, ensuring they remain relevant and impactful across year groups and over time.
- 6.7 RE makes a substantial contribution to pupils' SMSC development and Fundamental British Values by, for example, encouraging respectful dialogue, promoting understanding of diverse beliefs and cultures, and exploring ethical and moral questions. Pupils learn to appreciate the importance of individual liberty, mutual respect, and tolerance of those with different faiths and beliefs, which are central to British Values.
- 6.8 RE links to PSHE education by supporting pupils in developing self-awareness, empathy, and the ability to reflect on personal and societal issues. RE complements PSHE themes such as identity, relationships, equality, and mental well-being, offering a space for thoughtful discussion and values-based learning.
- 6.9 RE supports our commitment to equality through its inclusive approach to exploring a wide range of religious and non-religious worldviews. It challenges stereotypes,

promotes respect for diversity, and ensures that all pupils feel represented and valued, regardless of background or belief.

6.10 We value the support given to RE through links with the local and wider community, such as partnerships with places of worship, interfaith groups, and guest speakers. These connections enrich pupils' learning experiences, provide real-world context, and foster a sense of belonging and active citizenship.

## 7. WITHDRAWAL FROM RE

7.1 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 lead for RE, Personal Development, a member of the senior team and/or Principal. 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 direct to the Principal. We will ask parents if they wish to continue the withdrawal each year.

7.2 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 Trust. Parents who withdraw a child from RE must provide work for that child to be completed in their timetabled RE time. The work provided must be of adequate length that matches the amount of time a child is withdrawn from RE. The school expects this substitute work to be sent to the school in advance of 48 hours prior to the child's withdrawal from RE.

## 8. ENQUIRIES AND QUESTIONS

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

## APPENDIX 1

### Primary phase Units of Study:

<b>Reception</b>	E.1 Where do we live? Pathway 4	E.3 What makes a good helper? Pathway 3	E.6 How is our world wonderful? Pathway 6	E.1 How do people celebrate? Pathway 2 and 5	E.2 Who and what are special to us? Pathway 2	E.1 Where do we live? Pathway 4
<b>Year 1</b>	C1.1 What does it mean to belong to a religion? Pathway 1	F1.12 How and why do we care for others? Pathway 3	C1.5 How do we celebrate special events? Pathway 5	C1.5 How do we celebrate special events? Pathway 5	C1.6 Which books and stories are special? Pathway 6	C1.6 Which books and stories are special? Pathway 6
<b>Year 2</b>	F1.13 How can we look after our planet? Pathways 4 and 6	C1.3 How can we make good choices? Pathway 3	C1.3 How can we make good choices? Pathway 3	C1.2 How is new life welcomed? Pathway 2	C1.4 How and why do some people pray? Pathway 2 and 4	C1.4 How and why do some people pray? Pathway 2 and 4
<b>Year 3</b>	FL2.11 How do creation stories help people understand the world? Pathway 5 and 6	CL2.3 What is the importance of the Five Pillars of Islam? Pathway 3	CL2.2 How is religion expressed? Pathway 2 and 3	CL2.6 What is the Jewish way of life? Pathway 1 and 5	FL2.12 How does the Bible help Christians to live a good life? Pathway 3	FL2.12 How does the Bible help Christians to live a good life? Pathway 3
<b>Year 4</b>	CL2.1 How does faith expand? Pathway 1 and 4	FL2.13 Who can inspire us? Pathway 3 and 5	CL2.5 How is light celebrated? Pathway 1	CL2.5 How is light celebrated? Pathway 1	CL2.4 Why are the Guru's at the heart of Sikh belief and practice? Pathway 1 and 5	CL2.4 Why are the Guru's at the heart of Sikh belief and practice? Pathway 1 and 5
<b>Year 5</b>	CU2.4 Why are religious journeys special? Pathway 4	CU2.4 Why are religious journeys special? Pathway 4	CU2.6 What is the impact of the Old & New Covenant? Pathway 6	CU2.3 What values are shown in codes for living? Pathway 3	CU2.3 What values are shown in codes for living? Pathway 3	FU2.12 Should we forgive others? Pathway 3
<b>Year 6</b>	CU2.2 How do Sikhs show commitment? Pathway 1 and 2	CU2.5 What are the influences on Jewish life? Pathway 1 and 5	FU2.11 What do Christians believe about Jesus' death and resurrection? Pathway 6	FU2.11 What do Christians believe about Jesus' death and resurrection? Pathway 6	FU2.13 What is the impact of growing up? Pathway 2 and 4	FU2.13 What is the impact of growing up? Pathway 2 and 4