



Shakespeare

Primary School

Shakespeare Primary School
RE and Collective Worship Policy
2025-2026

Shakespeare Primary school is made up of staff and pupils who originate from many nationalities, cultures and faith groups. As a school we aim to celebrate this diversity and offer a welcoming and inclusive environment for all our pupils, including new arrivals and non-English speakers.

We believe that Religious Education provides an opportunity to celebrate and foster awareness of these differences within our school and the wider world. It is a subject that challenges diversity and stereotype.

We follow the Leeds' Agreed Syllabus for RE. 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:

- *Enables learners to develop a broad and balanced understanding of religions/worldviews.*
- *Empowers learners to develop and use critical thinking skills.*

Secondly, the syllabus is about **belonging**. It aims to nurture children's 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.

Specifically, RE will:

- *Broaden perspectives of faiths and cultures, encouraging tolerance of diversity.*
- *Develop their own personal worldview, identity, values and spirituality.*
- *Contribute to developing learners as positive, participating citizens of the world.*

The syllabus is 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.

- Pathway 1: The Nature of Religion and Belief
- Pathway 2: Expressing Belief
- Pathway 3: A Good Life
- Pathway 4: Personal Journey
- Pathway 5: Influence and Authority
- Pathway 6: The Big Picture

Aims and Objectives

At Shakespeare Primary School we believe pupils should be taught RE in order to help them to:

- acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain
- develop a positive attitude towards other people regardless of their gender, race or religion
- develop the skills to live harmoniously within a diverse society
- respect the right of people to hold beliefs which are different from own
- develop the ability to make reasoned and informed judgments about religious and moral issues

There are three broad aims within the syllabus, each subdivided into two areas. A balance of these is included in our curriculum plan at every key stage.

Pupils and students should:

- A. Investigate the beliefs and practices of religions and other world views;
 - B. Investigate how religions and other world views address questions of meaning, purpose & value;
- Investigate how religions and other world views influence morality, identity and diversity

Legal Requirements

All schools in England, whatever their foundation or governance, must teach religious education from age 5 to 18. Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life and all state schools... must teach religious education... all schools must publish their curriculum by subject and academic year online.

The law provides that:

- in maintained community, foundation or voluntary controlled schools, RE is taught in accordance with the local Agreed Syllabus;
- the requirements are that a syllabus must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain';

Withdrawal

Parents and carers have the right to withdraw their child from RE. If someone wishes to do this, they should state this in a letter addressed to the headteacher.

Breadth of Study

RE is a legal requirement for all pupils on the school roll, including all those in the reception year.

The Early Years Foundation Stage framework is organised across seven areas of learning rather than individual subject areas. The EYFS curriculum allows for flexible planning to respond to current interests and needs of the children in school, including learning about religious and cultural communities and the celebrations and places associated with them. Although all areas of the EYFS goals are relevant, RE particularly supports development in Understanding the World and Personal, Social and Emotional Development.

RE teaching in KS1 and KS2 should be built around developing knowledge and understanding along the six pathways for learning. This should be linked to substantive knowledge about religions/worldviews.

In EYFS, material should be drawn from Christianity and at least one other religious tradition.

From KS1, children will learn more in depth about Christianity as well as Islam, Sikhi, Judaism, Humanism, Buddhism and Hinduism.

SEN

We believe that all children at Shakespeare Primary School should have equal access to RE so that they may have the opportunity to progress and demonstrate achievement irrespective of ability of special educational needs.

Where special educational needs are identified, teachers will endeavour to provide such pupils with appropriate opportunities at each key stage, in line with the requirements of the local authority agreed syllabus.

Where pupils have special needs which are not identified as being learning difficulties we will, as a school, endeavour to respond sympathetically to their requirements.

Equal Opportunities

RE makes a valuable contribution to the education of all pupils. As an essential part of the curriculum, it should provide a relevant and worthwhile learning experience for all pupils.

Learning in RE should enable pupils to:

- respect self and be sensitive to the needs of others
- challenge inequalities and discrimination associated with race, religion, culture, gender, ability or socio-economic group

When planning work in RE the teacher will aim to pay close attention to the above.

Spiritual, Moral, Social and Cultural Development in Religious Education

RE plays a key role in pupils' spiritual and moral development, and makes a distinctive contribution to social and cultural development. We actively encourage children to raise money for charity, for example to help those affected by the issues around the world and to take part in fund raising events such as Children in Need.

Our PSHE framework also develops the moral, social and cultural elements of RE through discussions such as knowing and understanding our responsibilities to others, respecting the needs of others, how our behaviour can affect others and considering people living in other places and with different values and customs.

Role of the RE Leader

- To lead the teaching of RE throughout the school
- To ensure the highest possible outcomes for pupils
- To monitor and support teachers in the delivery of the RE scheme of work to ensure the highest possible outcomes for all pupils
- Work to ensure that the scheme of work is appropriately resourced and that teachers know how to get hold of resources if they are not immediately available in school.
- To model good practice in the teaching of RE – this may include team teaching and paired planning to boost confidence in using the new units of work.
- Keeping evidence of assessed RE work and examples of planning in a subject profile.
- To be involved in the induction of new staff and provide copies of policy, scheme of work and support planning
- To liaise with religious leaders in the local community and build a link with the school.

Collective Worship

The 1988 Education Reform Act requires that 'all pupils in attendance at a maintained school shall on each day take part in an act of collective worship' and that this should be 'wholly or mainly of a broadly Christian character'.

At Shakespeare Primary School, collective worship is set within the context of 'assemblies' – which include other features besides those required of collective worship. 'Worship' has a wide range of meanings and forms of expression. At Shakespeare, 'worship' means reflection on and understanding of those elements of life which are of value and worth – respecting and caring. for example.

We want every member of our school community to feel happy, valued and respected. Each person is

treated fairly and well. We are a caring community with mutual trust and respect for all. Our assemblies promote this.

British Values

Our school community is made up of people from many different religions and cultures, and of people who have very clearly expressed a secular point of view. Assemblies are non-denominational and conducted in a manner which is sensitive to the faiths and beliefs of all members of the school community. We are proud of the diversity of our school community and as such hold assemblies that reflect and celebrate the traditions and beliefs of all. In this respect, assemblies promote British values.

This policy will be reviewed regularly to take account of new initiatives, changes in the curriculum and developments in technology.