



Subject Rationale: Religious Education (RE)

Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these.

Curriculum Intent

The Religious Education curriculum will enable children to learn and practice the key skills and knowledge as set out in the Leeds Agreed Syllabus. Through RE at Calverley Parkside Primary School, pupils will:

- develop positive attitudes and values and reflect on and relate their learning in RE to their own experience.
- have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values.

In addition to the Leeds Agreed Syllabus aims, our school vision sets out the following aims which will be achieved through the teaching of high-quality RE sequences of learning:

- Pupils who feel happy when learning
- Pupils who are prepared for modern life- understanding diverse religions and beliefs
- Pupils who have access to an engaging, ambitious and inclusive curriculum
- Pupils who have a positive mindset as a result of their love for learning

The RE curriculum reflects our school values in the following ways:

Ready: *'We keep going when things get difficult'*- A key aspect of RE is ensuring pupils develop an understanding of the wider society and beliefs. When learning becomes difficult, pupils are taught tolerance and to accept differences. They are supported at all times to develop the best understanding of a diverse community.

'We prepare for the future by setting high expectations of ourselves'- We ensure that pupils set high expectations of themselves by allowing individuals to have a voice and reflect on their personal beliefs. It is vital for pupils to understand they are entitled to their own beliefs and values as this allows them to gain a sense of identity and individuality. Creating a comfortable and inclusive environment is important to allow effective learning to go on in the classroom.

Respectful: *'We respect differences and know we are equal'*- In RE we foster a 'be respectful' attitude as we take responsibility for accepting the differences we have. We encourage respect and tolerance for everyone. This is embedded in lessons as pupils are encouraged to ask questions and share ideas.

'We always listen when others are talking' - We endeavour to listen to each other's ideas to build on or add to our own values. Expectations are reinforced as we promote a respectful environment both in and out of the classroom.

Responsible: *'We know who to go to for help and support'* - It is important for pupils to know who to come to when they need help so they can access the support they need when they have any concerns.

How is our RE curriculum implemented?

The subject is taught for one hour every 2 weeks to allow pupils to have the time they need to reflect on their personal beliefs and values. Lessons allow for recall to ensure knowledge is embedded in their long-term memory. In KS1 the pupils will focus on the religions of Christianity and Islam. In KS2, the learning builds on what was taught in KS1 and is extended to the study of Judaism and Sikhism, alongside developing an understanding of non-religious approaches to life. Pupils are taught to make links between religions through key themes such as pilgrimage, prayers, celebrations and rituals. Throughout the years, we focus on three areas which are:

- Investigating the beliefs and practices of religions and worldviews
- Investigating how religions and worldviews address the questions of meaning, purpose and value
- Investigating how religions and worldviews influence morality, identity and diversity

What is the intended impact of RE?

The main aims of our RE curriculum are to allow for each individual to explore and understand different opinions and beliefs. Individuals will learn the diverse beliefs around the world through discussion in lessons and develop their knowledge of the 4 religions of Christianity, Islam, Judaism and Sikhism. Children will engage in lessons that link to their personal beliefs as everyone is given the opportunity to voice their opinions. Tolerance is taught as everyone's opinion should be respected and listened to.

Each unit of work begins by checking the children's prior knowledge. Any misconceptions or mistakes throughout the unit are identified and addressed appropriately. Children continue to build on their knowledge throughout the unit of work. At the end of each unit of work, teachers will make a judgement which states whether or not children are working at, towards or beyond the expected standard for their age. These will be used to inform the teacher's future planning and end-of-year reports to parents.

Children contribute to evaluating their own progress by completing an end of unit assessment and identifying any improvements they may have made.

Special Educational Needs and Disability

We recognise that pupils with SEND have a range of different needs and starting points. Some of our pupils have severe, complex or profound needs that have a significant impact on their cognitive development, especially the way that they are able to make alterations to their long-term memory. Teachers are ambitious for all pupils including those with SEND, developing and adapting the curriculum so that it is coherently sequenced to all pupils' needs, starting points and aspirations for the future; acquiring the knowledge and cultural capital they need to succeed in life.

How is RE enabled in the Early Years?

In Early Years, RE is taught through the **Specific** area of **Understanding the World: People and communities** and is enabled through, for example: providing activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other; providing ways of preserving memories of special events; inviting children and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad; ensuring the use of modern photographs of parts of the world that are commonly stereotyped and misrepresented; helping children

to learn positive attitudes and challenge negative attitudes and stereotypes; visiting different parts of the local community; providing role-play areas with a variety of resources reflecting diversity; sharing stories that reflect the diversity of children's experiences and inviting people from a range of cultural backgrounds to talk about aspects of their lives.