

Religious Education at Leyburn Primary School

Intent:

'A high quality religious education makes a unique contribution to the spiritual, social, moral and cultural development of pupils and supports wider community cohesion.'

At Leyburn Primary School, we believe that it is vital for all our pupils to learn from and about religion so that they can understand the world around them.

The principal aim of RE:

"is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own."

With this principal aspiration, we intend our children to be able to:

- Know about and understand a range of religions and world views.
- Express ideas and insights about the nature, significance and impact of religions and world views.
- Gain and deploy the skills needed to engage seriously with religions and worldviews.
- Show mutual respect and tolerance for faiths and beliefs of those that might differ from their own.

As our locality and school community is primarily rural, we aim to enhance our RE curriculum, where possible, with visits to places of worship for different faiths and by inviting visitors into our school in order to prepare our pupils for life in the multi-cultural world in which they live.

How are British Values taught through Religious Education?

Individual liberty of own views and tolerance and mutual respect of others' views is taught through the topics of study across all year groups and is embedded in the religious education curriculum. Students explore issues around religious discussion and compare beliefs of different faiths to develop awareness and understanding. Teaching pupils to respect and value diversity is modelled through high quality learning experiences and well planned visits to places of worship for different faiths, as well as the opportunity to engage in discussion with visitors to our school of different faiths throughout the school year.

Implementation

The school follows the North Yorkshire Agreed Syllabus for Religious Education, which was updated and implemented in September 2019. This scheme of work ensures that we are teaching a range of religions that are revisited throughout the Key Stages to enable a progression of learning across the school.

The agreed syllabus is broken down into three strands that align with key questions for each unit. This enables a re-visit of prior knowledge and a spiral towards further knowledge. The strands are:

- Believing
- Expressing
- Living

Throughout EYFS and Year 1, children learn about Christianity and the religious celebrations in the Christian calendar.

During Year 2, children build upon these ideas and are introduced to Islam, as it is the second biggest faith in North Yorkshire.

Key Stage Two builds upon the learning of Christianity and Islam with the additional studies of Hinduism, Judaism and Humanism as a minimum.

Visits to places of worship and visitors are planned carefully to enhance the progressive, knowledge building nature of the syllabus. For example – local places of worship and wider locality.

Links are made to other curriculum areas – for example in history in year 5 (Islam) and year 6 (Judaism) as well as SMSC links to PSHE and literary links to the stories of different faiths and cultures in English.

RE units are taught in a blocked sequence which build on and extend prior knowledge. Prior knowledge is revisited at the beginning of every lesson and regular low stakes assessments address any misconceptions.

Knowledge mats are introduced at the beginning of a new topic and shared with parents. These outline the knowledge and vocabulary that will be covered whilst studying each religion.

Impact

Our Religious Education is of a high quality, well thought out and planned carefully to demonstrate progression so that children know and remember more.

It has been planned to have high expectations of all learners and demonstrate coherence and progression. If children are assessed to be achieving the lesson aims then they are deemed to be making good or better progress. We measure the impact of our curriculum through work scrutiny, pupil discussions and a reflection on standards achieved against the planned outcomes.

Monitoring is undertaken by the subject lead and SLT at regular intervals. Feedback is given to teachers and leaders use the information to see if the children know more and remember more.

Impact will be reviewed at the end of the academic year as the curriculum has been in place since September 2019.

Reviewed February 2020