

You must be the change you wish to see in the WORLD

Mahatma Gandhi

**Intent**

**At Leavening, our aim is to:**

* Provide and encourage the opportunity for all children to have the knowledge and skills required to be a Theologist, ensuring that they know and understand a range of religious and non-religious world views.
* Support pupils in gaining an understanding and enthusiasm to learn about views through theological, philosophical and human/social science lenses.
* Teach pupils to be able to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.
* Provide children with the skills and knowledge to hold an informed and balanced conversation about their own and world views, developing their religious literacy.
* Support the children with articulating beliefs, values and commitments clearly in order to explain why they may be important in their own and other people’s lives.
* 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.
* Ensure pupils share in the North Yorkshire vision of a community where people of different beliefs and religions live side by side, displaying mutual respect, understanding and friendship.
* Ensure that RE both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value which we place on the development of the whole child spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum.
* Ensure pupils become tolerant, understanding citizens, who live out the British Values and who are spiritually, morally, socially and culturally literate, encouraging them to develop their sense of identity and belonging, enabling them to flourish individually within their communities and as citizens in a diverse society and global community.
* Aspire to inspire curiosity in our children to understand and embrace people from different backgrounds, faiths and ethnicities, ensuring that they develop empathy, respect and knowledge towards others’ beliefs.
* Support the children to develop their ability to make reasoned and informed judgements about religious and moral issues which is an essential skill in our 21st century multi-cultural society.
* Develop the children’s understanding as to how other people choose to live and to respect why they choose to live in that way.

**What Religious Education looks like at Leavening**

**Implementation**

The following philosophy is key to our Religious Education teaching here at Leavening:

‘RE explores big questions about life, in order to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion and worldviews, reflecting on their own ideas and ways of living’ (NYCC Agreed Syllabus 2019-2024)

The population of North Yorkshire is predominantly a white Christian community.

We are aware that it is, therefore, unlikely that our children will have had significant exposure to people from other faiths and ethnic minorities in the local community. A key way that we help them to compensate for this is through teaching them to understand and recognise differences in faith, customs and appearance within an ethos of equality and mutual respect.

We recognise that it is essential that our children are supported in developing these qualities and, whilst growing in confidence, achieve a level of critical awareness that helps them to become builders and shapers of a better North Yorkshire and a better world.

RE at Leavening CP is taught through high quality teaching that is appropriately pitched to individuals. RE is valued the same as a core subject and is rooted in the daily life of our school. The children are given opportunities to engage, enquire, explore, evaluate and express their ideas, knowledge and understanding of Christianity and other world religions.

Staff follow a clearly sequenced and progressive program of study based on the North Yorkshire Agreed Syllabus. The syllabus is used to plan half-termly units of work for the children. The Agreed Syllabus has been integrated into our whole school curriculum and is embedded in our school ethos and values. The units of work are focused on Big Questions and key strands that feature in the syllabus and these have a clear and systematic progression both within and across the different age ranges, building on prior knowledge and skills.

Our RE curriculum is successfully adapted, designed and developed for pupils with special educational needs and/or disabilities by the teacher as necessary.  It is a curriculum that is broad, balanced and inclusive for all pupils.

Our teaching and learning of RE is based around the following 3 key strands: Believing – Religious beliefs, teachings, sources; questions about meaning, purpose and truth; Expressing – Religious and spiritual forms of expression; questions about identity and diversity; Living – Religious practices and ways of living; questions about values and commitments. The children are also taught about the connections between these strands; encouraging them to think about the religions and world-views of others respectfully.

The Agreed Syllabus requires that all pupils learn from Christianity in each key stage. In addition, pupils learn from the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism. Teaching equips pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. The children are also learn about Non-religious worldviews, for example Humanism.

Throughout the curriculum, pupils will learn about religion and learn from religion.

Through the high-quality planning, resourcing and delivery of RE, pupils will develop their substantive knowledge. This is knowledge about religious and non-religious traditions. It includes the ways in which people express their beliefs, the artefacts and rituals associated with them. In addition, they will learn about key concepts. Pupils will also be taught ‘ways of knowing’. This is the disciplinary knowledge of RE. Pupils are taught how to understand how the substantive knowledge came to be, how to interpret the accuracy and validity of information and suitable methods used for enquiry. The pupils will also develop in their personal knowledge – the growing knowledge of how pupils’ own values and beliefs connect with religious and non-religious traditions. We recognise that this will help to develop in pupils an aptitude for dialogue, so that they can participate positively in society, with its diverse religions and worldviews.

Our RE curriculum provides many opportunities for pupils to challenge stereotypical views and to appreciate difference positively. All pupils are encouraged to consider the impact of people’s beliefs on their actions and ways of life.

RE contributes to the pupils’ personal development and the schools’ provision for spiritual, moral, spiritual and cultural development (SMSC) and British Values. It provides a key context to develop children and young people’s understanding and appreciation of diversity, to promote shared values and to challenge all forms of racism and discrimination. Pupils learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions.

We also recognise that RE forms a valuable part of the educational experience of children throughout the EYFS key stage. In implementing this, we embrace play-based and child-centred approaches, knowing that this will encourage the learning to follow where the child’s interest and curiosity leads. We follow The EYFS Agreed Syllabus experiences, opportunities and appropriate topics for children in the Foundation Stage. These connect to the EYFS 7 areas of learning. Planned teaching experiences support children’s learning and development needs identified through holistic assessment. We recognise that Good Early Years teaching stems from drawing on children’s own experience and finding ways to draw on the wealth of religious or spiritual experiences that families many bring with them.

RE sits very firmly within the areas of personal, social and emotional development and understanding the world. Children are supported to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own immediate community. We give the pupils the opportunity to develop their emerging moral and cultural awareness.

We also recognise that the activities children engage in during their Nursery Years are experiences which provide the building blocks for later development. Starting with things which are familiar to the children, and providing lots of hands-on activities and learning are an important part of pupils’ RE learning at this stage.

Succinct assessment based on The North Yorkshire 2019-2024 Agreed Syllabus ensures learning is well pitched and matched to individual needs. The Agreed Syllabus sets out a structure for recognising pupil achievements and each pupil can work progressively towards achieving the statements of attainment as outlined in the North Yorkshire Agreed Syllabus for Religious Education 2019-2024.

In RE, by the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant Programme of Study, as in all subjects of the curriculum. The expectation is that pupils’ achievements will be weighed up by teachers using criteria arising from the Programmes of Study.

***Wider Curriculum***

As with our approach to the teaching of all subjects here at Leavening CP, we ensure that cross curricular opportunities are made with RE. We recognise that RE unlocks special opportunities to explore multicultural and equal opportunities issues and for consideration of the environment. Moral questions are raised and pupils are encouraged to develop a sense of citizenship through many aspects of the explicit RE curriculum. Links are made with people and communities within the locality. Children’s skills in oracy and literacy will be enhanced. Problem-solving, decision making and interpersonal skills will be developed. We also embrace visits to places of worship, visits and visitors that will enhance our teaching and learning of RE.

Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

The teaching of RE makes links with other curriculum areas, particularly PSHE and embeds Leavening CP School’s British Values, enabling children to participate positively within an ever-changing society and world.

We build the cultural capital of all individuals through our RE teaching and learning, ceasing opportunities that will enhance this such as first hand learning opportunities through visits to places of worship, inviting visitors into school and celebrating key religious events such as Inter Faith Week.

***Displays across school***

* Displays in classrooms and around school emphasise the importance and value of RE in the curriculum and enable children to make links with other subjects.

**How we entwine Religious Education with our Leavening school values underpinning our purpose of ‘Together We Can’**

Our RE teaching develops the character and spirit of the child and enables pupils to develop respect for and sensitivity to others. It promotes discernment and enables pupils to combat prejudice. Pupils develop their sense of identity and belonging and they are prepared for citizenship in today’s diverse society. Through authentic encounters with living faith communities pupils develop diversity dexterity and are equipped with the ability to hold an informed conversation about religious beliefs and practices. Through a quest to discover more about religion and world views, pupils discover more about themselves. Our RE syllabus develops children’s knowledge and understanding of the nature of religion and belief, whilst provoking challenging questions about meaning and purpose, truth and values, identity and belonging.

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| **Care, share and**  **belong** |
| We embrace first hand learning opportunities such as visits to places of worship and inviting visitors into school that will enhance our RE teaching and learning. Planned experiences, such as Interfaith Week, provide opportunities for pupil engagement with faith communities and seek to develop pupils’ spiritual, social, moral and cultural development. We build the cultural capital of all individuals through these experiences.  **Look and learn beyond the classroom** |
| Children are encouraged to be the best Theologians that they can be. We recognise thatquality RE has the potential to have the most powerful and lasting effect on the child’s heart and mind. Throughout the RE curriculum, pupils will learn about religion and learn from religion. The intent for the RE curriculum is to prepare pupils for success in later life. The ambition for what pupils will learn in RE is high for all learners. The curriculum is precisely considered and planned to enable pupils to achieve and articulate ambitious end points.  **Have high aspirations and fulfil our potential**  **Learn with**  We inspire a passion for RE learning so that children develop critical thinking skills and higher order questioning when considering meaning, purpose and truth. We ensure the children are open minded, accepting and wondrous about world-wide beliefs, further instilling these values in others and our community.  **passion**  **How we know our Religious Education curriculum is successful**  **Impact** |

* Children display the values of mutual respect, understanding and friendship in their everyday lives.
* Children confidently apply their religious knowledge to other areas of their learning.
* Pupils have widened RE vocabulary and understanding to discuss their own views and those of others.
* Children have an understanding of the beliefs and cultures of those around them and in the wider complex world.
* Children are able to discuss and challenge key enquiry questions.
* Children are able to hold a balanced and informed conversation about their own and worldviews.
* Children demonstrate an appreciation and respect of others views and world religions.
* Children talk confidently about their own religious views and discuss their ideas with others.
* Children at Leavening CP enjoy learning about a range of religious and non-religious world views. They are interested in exploring why people choose, or choose not to follow a religion and are eager to ask questions.
* Through their R.E. learning, the children are able to make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people’s cultures and ways of life.
* All pupils have religious literacy and are able to:
* Use their skills and knowledge to be able not only to express their views and beliefs but to be able to respect and understand the views of other people locally and worldwide.
* Develop a religious vocabulary and give a theologically informed and thoughtful account of a range of religious and non-religious beliefs.
* Show an informed and respectful attitude to religions and non-religious worldviews.
* Engage in meaningful and informed dialogue with those of other faiths and none.
* Reflect on questions of meaning, offering their own thoughtful and informed insights into religious and secular world-views
* Leave the school with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.