

# Religious Education at Laygate Community School

## Intent

At Laygate Community School we value RE because:

- it promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society;
- it prepares pupils for the opportunities, responsibilities and experiences of adult life;
- it allows us to promote British values, in particular the 'mutual respect for and tolerance of those with different faiths and beliefs and for those without faith';
- our school reflects a diverse community so we teach pupils from many different backgrounds, of different faiths and beliefs;
- 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 and appreciate that people have many different religious and non-religious worldviews

## Implementation

At Laygate Community School we follow the Agreed Syllabus for Religious Education in South Tyneside (revised 2020). There are three key elements studied in RE; knowledge and understanding of religion, critical thinking and personal reflection. All children are encouraged to develop positive attitudes to their own and others' beliefs, ideas, experiences and values through planning opportunities to develop self-awareness, respect, open-mindedness and appreciation and wonder.

EYFS uses the following themes to explore religion:

- Special: special times, people, places, objects, books (including stories)
- Belonging: how belonging and identity are expressed

KS1 Religions and beliefs to be studied:

- Christianity and Judaism (introduction to beliefs, practices and their impact)
- Religious Diversity (introduction to the diverse religious and non-religious landscape in the local area – including differing denominations)

KS2 Religions and beliefs to be studied:

- Christianity (beliefs and practices across the denominations and the impact of these for individuals and communities)
- Hinduism & Sikhism (some beliefs and practices and the impact of these for individuals and communities)
- Religious Diversity (the diverse religious and non-religious landscape across the region, including a special study of a local Muslim community)
- Similarities and differences within and between religious and non-religious worldviews through at least one thematic study e.g. about ritual, the environment, care for others

Each year group follows the agreed units from the LA Agreed Syllabus. KS1 and KS2 study 5/6 units per year. There is progression within units and across key stages. Recommended teaching time for RE is approximately 36 hours per year in KS1 and 45 hours per year for KS2. Some units may be delivered on a weekly basis whilst other units may benefit from blocking where a unit is taught across a few afternoons. The units are titled using enquiry questions and make use of enquiry-based learning.

## Impact:

RE will provoke our pupils to discuss challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self, the nature of reality, issues of right and wrong and what it means to be human.

RE will develop our pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews (religious and non-religious) that offer answers to the questions above.

RE will offer our pupils the opportunity to examine the significance of religion in relation to themselves and others, as they consider how religion and beliefs have an impact on individuals and groups in local, national and global contexts. RE will offer opportunities for personal reflection and spiritual development.

It encourages our pupils to explore their own beliefs (whether they are religious or not) in the light of what they learn, examine issues of religious beliefs and faith, and consider their own responses to questions raised.

RE will encourage empathy and enable our pupils to develop their own sense of identity and belonging.

RE will encourage respect for all, including those with differing faiths and beliefs, as our pupils develop understanding and appreciation of our diverse society and world.

RE will help to challenge prejudice, discrimination and racism.

In EYFS, children at the expected level of development will know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

In KS1 and KS2, the RE Syllabus Benchmark expectations will help teachers gain a clear picture of how pupils are making progress in RE, how they are developing Religious literacy and how they are getting better at RE.

*Please refer to the Religious Education Policy for more detail.*