



Curriculum Intent – Religious Education

Our Vision

Lady Royd Primary School's vision is to provide an exceptional education: rich in learning opportunities in a supportive and nurturing environment that challenges our pupils to raise their aspirations and to develop the confidence and resilience to reach their full potential.

Our ASPIRE values provide a strong focus on the personal development of every child; encouraging accountability, self-confidence, perseverance, integrity, respect and empathy for those around them, pupils will leave as well-rounded, confident, independent young people, fully prepared to take their place in the world.

The aims of the curriculum

- Provide a broad and balanced educational experience that meets the needs of the pupils, introducing them to the best that has been thought and said and preparing them to be well-educated 21st century citizens.
- Take account of the previous learning of pupils and their readiness for new experiences
- Stretch the most able whilst providing enrichment for all pupils.
- Provide personalised support for pupils with additional needs.
- Ensure that the curriculum in place at any given time provides an appropriate and relevant educational experience and that no pupils are disadvantaged by its provisions.

Intent

The main aim of Religious Education at Lady Royd Primary School is to provide a stimulating, varied and enriching learning experience to prepare pupils for life in a culturally diverse modern world. We aim to encourage enthusiasm for interest in the study of other people's beliefs and promote mutual respect, tolerance and understanding across different cultures and communities.

To this end, pupils study the six major world faiths as well as having the opportunity to explore alternative world views. As well as learning the key beliefs, teachings and practices of the different religions, pupils will consider the influence of these beliefs on the lives of adherents and apply beliefs and teachings to a range of ethical and philosophical issues.

Fundamental to pupils understanding of religion is the development of their religious literacy – achieved through the specific teaching of key terms and regular reading from a variety of texts. Religious Education provides students with the opportunity to debate and discuss, enabling them to articulate their views verbally as well as developing their extended writing skills.

Pupils are encouraged to research thoroughly, to weigh up evidence, to develop chains of reasoning and to evaluate – articulating their responses using religion specific terminology.

Implementation



We follow the Bradford Agreed Syllabus for the teaching of Religious Education at Lady Royd.

EYFS Religious Education fulfils the 'Understanding the World' criteria of the Development Matters' document, specifically people, cultures and communities, by introducing religions and worldviews through special people, books, times, places and objects, focusing on questions pupils can relate to such as 'Where do we live?', 'How do people celebrate Autumn/Winter?', 'What makes a good helper?' and 'Who and what is special to us?'.

Religious Education in Key Stage 1 and 2 is enquiry based, focusing on key questions such as:

- How can we make good choices?
- How and why do people pray?
- How do Sikhs show commitment?
- What do Christians believe about Jesus' death and resurrection?

In Key Stage 1 the focus is on Christianity and Islam. Sikhism, Judaism, Hinduism and Buddhism are included at Key Stage 2. In addition, other non-religious views are included at each Key Stage to broaden pupils' awareness, tolerance and respect for alternative views.

Our curriculum provides pupils with a firm foundation for further study at Key Stage 3 and beyond, where many of the taught topics and themes are further developed.

Impact

Assessment opportunities, both formative and summative, are routinely built into lesson planning at all key stages. Primary pupils produce an assessed piece of work at the end of each taught unit. Starter and plenary tasks (for example Do Now Tasks) regularly focus on retrieval practice, check understanding of prior learning, reinforce key vocabulary and provide students with opportunities to apply their learning. Low stakes tests such as multiple-choice quizzes and key words/facts points tests are designed to quickly check knowledge and understanding. Progress checks and summative end of unit assessments are built into all Schemes of learning.

Reviewed: May 2024

Reviewed by: MAD

Next Review: May 2025