



Religious Education (RE)

Intent

At Grange Farm Primary School, our aim is to develop **deep thinkers** who are open-minded, reflective, and respectful towards religion and worldviews. Our RE curriculum is designed to be **relevant, inclusive, and thought-provoking**, preparing pupils for life in **modern Britain** and a diverse global community.

Through the teaching of RE, pupils secure a deep understanding of key concepts that enable them to make meaningful connections, ask and respond to challenging questions, and appreciate the beliefs and values of others. They are encouraged to reflect on their own ideas and worldviews while developing empathy and understanding towards those who hold different perspectives.

Children build their conceptual knowledge through the study of religions and worldviews **locally, nationally, and globally**. By revisiting key themes and learning pathways, pupils develop a rich understanding of how religion and worldviews shape lives, influence societies, and contribute to individual and collective identity.

Our curriculum fulfils the legal requirements that Religious Education in Great Britain should “reflect that the religious traditions in Great Britain are, in the main, Christian, while taking account of the teaching and practices of the other principal religions represented.” It has been carefully designed to meet the expectations of the **Leeds Agreed Syllabus for RE: “Believing and Belonging” (2024–2029)**, taking into account the needs, diversity, and experiences of our pupils.

Implementation

Our RE curriculum is structured around the **six key strands** outlined in the *Believing and Belonging* syllabus:

- The Nature of Religion and Belief, Expressing Belief, A Good Life, Personal Journey, Influence and Authority, The Big Picture

These strands are interwoven across all units to ensure progression and depth. Lessons explore key topics such as **places of worship, religious texts, festivals, and stories**, which are revisited across year groups and applied to six major world religions.

Learning experiences are varied, creative, and enquiry-based, allowing pupils to **investigate, interpret, evaluate, apply, and express** their understanding. Children explore their own preconceptions and personal worldviews through a range of approaches, including **discussion, debate, drama, art, visits to places of worship, and encounters with faith visitors**.

In **EYFS**, pupils begin by exploring their own family beliefs and traditions, learning that people celebrate special times in different ways. They listen to and discuss religious and modern-day stories, developing early awareness of diversity.

In **Key Stage 1**, pupils develop their conceptual understanding by studying Christianity and Hinduism, focusing on belief, belonging, and key festivals.

In **Key Stage 2**, pupils encounter a broader range of religions and worldviews, deepening their understanding of belief systems and exploring how these influence individuals, communities, and global issues.

Teachers are supported by robust subject knowledge and high-quality resources. Each unit builds on prior learning, addressing misconceptions and ensuring coherence across the curriculum. Sensitive and controversial issues are approached respectfully, helping pupils develop the skills needed for constructive dialogue.

At Grange Farm, our RE curriculum places strong emphasis on the **diversity of lived experiences** within and between religious and non-religious worldviews, enabling children to see religion and belief as dynamic, personal, and relevant aspects of human life.

Impact

Following the implementation of our RE curriculum, pupils will leave Grange Farm equipped with **disciplinary and substantive knowledge** that enables them to think critically, communicate respectfully, and understand the role of religion and worldviews in today's world.

They will be curious learners who can make connections between ideas, express their personal worldviews with confidence, and engage thoughtfully with philosophical, ethical, and theological questions.

The expected impact of following the *Leeds Agreed Syllabus (Believing and Belonging)* is that pupils will:

- Demonstrate secure knowledge of religious and non-religious concepts related to belief, practice, belonging, and guidance.
- Understand the influence of both organised and personal worldviews on individuals, communities, and societies locally and globally.
- Develop awareness of the **methods and disciplines** used to study religion and worldviews.
- Build a strong vocabulary that allows them to articulate their understanding fluently and confidently.
- Apply an enquiry-based approach to investigate, interpret, evaluate, and express their learning.
- Recognise and respect the **diversity within and between** religions and worldviews.
- Understand how personal and organised worldviews can **change and evolve** over time and across different contexts.

By the end of their primary journey, pupils will be prepared for secondary education and for life in a pluralistic society — **open-minded, respectful, and equipped to make meaningful contributions to the world around them.**