

Intent

Religious Education at Sheldwich seeks to enable learners to become aware of their own beliefs and values and to develop a positive attitude towards people who hold religious beliefs or views different from their own. Throughout the Religious Education curriculum, we aim to support pupils in developing their understanding of Christianity and other principal world religions, as a contribution to their understanding of the world and their own experience within it. We encourage learners to consider the ways in which a person's beliefs influence their behaviour and practices and apply these insights to their own lives and communities. Children are encouraged to explore questions arising from the study of all religions and share their own ideas, experiences, and beliefs to promote their personal, spiritual, moral, social and cultural development.

Appreciating parents have the right to withdraw their children from RE on the grounds that they wish to provide their own religious education. (School Standards and Framework Act 1998 S71 (3) please contact Mrs Ashmore if you wish to discuss this further /withdraw your child.

Implementation

At Sheldwich Primary School we follow the New Kent Agreed Syllabus 2022-27. *(written by RE Today and Kent SACRE and endorsed by the Diocese of Canterbury and Rochester)*

This syllabus presents pupils with exciting opportunities to learn about faith and culture in the wider world community, enabling them to explore key values that have been treasured by all religious traditions, regardless of religious belief or conviction. As part of 'broad and balanced curriculum' pupils have a timetabled lesson of RE each week and an annual whole school RE day.

The principal aim of RE in the Kent Syllabus 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.

Our pupil friendly version of this aim is: Through Religious Education we explore big questions about life, to find out what people believe and what difference this makes to how they live. This helps us make sense of religion, reflecting on our own ideas and ways of living.

The teaching of RE is supported by our local church community, with visits to the church building and visitors in school. Acknowledging that Kent has been central to the growth of Christianity since the arrival of St. Augustine all pupils in Reception class enjoy an annual visit to Canterbury Cathedral supported with funding from the Bunce Trust. The syllabus is divided into three strands: **Believing Expressing Living** which replace the original learning **about** and **from** religion. The curriculum is present as a series of questions and lessons are planned and delivered in a variety of ways ensuring that all children can access and participate in lessons. Interactive, practical activities encourage the children to discuss their ideas and extend their understanding of difficult concepts and challenging questions. The children are encouraged to relate the learning to their own lives. Progress in RE is reported annually to parents in the end of year report.

What religions are taught?

The agreed syllabus requires that all pupils learn from Christianity in each key stage. 'Reflect the fact 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 in Great Britain' pupils will learn from the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all our classrooms. These worldviews, including for example Humanism.

Impact

When children leave Sheldwich Primary School, they will have been given the opportunity to widen their knowledge and understanding of, and their ability to respond to, Christianity and other principal world religions and world views; consider the influence of faith and belief on individuals, societies, communities and cultures; and develop skills of reflection, expression, application, analysis and evaluation of beliefs, values and practices, and the communication of personal responses to these and other religious, moral and social issues.

Assessment

Progress in RE involves the application of general educational skills and processes in handling subject knowledge strengthens the skills and deepens understanding and knowledge. At Sheldwich we encourage pupils to

Investigating – in RE this includes abilities such as:

- ☐ asking relevant questions.
- ☐ knowing how to use different types of sources as ways of gathering information.
- ☐ knowing what may constitute evidence for understanding religion(s).

Reflecting – in RE this includes abilities such as:

- ☐ reflecting on religious beliefs and practices and ultimate questions.
- ☐ reflecting upon feelings, relationships, and experiences.
- ☐ thinking and speaking carefully about religious and spiritual topics.

Expressing – in RE this includes abilities such as:

- ☐ explaining concepts, rituals and practices.
- ☐ identifying and articulating matters of deep conviction and concern and responding to religious issues through a variety of media.

Interpreting – in RE this includes abilities such as:

- ☐ drawing meaning from, for example artefacts, works of art, poetry, and symbols.
- ☐ interpreting religious language.
- ☐ suggesting meanings of religious texts.

Empathising – in RE this includes abilities such as:

- considering the thoughts, feelings, experiences, attitudes, beliefs, and values of others.
- developing the power of imagination to identify feelings such as love, wonder, forgiveness, and sorrow.
- seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices.

Applying – in RE this includes abilities such as:

- using RE learning in new situations.
- making the association between religions and individual community, national and international life.
- identifying key religious values and their connections with secular values.

Discerning – in RE this includes abilities such as:

- developing insight into personal experience and religion.
- exploring the positive and negative aspects of religious and secular beliefs and ways of life.
- relating learning to life.
- making thoughtful judgements about the personal value of religious beliefs and practices.

Analysing – in RE this includes abilities such as:

- distinguishing between opinion, belief, and fact.
- distinguishing between the features of different religions.
- recognising similarities and distinctiveness of religious ways of life.

Synthesising – in RE this includes abilities such as:

- linking significant features of religion together in a coherent pattern.
- connecting different aspects of life into a meaningful whole.
- making links between religion and human experience, including the pupil's own experience.

Evaluating – in RE this includes abilities such as:

- debating issues of religious significance with reference to experience, evidence, and argument
- weighing the respective claims of self-interest, consideration for others, religious teaching, and individual conscience.
- drawing conclusions which are balanced, and related to evidence, dialogue, and experience.

progress with these skills, as appropriate in each key stage.

