

# Intent

We want our children to learn about world religions through an enquiry based approach. This will give them knowledge of each religion and then require them to apply this knowledge to answer key questions rather than the knowledge being an end in itself. We also want pupils to relate what they learn to their own experiences and beliefs.

Studying Religious Education gives everyone a chance to reflect and have an informed view on the many cultures that now surround us in our communities. To gain knowledge and understanding of other beliefs fostering a respect for individuals' rights to practice what is important to them and others. It allows us to reflect on the purpose of life and give meaning to our existence. It teaches us the importance of right and wrong and to understand other beliefs and traditions. The acceptance of different ideologies should embed the acceptance of alternative lifestyles. It can develop in children an understanding of views and opinions of what is going on outside of their community in the wider world and how this can have a significant impact on their lives.

# Implementation

## **The purpose of RE:**

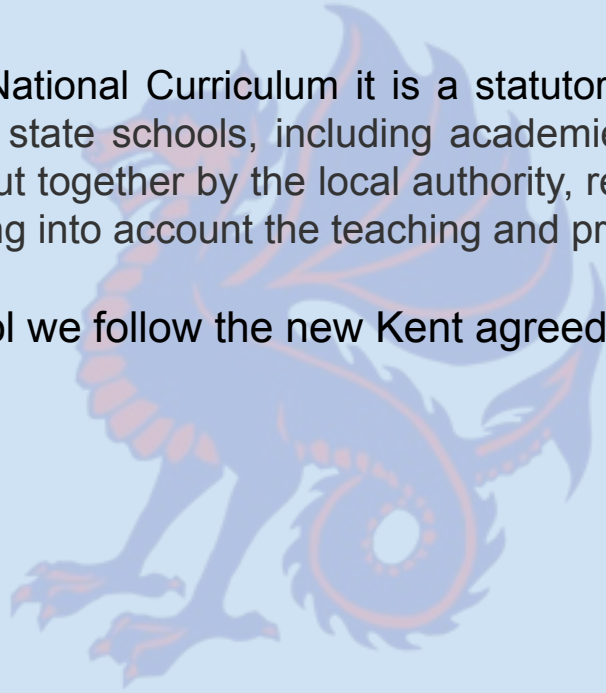
- Religious education contributes dynamically to children's and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE pupils learn about and from religious and non-religious worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions.
- Pupils learn to evaluate wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.
- Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religious and non-religious worldviews, enabling them to develop their ideas, values and identities.
- It should develop in pupils an aptitude for dialogue, so that they can participate positively in society, with its diverse religious and non-religious worldviews.
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence.
- Pupils should be given opportunities to reflect upon their own personal responses to the fundamental human questions to which religious and non-religious worldviews respond.
- Pupils should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

# National Curriculum

While RE is not part of the National Curriculum it is a statutory subject for all maintained primary schools. Non-denominational state schools, including academies and foundation schools, follow a 'locally agreed' RE syllabus put together by the local authority, reflecting the fact that Great Britain is traditionally Christian but taking into account the teaching and practices of other principal religions.

At Westlands Primary school we follow the new Kent agreed syllabus, from 2022 to 2027:

[Kent Agreed Syllabus](#)



# Implementation

## How is Religious Education taught at Westlands Primary School?

### EYFS

#### **Communication and Language**

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. Reading frequently to children, and engaging them actively in religious stories and non-fiction, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

#### **Personal, Social and Emotional Development**

Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

#### **Understanding the World**

Understanding the world involves guiding children to make sense of their physical world and their religious communities. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, museums and places of worship to meeting important members of society such as police officers, nurses, firefighters and religious people. In addition, listening to a broad selection of stories and non-fiction will foster their understanding of our culturally, socially, technologically and ecologically diverse world.



# Implementation

## **How is Religious Education taught at Westlands Primary School?**

### Key Stage 1

During this Key Stage, pupils are taught knowledge, skills and understanding through religion and belief as well as wider learning themes. They are introduced to principle religions and encouraged to recognise and reflect on religious views, moral values, similarities and differences in their own and others' lives.

### Key Stage 2

During this key stage, pupils are taught the knowledge, skills and understanding through deeper enquiry into known religions. Pupils consider the impact of beliefs and practices in greater detail and respond to more philosophical questions, considering the impact of key aspects of religions and reflecting how faith communities relate to their own and others' lives.

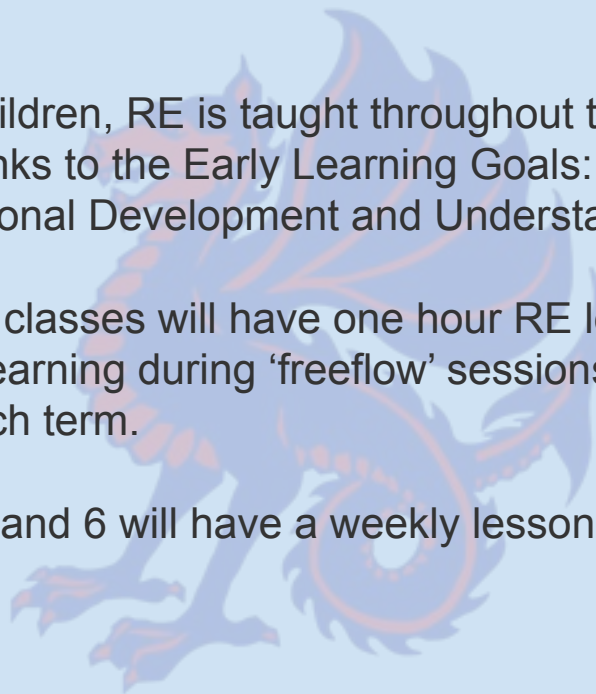
# Implementation

At Westlands Primary we teach RE as a weekly subject, following the Kent Agreed Syllabus (2022-27).

**EYFS:** For our youngest children, RE is taught throughout the school year within our continuous provision. RE links to the Early Learning Goals: Communication and Learning; Personal, Social and Emotional Development and Understanding of the World.

**Key Stage 1:** Year 1 and 2 classes will have one hour RE lesson each week. For year 1 this will often mean a week of learning during 'freeflow' sessions and continuous provision. This will amount to six hours each term.

**Key Stage 2:** Years 3, 4, 5 and 6 will have a weekly lesson for one hour and fifteen minutes each week.



# Inclusive Practice

Primary Religious Education	
<b>Additional Inclusive Teaching Strategies for All Pupils Specific To</b>	<ul style="list-style-type: none"><li>• Using multi sensory approaches such as drama, role-play, games and simulations, can develop understanding of abstract concepts.</li><li>• Use artefacts to aid understanding of aspects of faith.</li><li>• Teach new vocabulary explicitly at the start of a new topic.</li><li>• Focus on one faith at a time.</li><li>• Draw on students' personal experiences to offer concrete examples of the concept being explored and make sure that the context of discussions is relevant to students' lives</li><li>• Use devices to enable students to comfortably consider issues which are personal to them. For instance, a 'Mentimeter' helps learners express their views on an issue without having to reveal their own position".</li></ul>
<b>Additional adaptations for SEND pupils Specific To</b>	<ul style="list-style-type: none"><li>• Pre teaching of key vocabulary and/ or concepts</li><li>• Make sure pupils are well prepared for visits, so that they are not worried about unfamiliar situations.</li></ul>

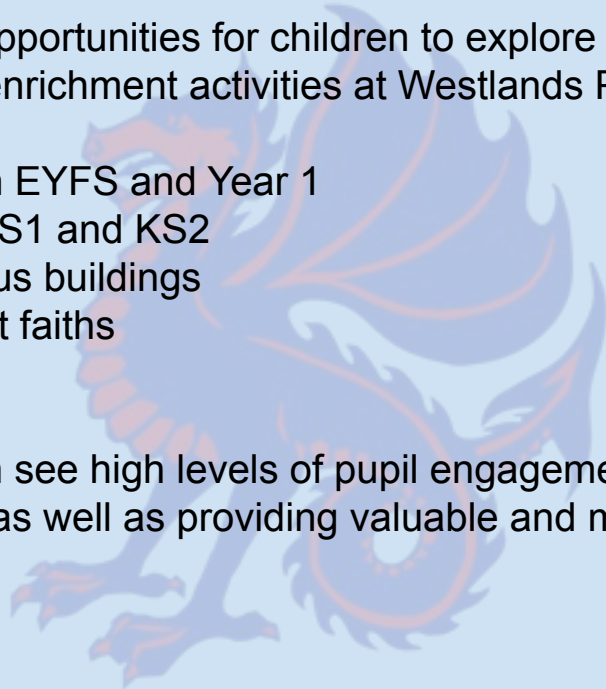


# Enrichment Activities

In RE we aim to provide opportunities for children to explore their learning in a more practical way. Some RE enrichment activities at Westlands Primary include:

- RE role play areas in EYFS and Year 1
- Drama activities in KS1 and KS2
- Local visits to religious buildings
- Visitors from different faiths

Enrichment activities often see high levels of pupil engagement in the subject and lead to high quality outcomes, as well as providing valuable and memorable experiences.



# Impact of your curriculum

At Westlands Primary we measure children's progression in RE against the core curriculum skills and objectives for each year group.

This will be evidenced through:

- Foundation subject books that continue throughout their primary journey
- Photographs
- Observations and learning walks
- Displays along corridors outside classrooms to show progression of learning

