


# SUBJECT ON A PAGE


# R.E.


At Brunswick House, we believe that R.E. is an invaluable opportunity for all of our pupils to learn about and learn from different religions and worldviews.




## Intent- we aim to...


 Deliver an RE curriculum that engages children through meaningful discussion, reflection, debate and experience of real life artefacts.

 Enable children to explore big questions about life.

 Enable children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in our community.

 Make links in our RE learning to the United Nations Convention on the Rights of the Child, as a Rights Respecting School.

 Provide a coherent journey through the subject from EYFS to Year 6 which enables children to build on prior learning, recall and remember what they learn.

 Support children to appreciate that others in their community may have different beliefs to their own, and to show respect for the beliefs of others.

 Equip our pupils with the skills to participate positively in our society, with its diverse religions and worldviews.



## Implementation- How do we achieve our aims?

### Agreed Syllabus



We use the Agreed Syllabus for Religious Education developed by Kent and RE today as the basis for our curriculum. Plans are tailored to the needs of our school and the context of our local community. The following religions are studied in depth: Christianity, Islam, The Jewish Faith, the Hindu Faith and Humanism. Plans ensure that legal requirements are met and clear progression in RE skills is achieved.

### Speaking and Discussion

Our school values of Respect, Empathy, Honesty, Self-belief and Teamwork are fundamental to RE lessons as spaces for children to share their own views, beliefs and experiences, whether coming from a faith or non-faith background. Lessons include many opportunities for speaking and listening including storytelling, debate, discussion and drama.



### Big questions



Each unit across the school is introduced by a key question which is a prompt for sparking discussion and guiding the journey through the learning topic.. For example:

- What makes some places sacred?
- What does it mean to be a Muslim in Britain today?
- Why are festivals important to religious communities?
- What matters most to Humanists?

### Experiences

We include a range of real-life experiences in RE, including using and handling real artefacts from different faiths. We welcome visitors from different faith backgrounds to talk about their beliefs (both in assemblies and RE lessons) and this deepens children's understanding through real life, personal examples of faith. We include trips to local places of worship and look to continually broaden the range of our visits and visitors in RE.



# Impact - How will we know we achieved our aims?



Children are engaged, thoughtful and respectful in lessons.



Children are interested to explore the big questions in life and confident to articulate their own thoughts and ideas.



Children have a sound knowledge of key concepts from different religions and world views, and can investigate questions of belonging, meaning, purpose and truth.



As a Gold Rights Respecting School, children can make meaningful links to the United Nations Convention on the Rights of the Child, and to their lives, lives of others in the community and the wider world.



Children are able to recall and remember essential knowledge and concepts which help them progress from their starting points.



Children show respect for the beliefs of others and enjoy learning about different worldviews and practices.



Children are confident, well informed, considerate individuals who forge respectful relationships with others and celebrate diversity.