



Why RE?



Faith and Wellbeing

A message from Mrs Bush R.E. lead: We believe that RE plays a vital role in primary education and should be cherished. It supports children to be more open and aware of the world around them and encourage them to be critical thinkers. In today's modern society, it is vital that children are exposed to all aspects of world religions so they can understand similarities and differences in the lives of people of different faiths. By encouraging them to ask questions, we can broaden their views which will allow them to become tolerant and respectful individuals in an ever-changing world.

Design and Purpose

RE is delivered through the agreed Southend Syllabus 2024 – 2029

The syllabus offers a clear structure for learning based on three strands:

- Believing
- Expressing
- Living

The curriculum is structured for into threads to show what has gone before and what follows building on prior knowledge. The systematic study of individual religions prepares our children for thematic study to compare religions. IT enables children to embed learning in their long-term memory.

There is focus on core concepts looking at key ideas at the heart of religious and non-religious worldviews. This supports children to respond to key questions or ideas and deepen their understanding.

The curriculum allows pupils to encounter examples of religion and world views making space for their own beliefs and views. It encourages children's personal development and applying their learning to living.

Each phase has a clear programme of study with aims and outcomes. Teaching is centred around key questions, such as:

Believing: What can we learn from sacred books?

Expressing: How and why do we celebrate sacred times?

Living: How should we care for others and the world, and why does it matter?

RE is a key contributor and vehicle for SMSC – a whole school responsibility. RE lessons support the academy overall ethos. RE lesson content, skills and resources are already rich in SMSC.

British values and religious traditions in Great Britain are represented in a pluralistic matter and accord equal respect to different religious convictions and to non-religious belief.

- Spiritual development refers to the aspects of the child's spirit which are enhanced by school life and learning, and may describe the 'spirit' of determination, sharing or open-mindedness. Spiritual development describes the ideal spirit of Darlinghurst.
- Moral development is about exploring and developing pupils' own moral outlook and understanding of right and wrong. It is also about learning to navigate the fact of moral diversity in the world. RE is extremely well-suited to exploring social and personal morality.
- Social development refers to the ways young people are shaped in schools with an eye on the sort of society we wish to create in the future. Developing children and young people socially means giving them the opportunities to explore and understand social situations and contexts they may encounter in school or outside. In the RE classroom, such social situations.

Questions about whether social and moral values are best described as 'British values' or seen as more universal human values will continue to be debated (not least in the RE classroom!), but for the purposes of teachers of RE, the subject offers opportunities to build an accurate knowledge-base about religions and beliefs in relation to values. This in turn supports children and young people so that they are able to move beyond attitudes of tolerance towards increasing respect, so that they can celebrate diversity.

Difference

Our children learn to be active citizens by appreciating and respecting the beliefs and values of world religions. They understand how belief influences how people live their lives and can explain why festivals and celebrations are so important.

Children are encouraged to ask questions and to listen to the thoughts and opinions of others in order to develop their wider world understanding. They are exposed to a rich variety of experiences which will enable them to grow into well-rounded individuals.

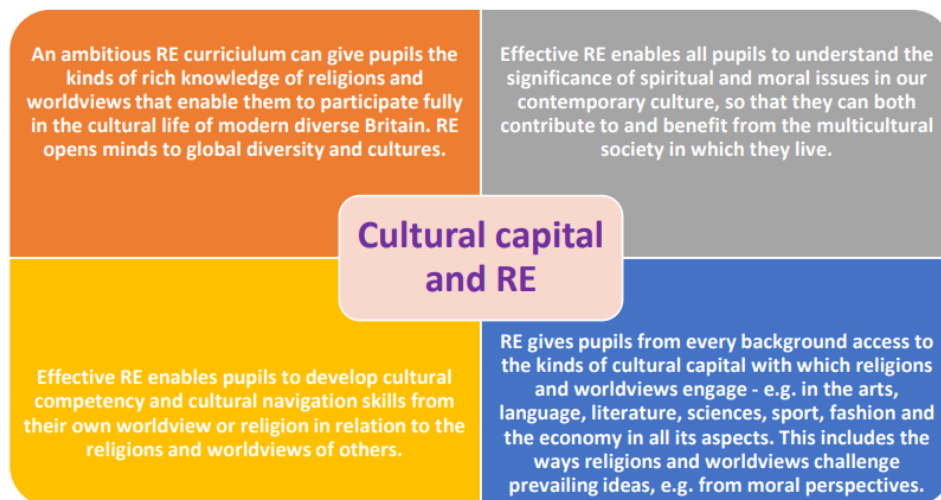
Our children are effective contributors who make connections and care for others and the world, supporting change. Through their active contributions they support local and global communities and the world around them.

There is clear progression of outcomes for end of key stage and with aims/outcomes for secondary to show next steps so that children:

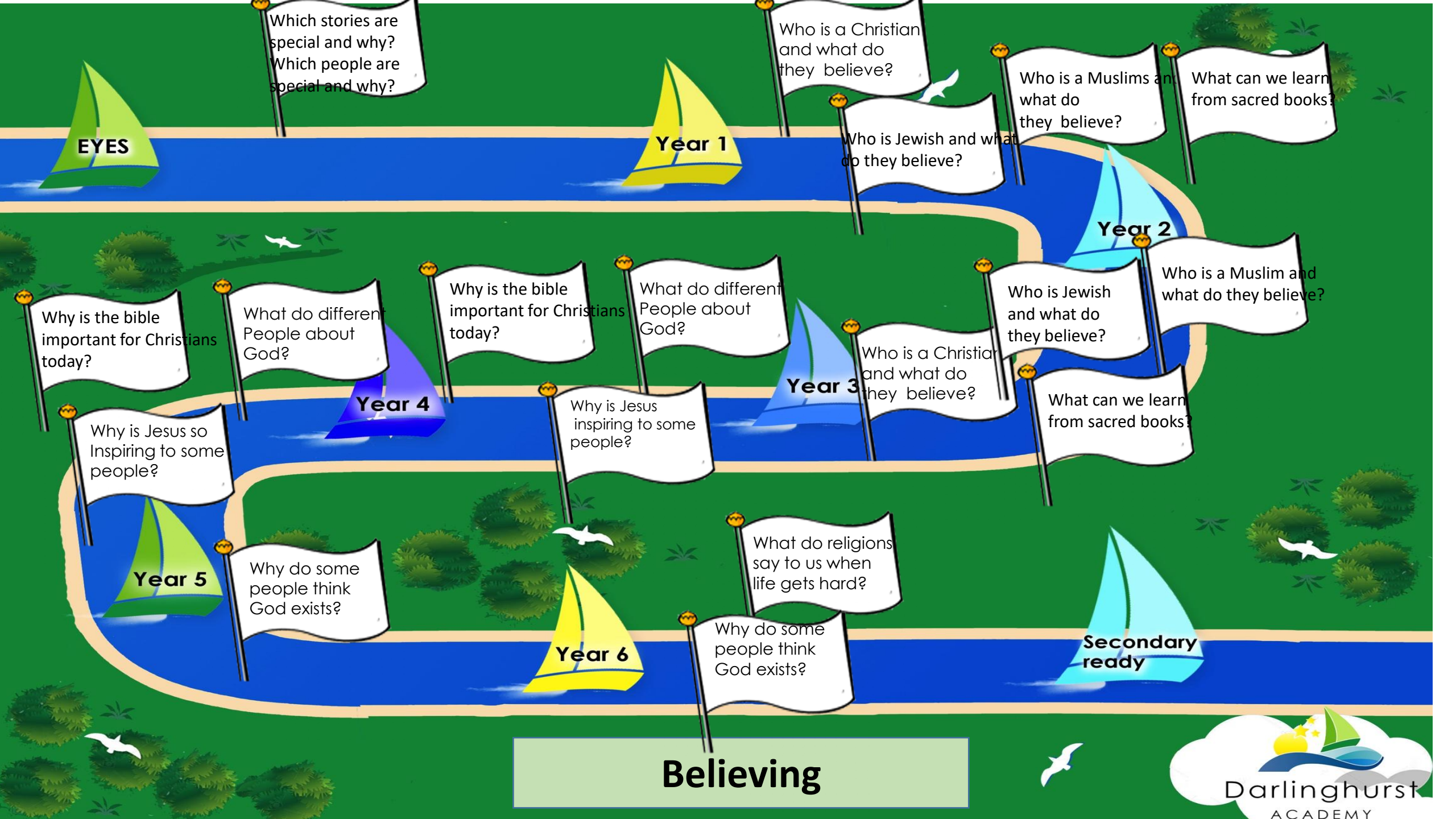
- Know and understand
- Express and communicate
- Gain and deploy skills

Through engagement in RE sessions they develop the following skills:

- Outline ideas and practices, linking different viewpoints
- Explain diverse ideas and viewpoints clearly in various forms
- Notice and find out more about religions and world views.



'Achieving Excellence Together'



Which stories are special and why?
Which people are special and why?

Who is a Christian and what do they believe?

Who is a Muslims and what do they believe?

What can we learn from sacred books?

Who is Jewish and what do they believe?

EYES

Year 1

Year 2

Why is the bible important for Christians today?

What do different People about God?

Why is the bible important for Christians today?

What do different People about God?

Who is Jewish and what do they believe?

Who is a Muslim and what do they believe?

Year 4

Year 3

Why is Jesus so Inspiring to some people?

Why is Jesus inspiring to some people?

Who is a Christian and what do they believe?

What can we learn from sacred books?

Year 5

Why do some people think God exists?

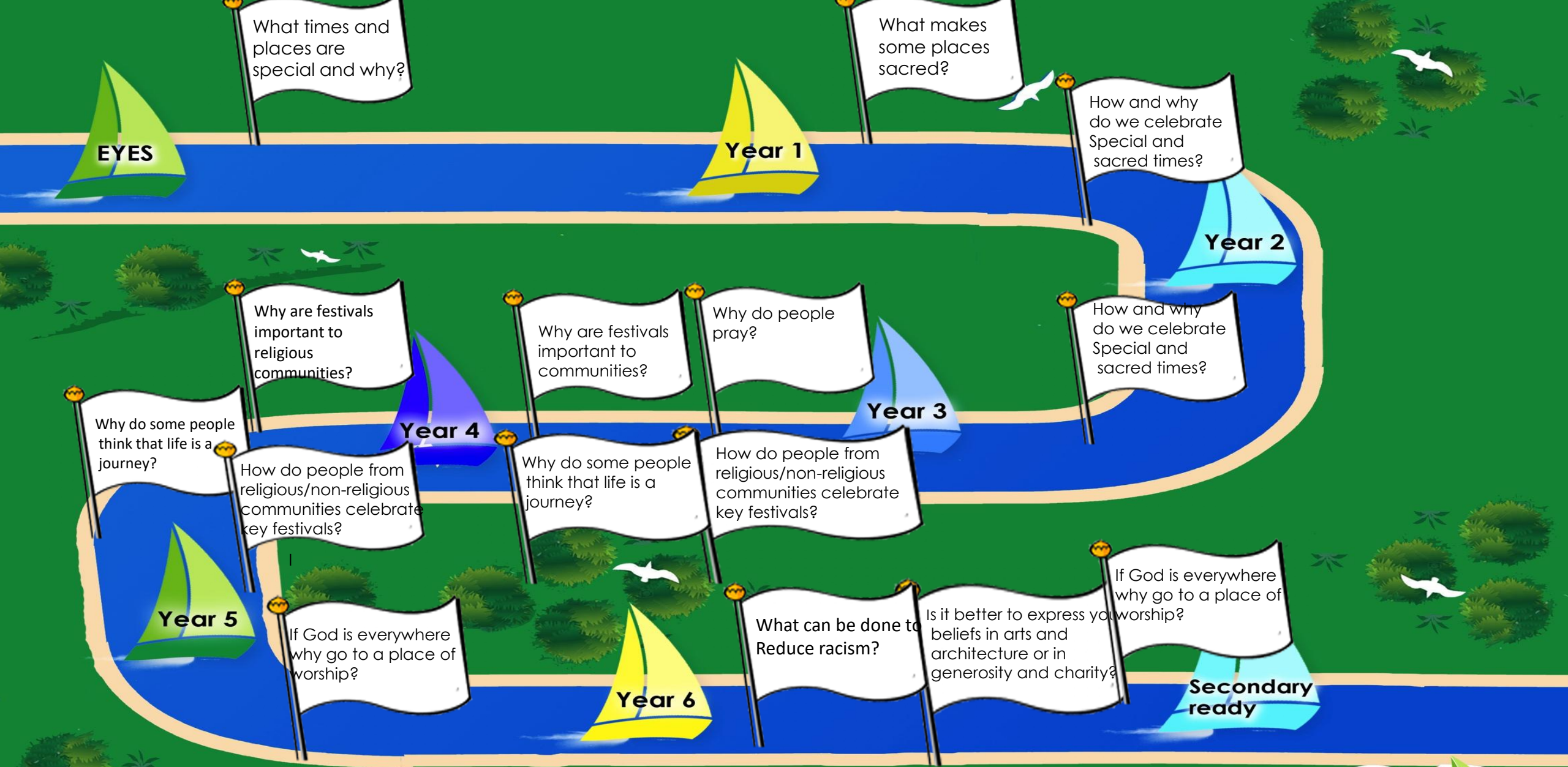
Year 6

What do religions say to us when life gets hard?

Why do some people think God exists?

Secondary ready

Believing



Expressing

EYES

Being special:
Where do I
belong?

Year 1

What does it
mean to belong
to a faith
community?

How should we
care for each
other and the world,
and why does it
matter?

Year 2

What does it
mean to be a
Hindu in Britain
today?

What can we learn
from religions about
deciding what is
right or wrong?

What does it
mean to be a
Hindu in Britain
today?

What does it
mean to belong
to a faith
community?

How should we
care for each
other and the world,
and why does it
matter?

Year 3

What can we learn
from religions about
deciding what is right
or wrong?

What does it
mean to be a
Christian in
Britain today?

Year 4

What does it
mean to be a
Christian in
Britain today?

Year 5

Green religion?

What would
Jesus do?

What matters most
to Christians and
Humanists?

What would
Jesus do?

What difference does
it make to believe in
Ahimsa, grace and
ummah

Year 6

Secondary
ready

Living