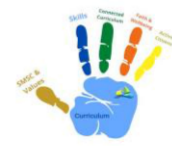




## Why RE?



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 Do

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 is for all pupils. IT is a necessary part of the curriculum.

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. RE also builds cultural capital for learners.

*\*Parents and carers still have the right to withdraw their children from RE on grounds that they will provide their own religious education.*

## 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'

