

Religious Education Statement

All children, in every year, have a national entitlement to the study of religion and worldviews. It is a core component of the curriculum at Kingsfleet.

Our intent is that the Religious Education element of our school curriculum should engage, challenge, encourage and inspire pupils. This is done through enquiry-based lessons where children meet, and build their understanding of, concepts important to specific religions or world views.

Through well-planned units of work, children develop their understanding of what followers believe and how this impacts their individual and community lives. In addition to learning about religion, children are encouraged to reflect on their own lives and how the concept being studied might have relevance to them or how they might learn from it. Philosophical 'big questions' overarch units helping the children question their own ideas and the ideas of others and start to see links between beliefs and actions and concepts within and across different faith groups.

The curriculum we offer allows children to:

❖ **Know more**

- religious belief is dependent upon these concepts – studying concepts allows the building of **depth** of understanding
- enquiry based approach allows pupils to ask and answer their own questions, developing the religious literacy necessary to do this
- the units teach key facts about concepts and how these are interpreted by, and have an impact on, individuals, communities and the wider world
- the range of religions and world views studied while at Kingsfleet introduces pupils to key thoughts and sayings of the leaders and influential people of religions and world views, adding to the pupils' cultural capital.

❖ **Remember more**

- Long term planning allows for consolidation of, and development of, subject specific vocabulary and skills
- Key ideas and festivals are revisited
- The *evaluating* and *expressing* parts of the enquiry cycle allow children to embed their knowledge and understanding
- Units suggest links between concepts and religions already studied.

❖ **Be able to do more**

- Pupils are equipped with the knowledge and skills to answer challenging questions
- They explore different religious beliefs, values and traditions and develop a more rigorous understanding of the numerous religious traditions, beliefs and practices that are followed in our multi-cultural society

- They develop their understanding of their own views, beliefs and perspectives on life and are able to discuss these alongside the views of others in a respectful way.

We believe religious education promotes discernment and mutual tolerance, enables pupils to combat prejudice and prepares them for adult life as part of a multi-cultural society.

- ❖ Kingsfleet's curriculum is based on the *Suffolk Agreed Syllabus*
- ❖ It is delivered through the *Emmanuel* Units – these reflect the complex and diverse nature of religions and world views and draw on different traditions within them
- ❖ We use progression grids to ensure that vocabulary and skills develop so that pupils can continue to engage with high quality learning and new concepts and ideas, make links in their learning and explain their thinking
- ❖ Teachers use the *Emmanuel* units of work and progression grids to deliver individual lessons
- ❖ Teachers seek and plan for wider opportunities to enhance pupils' entitlement to RE – e.g. visits to places of worship, visits from members of faith groups, speakers to develop cross-curricular links
- ❖ RE has strong links with our SMSC and Personal Development Curricula
- ❖ Collective worship often draws on the ideas and beliefs of religious communities or world views. Religious stories are often told and discussed during collective worship in relation to our value being explored.