

East Stour Primary School: Curriculum Design 2020-2021

Religious Education in Kent schools

The historical and cultural roots of the United Kingdom lie with Christianity. Since the arrival of St. Augustine to the present day, Kent remains central to the growth of Christianity. Today this continues to be reflected by Canterbury Cathedral being the centre of the worldwide Anglican Church.

Kent has always been an important geographical gateway for the United Kingdom. This has created a richness and diversity of faith that results in a vibrant and dynamic community. Kent's unique position also presents exciting opportunities for its citizens to explore faith and culture in the wider world community.

Intent

At East Stour Primary School, we recognised that faith school's RE curriculum provided a lot of elements that linked with our core values. With this in mind and consideration of the socialisation of our diverse pupils we have re-designed our RE curriculum using the Understanding Christianity units. Our intent is that our children will become resilient, accepting, mindful and inquisitive learners. Our RE curriculum allows children to discover and gain an insight into religions within the world that we live. We see the teaching of RE as vital for children to understand others beliefs and make connections between their own values (within home, school and the wider community). It is our role to encourage pupils to ask challenging questions about the world around them. At East Stour we firmly believe that the curriculum of RE is interwoven with citizenship and philosophy for children. We want them to know how religious education promotes discernment and enables pupils to combat prejudice, preparing them for adult life, employment and life-long learning. It is a platform not just to disseminate knowledge but to produce decent, considerate, compassionate individuals.

We will deliver a curriculum that:

- Celebrates the diverse and rich community at East Stour Primary School.
- Inspires creative learning through excellent teaching practices building on prior R.E. learning.
- Embraces the community in which it is situated, recognising local places of worship and exploring faith in action.
- Is inclusive, develops self-confidence and identifies that all our children are unique and therefore we should all be tolerant of each other's beliefs.
- Encourages our children to be inquisitive about others beliefs developing inquiry based RE skills that allow them to be culturally aware of the world around them.
- Reflects upon ultimate questions.
- Affirms, investigates and challenges own beliefs and values.
- Develops the skills, attitudes and processes of learning in Religious Education.

Implementation

Religious Education is statutorily required to be included alongside the National Curriculum as part of the 'basic curriculum'. RE has equal standing with other National Curriculum subjects. The Programmes of Study within the Kent Agreed Syllabus has been developed on the assumption that a reasonable time is provided for Religious Education. The Kent Agreed Syllabus requires a minimum of 5% curriculum time as recommended in the Dearing report (1993)

36 hours per year at key stage 1 (There is no requirement for the teaching of RE in nursery but it is expected in Reception) and 45 hours per year at key stages 2.

- The R.E. curriculum will follow the Kent Agreed Syllabus
- As training and resources become available the Understanding Christianity curriculum will be interleaved with the current syllabus
- R.E. Lessons will build upon prior learning and develop skills year upon year.
- Assessment of R.E. will be in line with the whole school feedback policy and teachers will assess progress and attainment of R.E.

Impact

- Children will have a stronger awareness of the world around them and will be mindful of the beliefs of others.
- Children will feel they are valued as individuals and that their beliefs are valued and celebrated.
- Enjoyment of the RE curriculum will promote creativity, achievement, confidence and inquisitive minds.
- Children feel safe to learn new things and share their beliefs with others in an accepting environment.
- Children will leave the school well-rounded with tolerance and acceptance of all. They will have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.