

## Introduction

Religious education is an entitlement for all pupils and its place in the setting curriculum is an acknowledgement of the important role which beliefs and values play in people's lives, regardless of particular religious commitments. It is also an acknowledgement that religious beliefs and practices play a key part in the lives of many people worldwide, today as they have done throughout history. As a curriculum area, religious education offers pupils an opportunity to develop a better understanding of themselves, the people around them and the world in which they live, and explore what it means to be human.

## The aims of religious education in KS2

Within the framework of the Essex Agreed Syllabus 2022, our aims in religious education are to offer a broadly  
Within the framework of the Education Acts and Agreed Syllabus, our aims in religious education are to support pupils' religious literacy to enable them to have balanced and well-informed conversations about religion and worldviews. The aims are:

- To know about and understand a range of religious and non-religious worldviews by learning to see these through theological, philosophical and human/social science lenses.
- To express ideas and insights about the nature, significance and impact of religious and non-religious worldviews through a multidisciplinary approach.
- To gain and deploy skills rooted in theology, philosophy and the human/social sciences engaging critically with religious and non-religious worldviews.

## Origins of the curriculum

At School our religious education is based on the Essex Agreed Syllabus 2022. RE is multi-disciplinary focusing on theology (thinking through believing), philosophy (thinking through thinking) and human/social science (thinking through living). These disciplines are balanced equally throughout our curriculum. Key questions have been selected from the Essex Agreed Syllabus 2022. These questions cover both lower key stage 2 and upper key stage 2. The key questions have been taught within a religion and these religions have been selected based on the prevalence in the local area, with a focus on Christianity.

## Teaching and learning styles

At our settings, we are using increasingly varied and active ways of working which include debating, posters, photos, videos, displays, art, drama, and visits. Lessons follow a structured format to ensure consistency through the units. Pupils are encouraged to think deeply about concepts with frequent use of open-ended questions.

## Visits and visitors

Visits and visitors can provide powerful learning experiences for both teacher and pupils.

Where possible, visits to local places of worship will be incorporated into the learning sequence.

### Assessment and outcomes

Assessments will be carried out on an ongoing basis using the school's formative assessment approach. Teachers will make observations during lessons and consider the work the children produce as well as during discussions with the children. Teachers will make judgments about children's knowledge and understanding and their use and understanding of key vocabulary. This will inform planning and teaching so that pupils can build on their knowledge and skills within this subject.

### Contribution to spiritual, moral, social, cultural development

These are areas of a pupil's development to which all subjects are expected to contribute. At Raedwald Trust settings, religious education should play a part in:

- developing an awareness of a '**spiritual**' dimension to life (personal beliefs, the search for meaning and purpose, the sense of awe and wonder) and in offering opportunities to discuss this area in a structured way (**spiritual**)
- providing a forum for pupils to develop and evaluate their own beliefs and values others have chosen to live by (**moral**)
- encouraging interest in and an understanding of others, respect for those with different beliefs and a sense of 'community' (**social**)
- evaluating the influence of different religions on daily life in Britain, on the pattern of the year, on public occasions, festivals and ceremonies, architecture, laws, art, music, drama and literature and in considering other cultural and religious expressions in British society, evaluating the riches that diversity offers (**cultural**).

### Provision for withdrawal from religious education

*Two provisions of the law need to be noted:*

- Parents may ask for their child to be totally or partially withdrawn from religious education in accordance with the Education Act 1944, sections 25(4) and 30, which was re-enacted in 1988, DfE document of 1994 Religious Education and Collective Worship. Reasons for withdrawal do not have to be given and the school must enable parents to exercise this legal entitlement. The Raedwald Trust must advise parents of the current provision for religious education. They are asked to contact the headteacher if they wish to withdraw their child. It is hoped that, in discussing their requirements, an understanding can be reached and arrangements for alternative religious education or supervision made.
- Teachers: Teachers may withdraw from the teaching of RE unless they have been specifically employed to teach or lead and manage RE. An application to withdraw must be given in writing to the head and chair of governors. Pupils must not miss out on RE teaching because a teacher has withdrawn from teaching RE. The school must make alternative provision for the pupils to be taught RE.