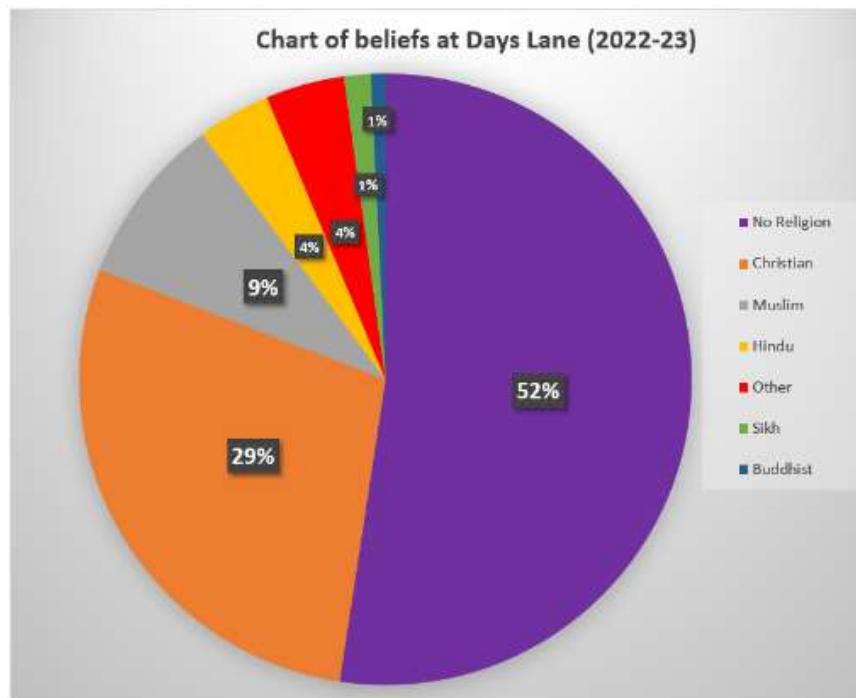


Days Lane Religious Education

Subject Intent

Religious Education at Day's Lane has a significant role for the development of pupils' spiritual, moral, social and cultural development.

- It promotes respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection.
- The principle aim of RE is to engage pupils in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of religions and worldviews in the local, national and wider global community.



- Topics are informed by the Bexley Agreed syllabus for Religious Education but also consider children's personal experiences and interests in order to stimulate their innate capacity for wonder, awe, reverence and spirituality.

Subject Implementation

- Our RE curriculum aims to stimulate children's curiosity using an enquiry based approach through the implementation of the Bexley Agreed Syllabus for Religious Education for EYFS, Key Stage One and Two.
- In line with the Bexley Agreed Syllabus, the key knowledge and skills of religious education at Day's Lane will enable pupils to ;
 - **Know and understand a range of religions**
 - **Express ideas and insights about the nature, significance and impact of religions**
 - **Gain and deploy the skills needed to engage seriously with religions and world views**

(These aims incorporate the former attainment targets of "learning about religion" and "learning from religion")

- These aims are further implemented through the strands of;
 - **Believing** (e.g. Who is a Muslim and what do they believe? KS1)
 - **Expressing** (e.g. If God is everywhere, why go to a place of worship? Yr5)
 - **Living** (e.g. What does it mean to be a Muslim in Britain today? Yr 6)
- The knowledge and skills that children acquire and develop throughout each strand have been mapped to ensure progression between year groups throughout the school. These topics revisit stories/concepts more than once, so that pupils can recall previous learning and embed it in their long-term memory.
- RE is taught weekly or blocked in units to allow children to explore questions more deeply.
- In KS2, each class explores a key question with visitors from CRIBS. Their aim is to support the "Spiritual, Moral, Social and Cultural development of children and young people" to join in respectful discussions about religion.
- Artefacts, visitors and visits are mapped across the year groups. These are used to create wonder, awe and reverence while learning about the beliefs of difference religions.

Subject Impact

- Our curriculum ensures that all our children become engaged in RE and this develops their understanding of what it means to live in Bexley, promoting harmony and good community relationships.
- Pupils actively engage critically with ideas and understanding of religion and worldviews.
- Pupils develop an understanding of other people's cultures and ways of life.
- Pupils make links between their own lives and those of others in their community and in the wider world.
- Pupils develop a religious vocabulary and interpret religious symbolism in a variety of forms.
- Pupils deepen their understanding about how religion and worldviews shape and are shaped by the societies in which we live.
- Pupils explore questions of beliefs and values in relation to a range of contemporary issues in an ever-changing society.
- Pupils deepen their understanding of British Values by demonstrating a positive attitude towards people of any religion and showing an understanding of cultural beliefs different to their own.
- They demonstrate respectful behaviour to all and this is transferable outside of school in the wider community and beyond.
- Assessments and monitoring will show standards in RE will be high and will match standards in other subject areas