



Religious Education at Headcorn Primary School

INTENT

At Headcorn School, we recognise that providing a high quality, effective Religious Education is central to our pupils flourishing in their communities and as citizens in a diverse society. Following the Kent SACRE Agreed Syllabus for Religious Education, pupils engage in systematic enquiry into the human questions which religion and worldviews address. Through a variety of cross-curricular opportunities, pupils find out what people believe and what difference this makes to the ways in which they live. This enables pupils to make sense of religion, reflecting on their own ideas and ways of living.

Aspiration:

Our religious education curriculum provides opportunities for pupils to explore their own belief systems and make connections between these and different religious worldviews. Children are curious about different faiths and beliefs in the world around them and are given meaningful experiences to support them in their learning. We aspire for our pupils to debate moral issues, use complex vocabulary, and aim high in every lesson.

Inclusion:

Diversity is at the heart of our religious education curriculum. A diverse and broad curriculum enables pupils to understand and embrace different cultures and faiths. We celebrate the different faiths within the school and provide pupils with opportunities to share their beliefs. Pupils learn about different religious worldviews and understand them within the context of Britain today. In our inclusive environment, every pupil's unique voice is valued and respected.

Resilience:

In religious education children explore inspirational role models and religious stories, helping them to understand how different faiths have overcome challenges. Children reflect on religious stories showing resilience and recognise similarities and make links to their own experiences. Through debating and class discussions children learn to voice their opinions and respect when children have different views to them as we prepare pupils to become resilient, respectful, and understanding citizens in their community.

Implementation

Early Years Foundation Stage

In the Early Years Foundation Stage, religious education teaching stems from children's own experiences and the wealth of religious or spiritual experiences that families may bring with them. Religious education is taught through the EYFS curriculum and particularly the key area of learning Understanding the World. They encounter religious and non-religious worldviews through special people, books, times, places, and objects. Learning is characterised by discovering.

In Terms 1 and 2 learning includes talking about ourselves and our similarities and differences, and family culture and beliefs. Children learn about special places and different cultural festivals.

In Terms 3 and 4 children start to learn about different cultures and beliefs and mark different celebrations such as Chinese New Year and Easter.

In Terms 5 and 6 children continue to learn about and celebrate different cultural festivals as well as start to develop an understanding of life in this country and other countries through stories and drawing upon their experiences.



Key Stage 1

In Key Stage 1, children to begin to follow the Kent Agreed Syllabus which in KS1 is characterised by exploring and develop their knowledge and understanding of religious and non-religious worldviews, recognising their local, national, and global contexts. Within the syllabus, key questions are sorted into three strands. These are Believing – religious beliefs, teachings, and sources, Expressing – religious and spiritual forms of expression, Living – religious practices and ways of living. We have a spiral curriculum that revisits faith periodically to support pupils with their memory.

In Year 1, pupils start the year with a focus on Christianity, learning about ‘who is a Christian and what do they believe?’. Pupils then begin to focus on what it means to belong in a faith community including Christianity but also introducing Judaism and Islam. Pupils learn about celebrating special and sacred times with a focus on the Christian celebration of Holy Week. Pupils then end the year learning about sacred places within the religions of Christianity, Judaism, and Islam.

In Year 2, pupils start the year with the key question ‘How should we care for others and the world, and why does it matter?’ They develop their learning about Judaism and Islam with dedicated topics ‘Who is Jewish and what do they believe?’ and ‘Who is Muslim and what do they believe?’. Pupils revisit their learning on celebrating special and sacred times but this time with a Judaism focus. Pupils end the year learning about sacred books within the religions of Christianity, Judaism, and Islam.

Lower Key Stage 2

In Key Stage 2, children continue to follow the Kent Agreed Syllabus which in KS2 is characterised by connecting. Pupils extend their knowledge and understanding of religious and non-religious world views and are taught to ask increasingly challenging questions about religion, belief, values and human life. Within the syllabus, key questions are sorted into three strands. These are Believing – religious beliefs, teachings, and sources, Expressing – religious and spiritual forms of expression, Living – religious practices and ways of living. We have a spiral curriculum that revisits faith periodically to support pupils with their memory.

In Year 3, pupils revisit Christianity; learning about what it means to be a Christian in the context of Britain today, why the bible is so important for Christians today and the festival of Holy Week. Pupils learn about different beliefs about God and why people pray within Christianity, Hinduism, and Islam.

In Year 4, pupils start the year with the key question ‘What can we learn from religions about deciding what is right and wrong. Pupils learn about festivals within religious communities with a theme of Light overcoming Darkness. After having an introduction to Hinduism in Year 3, this is developed over two terms in the topic ‘What does it mean to be a Hindu in Britain today?’. Pupils then return to Christianity with a particular focus on Jesus.

Upper Key Stage 2

In Year 5, pupils spend the first two terms learning about God across different religions, answering ‘Why do some people think God exists?’ and ‘If God is everywhere, why go to a place of worship?’. Pupils revisit Christianity and specifically Jesus, discussing if we can live by the values of Jesus in the twenty-first century. Pupils also revisit Islam for two terms in the topic ‘What does it mean to be a Muslim in Britain today?’.

In Year 6, pupils start the year with the key question ‘Is it better to express your beliefs in arts and architecture or in charity and generosity?’ looking at the worldviews Christianity, Islam and Humanism. They will then take a more in-depth look at Christianity and Humanism with the topic



‘What matters most to Christians and Humanists?’ The final two key questions in Year 6 are ‘What difference does it make to believe in ahimsa, grace and ummah?’ and ‘What do religions say to us when life gets hard?’.