

## R.E.

**‘To promote the enquiry into significant human questions and appreciate their importance to others’**

### Intent

The teaching of RE is crucial in allowing children to mould their own identity and to value their culture and the cultures of others. It is a key component in guiding morality and enabling young people to grow into active and responsible members of the community. Our aim at Dartford Primary Academy, in teaching the academic discipline of RE in line with the philosophy of the IB, Primary Years Programme and KENT SACRE Agreed Syllabus (2017-2022), is that children will develop a wide range of transferable skills and knowledge that will benefit them across the curriculum; as they progress in their educational careers; and as they enter the world of work. They will have a knowledge and respect for the people they meet, regardless of background, and will be impactful, global citizens.

### Implementation

The RE curriculum uses the inquiry based key question approach as planned in the KENT SACRE Agreed Syllabus (2017-2022) and where possible, is taught within the six key transdisciplinary themes of the Primary Years Programme. EYFS and Key Stage One provides pupils with 36 hours of teaching time through direct sessions, continuous provision and festival experience days. Key Stage Two covers 45 hours of teaching time through hourly sessions, longer immersion sessions and festival experience days. The teaching of skills is progressive and promotes inquiry-based, open-ended learning that encourages questioning, making comparisons, explaining, expressing, discussing, exploring religious stories and vocabulary, developing insight, knowledge, empathy and respect.

In line with the 2011 census for religious demography for Dartford, pupils predominantly study Christians but also study Muslims, Hindus and Humanists. The festivals of Harvest, Christmas, Easter, Diwali and Eid are marked in school and in addition, pupils experience aspects of some Sikh, Jewish and Buddhist festivals.

EYFS: Christians and culturally relevant festivals from other faiths

Y1: Christians/Muslims

Y2: Christians/Muslims

Y3: Christians/Muslims and Hindus

Y4: Christians/Muslims and Hindus

Y5: Christians/Muslims/Hindus and Jews

Y6: Christians/Muslims/Hindus and Jews

Years 5 and 6 also look at some aspects of the beliefs of Humanists

### Impact

The progressive teaching of RE skills will enable children to know and understand about a range of religions and worldviews, express ideas and insights about the nature, significance and impact of religions and world views and gain and deploy the skills needed to engage seriously with them. Religious Education fulfils a vital role within the curriculum and is relevant to all pupils, regardless of their religious (or non- religious) background. It introduces them to a world beyond their own experience of culture and belief, enabling them to make links between their own lives and that of those in their community and in the wider world, developing an understanding of other people’s cultures, reasons for being and ways of life. As such, R.E. is invaluable in a rapidly changing world.

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# Religious Education Curriculum Map



RE Curriculum Map - Autumn Term						
Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 Who we are	Who is a Christian and what do they believe?	Who is a Muslim and what do they believe?	Why do people pray?	Why is Jesus so inspiring to some people?		What matters most to Christians and Humanists?
Autumn 2 Where we are in time and place	Who is a Christian and what do they believe?	Who is a Muslim and what do they believe?	What does it mean to be a Christian living in Britain today?		Why do some people believe God exists?	
RE Curriculum Map - Spring Term						
Spring 1 How the world works		How and why do we celebrate special and sacred times? (Muslims)		What can we learn from religion in deciding right from wrong? (Muslims)		
Spring 2 How we organise ourselves	How and why do we celebrate special and sacred times? (Christians)	How should we care for others and the world and why does it matter?			If God is everywhere why go to a place of worship?	
RE Curriculum Map - Summer Term						
Summer 1 Sharing the planet		How should we care for others and the world and why does it matter?		What does it mean to be a Hindu in Britain today?		What does religion say when life gets hard?
Summer 2 How we express ourselves	What does it mean to belong to a faith community?		What do people believe about God?		What does it mean to be a Muslim in Britain today?	Is it better to express your religion in arts and architecture or in charity and generosity?

**DETERMINED PERSISTENT ACHIEVERS**  
**Learning to Change the World**