

## RE Curriculum Rationale

At **Belvedere Infant and Junior Schools**, we celebrate diversity and believe that Religious Education (RE) provides an important opportunity to recognise and respect differences within our school, local community and the wider world. RE encourages pupils to develop tolerance, respect and understanding for people of all faiths and none. It also gives children the chance to reflect on their own beliefs, values and identity, preparing them to live in a world that is diverse in culture and religion.

### Aims of Religious Education

Our RE curriculum aims to:

- Provoke challenging questions about the meaning and purpose of life, beliefs, right and wrong, and what it means to be human.
- Enable pupils to explore and develop their own beliefs in a safe and supportive environment.
- Build pupils' sense of identity and belonging, helping them to flourish within their community and as citizens in a diverse society.
- Develop respect and empathy for others with different beliefs and practices, challenging prejudice and stereotypes.
- Encourage pupils to consider their responsibilities to themselves, their families, society and, for some, a higher authority.
- Develop awe, wonder, curiosity and a sense of mystery about life.

### Teaching and Learning in RE

At Belvedere Infant and Junior Schools, we follow the **Bexley Agreed Syllabus for Religious Education**, which is structured into three strands: *believing*, *expressing* and *living*. Our teaching provides pupils with opportunities to investigate, reflect and discuss, as well as to learn from and about different religions and worldviews.

High-quality learning experiences are provided through:

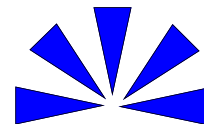
- Group discussions and debate.
- The use of stories, drama, art, music and stillness for reflection.
- Research, questioning and evaluation activities.
- Handling artefacts and using visual resources.
- Visits to local places of worship and opportunities to meet members of faith communities.

### Progression of Study

- Across all stages, children use specialist vocabulary, develop reasoning skills, and reflect on ethical issues and "ultimate questions."
- In **EYFS**, pupils learn about Christianity, Judaism, Hinduism and Islam through stories and celebrations.
- In **Years 1 and 2**, pupils study Christianity, Judaism and Islam in greater depth, developing understanding of beliefs, practices and key values.



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- From **Year 3 to Year 6**, children continue to explore Christianity, Judaism and Islam in more detail, while also being introduced to Hinduism, Buddhism and Sikhism. Non-religious worldviews, such as Humanism, are also considered.

In Years 3–6, the focus is on developing **systematic enquiry and critical thinking**. Children are encouraged to:

- Compare and contrast similarities and differences between religions.
- Explore **ethical questions** (e.g. “What is right and wrong?” / “What does justice mean?”).
- Reflect on **ultimate questions** (e.g. “Why are we here?” / “What happens after we die?”).
- Develop deeper **religious vocabulary** to explain concepts.
- Analyse how beliefs influence daily life, communities, art, music and culture.
- Make connections between their own ideas and those studied, considering impact on local, national and global society.

Wherever possible, links are made between RE and other subjects, enriching children’s wider learning.

### Skills Developed Through RE

Through Religious Education, pupils have the opportunity to develop a wide range of transferable skills including:

- Thinking critically and asking meaningful questions.
- Researching and evaluating different perspectives.
- Reflecting on personal beliefs and those of others.
- Empathising with people from diverse backgrounds.
- Communicating effectively and respectfully.

These skills not only support children’s academic progress but also help them to grow as thoughtful, tolerant and active citizens.

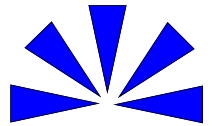
### The Impact of RE

By the time pupils leave **Belvedere Infant and Junior Schools**, they will:

- Have a secure knowledge of Christianity and the other principal world faiths studied, as well as an awareness of non-religious worldviews.
- Understand the diversity both within and between religions, and how beliefs influence individuals, communities and cultures.
- Develop religious literacy, using appropriate vocabulary to discuss and evaluate a range of religious and non-religious viewpoints.
- Recognise and respect difference, showing empathy, tolerance and compassion, and learning to live harmoniously alongside others.
- Build confidence in their own identity and sense of belonging, while also reflecting on their responsibilities towards family, community and wider society.
- Consider and respond to significant human questions about meaning, belief and morality, forming their own informed views.
- Be well prepared for the greater independence of secondary RE, where they will engage with religion, philosophy and ethics in greater depth.



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## Statutory Context

RE is part of our duty to promote pupils' **spiritual, moral, social and cultural development**. It supports our wider responsibility to prepare pupils for life in modern Britain by promoting British values such as tolerance and mutual respect.

## Withdrawal

While RE is statutory for all pupils, parents do have the right to withdraw their child from all or part of the RE curriculum. Any requests for withdrawal should be made to the Executive Headteacher.