

## **RE at Cecil Gowing**

### **Intent**

At Cecil Gowing Infant School, we deliver the RE curriculum through the Norfolk Agreed Syllabus 2019. We believe that it is vital to develop the children's 'religious literacy' so that they may become religiously literate and will have the ability to 'hold balanced and well-informed conversations about religion and worldviews.' To enable them to do this, we provide a safe and stimulating environment where they can explore, improve their understanding of, and show respect for different faiths and cultural diversity.

Children at Cecil Gowing will discover and gain an insight into some faiths and non-faiths within the world that we live, begin to make sense of the world around them and begin to understand the complex world in which they live. We see the teaching of R.E. as vital for children to reflect on their own beliefs as well as respecting the belief and values of others. By encountering RE through the three lenses of the Norfolk Agreed Syllabus, our children will develop as theologians, philosophers and social/human scientists.

Our intent is that RE is concerned with educating children about religion not instructing them in a particular faith.

### **Implementation**

We will implement the Norfolk Agreed Syllabus using enquiry questions (see curriculum map) that allows the children to build upon and extend their experiences, learning and knowledge in RE. We study Christianity and Judaism and have chosen Islam as our third major faith as we have pupils in our school from this faith community.

Reception will explore artefacts, special books and places linked to Christianity, Judaism, and Islam. This enables them to be introduced to vocabulary and concepts that they will develop in Years 1 and 2.

Years 1 and 2 cover five units each year, theology, philosophy and human/social science are covered in each year group. This approach enables enquiry-based learning, fostering each child's curiosity and interest throughout each topic and enabling the achievement of depth in knowledge and skills. The

children are always asked at the beginning of each block to suggest questions they may have, these are then used to shape the enquiry.

Religious Education lessons will have a strong Oracy focus, ensuring that children can use and understand key vocabulary and enable them to hold balanced and well-informed conversations. Examples of children's thinking and the development of understanding is placed in a floor book which enables all children to share and celebrate their work.

### **Impact**

RE lessons within our school promote discussion skills and a classroom environment where children feel confident and safe to share their ideas and views without any judgement being made.

Our children will have knowledge of a range of religious and non-religious worldviews by learning to see through theological, philosophical, and human/social sciences lenses.

They will feel valued as individuals and know that their beliefs and values are respected.

They will begin to achieve religious literacy to enable them to hold balanced and well-informed conversations about religious and world views.

Visits and visitors to the school enhance the curriculum and provide opportunities to learn about their own community, the local community and the wider community.