



# RE across our Federation

At Churchside Federation, our RE curriculum is centred upon children becoming mindful, inquisitive and accepting learners to the ever changing world around us. RE plays a significant role in the children's spiritual, moral and cultural development, encouraging children to make links with their own values to beliefs in the wider world, developing self-awareness and reflection of their own values. Our RE curriculum, which follows the Norfolk agreed RE syllabus allows the children to gain an understanding and appreciation for religions across the world and how individuals express their beliefs. RE also focuses on understanding world views and cultural practices, on a local and wider community level, appreciating the way that beliefs shape life and our world.

The principle aim of RE teaching is to engage pupils in an enquiry approach where they can develop an in-depth understanding and appreciation for the expression of beliefs and practices. Each enquiry begins with a big question and children engage with this question through questioning, discussion, religious texts, stories, art and artefacts. The children then enquire and explore the question, finding out about religious beliefs and worldviews which help us in answering our enquiry question. The children then evaluate and reflect on the knowledge they have gained and express what they have learnt through drawing, writing and discussion. The RE enquiry map followed at Churchside Federation is taken from the Norfolk Agreed Syllabus and the enquiry questions explore a breadth of world religions. RE teaching follows a multi-disciplinary approach, which builds upon prior knowledge, and is taught through our golden threads of theology, human sciences and philosophy. These are applied throughout teaching across the RE curriculum to allow our children to become religiously literate throughout their primary learning and beyond.



## Golden Threads

These Golden threads apply across all year groups. Their application is alongside the national curriculum objectives.

### Theology

This is called this thinking through believing. It is about asking questions that believers would ask. It requires pupils to think like theologians, or to look at concepts through a theological lens. Pupils will explore questions and answers that arise from inside religions and worldviews.



### Human Sciences

This is called this thinking through living. It is about asking questions that people who study lived reality or phenomena would ask. It requires pupils to think like human and social scientists, or to look at concepts through a human/social science lens. Pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives.



### Philosophy

This is called this thinking through thinking. It is about asking questions that thinkers would ask. It requires pupils to think like philosophers, or to look at concepts through a philosophical lens. Pupils will explore questions and answers raised through considering the nature of knowledge, existence and morality.



