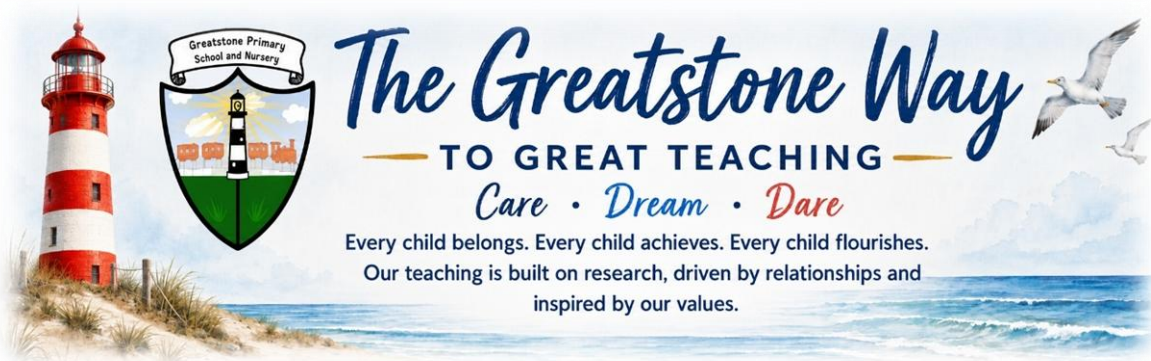




Religious Education: The Greatstone Way Curriculum

Curriculum Introduction

At Greatstone Primary School, Religious Education enables pupils to explore some of the most significant questions people ask about life, identity, belief, meaning, purpose, truth and what it means to be human. Through the study of religious and non-religious worldviews, pupils encounter different ways in which individuals and communities understand the world and allow these encounters to inform thoughtful responses of their own.

Our RE curriculum follows the **Kent Agreed Syllabus for Religious Education 2022–2027**. Its principal aim is:

To engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

At Greatstone, we express this for pupils as:

RE explores big questions about life. We find out what different people believe, how these beliefs affect the way they live and how our own ideas may develop through respectful enquiry and reflection.

RE makes a distinctive contribution to the Greatstone curriculum. It helps pupils make sense of the religious and non-religious worldviews they encounter locally, nationally and globally. Pupils develop the knowledge, language and confidence needed to participate positively in a diverse society, express their own ideas clearly and listen respectfully when others hold different views.

The Greatstone Way

Our RE curriculum is shaped by the values and learning principles of **The Greatstone Way**.

Through **Care**, pupils learn to listen respectfully, show sensitivity towards the beliefs of others and recognise the importance of compassion, justice and responsibility.

Through **Dream**, pupils consider profound questions about human life, hope, meaning, faith, identity and the kind of world people wish to create.

Through **Dare**, pupils are encouraged to ask challenging questions, examine evidence, explore uncertainty and contribute their own reasoned views.

RE supports pupils to develop a strong sense of **belonging**, while recognising that communities contain a range of beliefs, traditions and personal worldviews. High expectations ensure that pupils build increasingly precise knowledge and use appropriate religious and philosophical vocabulary. Adaptive teaching and inclusion enable every pupil to participate meaningfully in enquiry, dialogue and reflection.

The subject also strengthens relationships and community by teaching pupils to disagree respectfully, recognise diversity within as well as between traditions, and explore how beliefs inspire individuals and communities to act.

The Purpose of RE

High-quality RE provokes challenging questions about:

- meaning and purpose in life;
- beliefs about God and ultimate reality;
- right and wrong;
- justice, responsibility and human dignity;
- identity, belonging and community;
- what it means to be human.

Pupils learn both about and from religious and non-religious worldviews. They encounter sacred texts, stories, teachings, practices, places, artefacts, symbols and lived examples. They learn to interpret and evaluate sources of wisdom and authority rather than simply recalling isolated facts.

RE is not religious instruction. Pupils are not told what to believe. Instead, they are taught to investigate different responses, recognise that individuals within the same tradition may understand and practise their worldview differently, and develop informed conclusions of their own.

Pupils learn to agree or disagree respectfully and to articulate their beliefs, values and experiences while recognising the right of others to differ.

Our Curriculum Aims

The Greatstone RE curriculum ensures that pupils:

Know about and understand religious and non-religious worldviews

Pupils learn to describe, explain and analyse beliefs and practices. They recognise diversity within and between communities and understand how sources of wisdom influence different ways of life.

Express ideas and insights

Pupils consider the nature, significance and impact of religion and worldviews. They develop reasoned responses to questions about identity, diversity, meaning, value and ethical issues.

Gain and use the skills of religious enquiry

Pupils investigate concepts such as belonging, meaning, purpose and truth. They examine how individuals and communities live together, consider the wellbeing of others and explain why particular beliefs, values and commitments matter.

These aims ensure that RE involves much more than acquiring information. Pupils build knowledge, learn how to examine and interpret that knowledge, and reflect on how their learning connects with their own developing understanding of the world.

Curriculum Structure

Our RE curriculum is organised through carefully sequenced **key questions**. These questions open up the content to be studied and support systematic enquiry rather than disconnected topic coverage.

Learning is structured through three connected strands:

Strand	Curriculum emphasis
Believing	Beliefs, teachings, sacred texts, sources of wisdom and questions of meaning, purpose and truth
Expressing	Worship, prayer, celebrations, symbols, places, arts and other ways in which meaning is communicated
Living	Values, commitments, identity, moral choices, community life and the influence of beliefs on actions

Units are arranged so that pupils build on their prior learning as they move through the school. Systematic study of individual worldviews provides the secure foundation pupils need before making comparisons across traditions.

Our planning prioritises depth over superficial breadth. Pupils return to important concepts in increasingly sophisticated ways, building a coherent understanding of how beliefs, practices and ways of living connect.

Religions and Worldviews

Christianity is studied throughout the school. Pupils also study the other principal religions represented in Britain, in line with the requirements of the Kent Agreed Syllabus.

In Reception, children encounter Christians and people from other religious and non-religious backgrounds as they develop their sense of themselves, their community and their place within it.

In Key Stage 1, pupils study Christians and Muslims or Jewish people.

Across Key Stage 2, pupils study Christians, Muslims, Hindus and Jewish people. They also encounter non-religious worldviews, including Humanism, where these contribute meaningfully to the key questions being explored.

Our teaching uses the language of **Christians**, Muslims, Hindus and Jewish people rather than presenting religions as fixed or uniform systems. This helps pupils understand that worldviews are lived by real people and that diversity exists within every tradition.

Pupils encounter organised religious and non-religious worldviews alongside individual and personal worldviews. Where appropriate, the curriculum reflects the experiences of pupils, families and communities represented within Greatstone and the wider Kent context.

RE in the Early Years

In Nursery, RE-related learning is developed through stories, celebrations, relationships, special people, special places, the natural world and children's experiences of belonging. While formal RE is not statutory below compulsory school age, these rich experiences establish important foundations for later learning.

In Reception, RE is taught through planned enquiry alongside appropriate opportunities within continuous provision. Children encounter religious and non-religious worldviews through:

- people and communities;
- special stories;
- significant celebrations;
- places and objects;
- music, art and role play;
- visits and visitors;
- discussion, observation and reflection.

Learning is practical, language-rich and rooted in children's experiences. Pupils begin to recognise that people have different beliefs and that these beliefs may influence how they celebrate, behave, worship and care for others.

Teaching and Learning

RE lessons are enquiry-led, knowledge-rich and discussion-focused. Teaching enables pupils to:

- encounter authentic examples of lived religion and worldviews;
- explore substantial extracts from sacred and significant texts;
- examine artefacts, images, music, art and architecture;
- listen to visitors and learn from visits to places of worship;
- ask questions and investigate possible answers;
- compare ideas without suggesting that all religions are the same;
- use evidence to support interpretations and conclusions;
- reflect on their own developing ideas;
- participate in structured dialogue and respectful disagreement.

Teachers make careful use of contemporary examples and case studies. Pupils learn that there is no single generic way of being Christian, Muslim, Hindu, Jewish, Humanist or non-religious. They encounter diversity across time and place and within as well as between traditions.

RE is taught as a clearly identifiable curriculum subject. Meaningful connections may be made with English, history, geography, art, music, PSHE and the Greatstone Way themes, but the specific aims and disciplinary character of RE remain clear.

Substantive, Disciplinary and Personal Knowledge

Our curriculum develops three interconnected forms of knowledge.

Substantive knowledge includes knowledge of beliefs, teachings, texts, practices, concepts, traditions and lived experiences.

Disciplinary knowledge enables pupils to understand how knowledge in RE is developed. Pupils learn to examine texts, interpret practices, consider historical and cultural contexts, evaluate evidence and recognise different perspectives.

Personal knowledge supports pupils to recognise how their own experiences, assumptions and developing worldview may influence the way they understand a question.

These forms of knowledge enable pupils to move beyond simple description. As they progress, they explain connections, analyse diversity, evaluate interpretations and construct increasingly well-reasoned responses.

Local, Coastal and Community Connections

Greatstone's location provides distinctive opportunities to enrich RE. Beach School and outdoor learning can support enquiry into:

- creation and the natural world;
- wonder, gratitude and reflection;
- stewardship and environmental responsibility;
- community and belonging;
- journeys and pilgrimage;
- change, continuity and legacy;
- how religious and non-religious beliefs inspire people to protect the planet.

These experiences are used purposefully and remain rooted in the RE learning question. Pupils may consider how different worldviews respond to environmental concerns, how sacredness is understood or how responsibility towards people and the natural world is expressed.

Visits to places of worship and encounters with members of religious and non-religious communities help pupils understand lived worldviews. Such experiences are carefully prepared and revisited afterwards so that they deepen curriculum knowledge rather than becoming isolated events.

Spiritual, Moral, Social and Cultural Development

RE makes a significant contribution to pupils' spiritual, moral, social and cultural development.

It provides opportunities to reflect on fundamental human questions, consider moral choices, appreciate diversity and understand how beliefs shape communities. Pupils learn to engage in civilised debate and reasoned argument, including when questions are complex or controversial.

Through this work, pupils develop:

- curiosity and openness;
- empathy and compassion;
- respect for difference;
- confidence in expressing ideas;
- the ability to listen and respond thoughtfully;
- an understanding of how people with different worldviews can live together well.

RE therefore supports pupils in becoming active, informed and respectful members of their local community and of modern Britain.

Throughout the year, RE connects naturally with the six Greatstone Way themes:

Half term	Greatstone Way theme	Learning principle	Whole-school question
Autumn 1	ROOTS	Belonging	Who are we and where do we belong?
Autumn 2	SURVIVORS	High Expectations	How do people overcome challenges and adapt?
Spring 1	EXPLORERS	Adaptive Teaching	How does curiosity help us discover more?
Spring 2	INVENTORS	Inclusion	How do ideas change the world?
Summer 1	PROTECTORS	Community	How can we care for people, places and our planet?
Summer 2	LEGACY	Relationships	What difference will we leave behind?

Whole-School RE Year Overview

Nursery

RE in Nursery is developed through children's experiences, interests, stories, play, celebrations, relationships and encounters with the natural world. Although formal RE is non-statutory in Nursery, the Kent syllabus recommends providing foundations through role play, stories, religious artefacts, music, festivals, visitors, places of worship, nature and conversations about how people believe and behave.

Autumn 1 – ROOTS	Autumn 2 – SURVIVORS	Spring 1 – EXPLORERS	Spring 2 – INVENTORS	Summer 1 – PROTECTORS	Summer 2 – LEGACY
Who is special to me and where do I belong?	What times are special and how do people celebrate?	Which stories are special and what can we learn from them?	Which people are special and how do they help others?	What is special about our world and how can we care for it?	Which places, objects and memories are special and why?
Families, friends, welcome, names, identity and belonging	Family celebrations and an introduction to religious festivals, including Christmas and other celebrations represented in the class	Religious and non-religious stories about kindness, courage, difference and friendship	People who help us; Jesus and stories about caring; significant people from different communities	Wonder, awe, creation, animals, plants, growing, sharing and caring for the natural world	Special places, objects, books, people and events that help us remember
Key vocabulary: family, special, belong, welcome, friend	Key vocabulary: celebrate, festival, Christmas, special, together	Key vocabulary: story, Bible, special book, kindness, courage	Key vocabulary: help, care, friend, Jesus, community	Key vocabulary: world, nature, care, creation, thankful	Key vocabulary: place, special, remember, precious, respect

Nursery implementation

Learning should take place through:

- religious and non-religious stories;
- role play and small-world provision;
- celebration food, music, dance and creative work;
- appropriate religious artefacts and books;
- visits and visitors;
- conversations arising from children's own experiences;
- outdoor learning and Beach School opportunities involving wonder, care and responsibility.

Reception

RE is compulsory for Reception-age pupils and should be taught in accordance with the Kent Agreed Syllabus, although it remains developmentally appropriate and integrated with the EYFS areas of learning. The syllabus identifies six Foundation Stage enquiry questions: special stories, special people, special places, special times, belonging and the natural world.

Autumn 1 – ROOTS	Autumn 2 – SURVIVORS	Spring 1 – EXPLORERS	Spring 2 – INVENTORS	Summer 1 – PROTECTORS	Summer 2 – LEGACY
F5 Where do we belong?	F4 Which times are special and why?	F1 Which stories are special and why?	F2 Which people are special and why?	F6 What is special about our world and why?	F3 Which places are special and why?
Explore family, class, school and faith-community belonging	Explore celebrations, including Christmas, Easter and a festival from another religious worldview	Encounter stories from the Bible and another religious tradition	Learn about Jesus and a significant person from another religion or worldview	Explore Christian and other religious or non-religious ideas about the natural world and human responsibility	Explore churches and at least one other place of worship, alongside children's own special places
Key vocabulary: belong, family, community, welcome, ceremony	Key vocabulary: celebration, festival, Christmas, Easter, worship	Key vocabulary: sacred, Bible, story, message, belief	Key vocabulary: Jesus, leader, follower, friend, care	Key vocabulary: creation, world, nature, responsibility, wonder	Key vocabulary: sacred, church, mosque, synagogue, worship

Children should encounter religious and non-religious worldviews through people, books, special times, places, objects, stories and opportunities to ask questions and reflect on their own experiences.

Year 1

Autumn 1 – ROOTS	Autumn 2 – SURVIVORS	Spring 1 – EXPLORERS	Spring 2 – INVENTORS	Summer 1 – PROTECTORS	Summer 2 – LEGACY
1.1 Who is a Christian and what do they believe? Part 1	1.6 How and why do we celebrate special and sacred times? Part 1	1.2 Who is a Muslim and what do they believe? Part 1	1.7 What does it mean to belong to a faith community?	1.5 What makes some places sacred? Part 1	1.5 What makes some places sacred? Part 2
Christianity	Christianity and comparison with a Muslim or Jewish celebration	Islam	Christians, Muslims and Jewish people	Christianity and Islam and/or Judaism	Application, comparison, visit and reflection
Explore Christian beliefs about God and Jesus through stories, symbols and actions	Explore why Christmas, Easter and another religious celebration matter	Explore Muslim belief in one God, the Prophet Muhammad and respectful use of the Qur'an	Explore signs of belonging, welcoming ceremonies and how faith communities care for people	Explore the features and uses of sacred places	Compare sacred places and consider what makes a place special
Vocabulary: Christian, God, Jesus, Bible, belief	Vocabulary: celebration, sacred, Christmas, festival, remember	Vocabulary: Muslim, Islam, Allah, Qur'an, Prophet	Vocabulary: belong, community, baptism, welcome, commitment	Vocabulary: sacred, worship, church, mosque, synagogue	Vocabulary: symbol, prayer, respect, community, sacred

The five units above are drawn directly from the Year 1 RE section of the Greatstone long-term plan.

Year 2

Autumn 1 – ROOTS	Autumn 2 – SURVIVORS	Spring 1 – EXPLORERS	Spring 2 – INVENTORS	Summer 1 – PROTECTORS	Summer 2 – LEGACY
1.3 Who is Jewish and what do they believe?	1.6 How and why do we celebrate special and sacred times? Part 2	1.2 Who is a Muslim and what do they believe? Part 2	1.1 Who is a Christian and what do they believe? Part 2	1.4 What can we learn from sacred books? Part 1	1.4 What can we learn from sacred books? Part 2
Judaism	Christians, Muslims and/or Jewish people	Islam	Christianity	Christianity and Judaism	Comparison, application and reflection
Explore Jewish beliefs about God, the Torah, Shabbat and belonging	Compare the meaning and practice of religious celebrations	Build knowledge of Muslim prayer, worship and ways of living	Build knowledge of Christian beliefs about Jesus, salvation and following Jesus	Explore how the Bible and Torah communicate wisdom and guidance	Compare sacred stories and consider how their messages might influence life today
Vocabulary: Jewish, Judaism, Torah, Shabbat, synagogue	Vocabulary: festival, sacred, remember, worship, tradition	Vocabulary: prayer, mosque, Qur'an, Prophet, submission	Vocabulary: gospel, disciple, forgiveness, salvation, Christian	Vocabulary: sacred, scripture, Bible, Torah, wisdom	Vocabulary: teaching, message, guidance, interpretation, respect

These units preserve the Year 2 sequence contained within the Greatstone plan.

Year 3

Autumn 1 – ROOTS	Autumn 2 – SURVIVORS	Spring 1 – EXPLORERS	Spring 2 – INVENTORS	Summer 1 – PROTECTORS	Summer 2 – LEGACY
L2.7 What does it mean to be a Christian in Britain today? Part 1	L2.8 What does it mean to be a Hindu in Britain today? Part 1	L2.2 Why is the Bible so important for Christians today?	L2.5 Why are festivals important to religious communities?	L2.1 What do different people believe about God?	L2.4 Why do people pray?
Christianity	Hindu Dharma	Christianity	Christians, Muslims, Hindus and potentially Jewish people	Christians, Hindus and Muslims	Christians, Hindus and Muslims
Christian identity, worship, prayer, charity and community	Hindu beliefs, deities, worship, family life and dharma	The structure, use, authority and interpretation of the Bible	Why festivals matter and how celebrations express beliefs	Similarities and differences in beliefs about God and ultimate reality	The meaning, purpose and practice of prayer
Vocabulary: Christian, worship, communion, charity, community	Vocabulary: Hindu, Hindu Dharma, Brahman, deity, puja	Vocabulary: Bible, Old Testament, New Testament, gospel, authority	Vocabulary: festival, celebration, tradition, community, remembrance	Vocabulary: God, Brahman, Allah, Trinity, belief	Vocabulary: prayer, worship, devotion, meditation, gratitude

The Year 3 sequence reflects the units listed in the Greatstone curriculum plan and includes all three Kent syllabus strands: believing, expressing and living.

Year 4

Autumn 1 – ROOTS	Autumn 2 – SURVIVORS	Spring 1 – EXPLORERS	Spring 2 – INVENTORS	Summer 1 – PROTECTORS	Summer 2 – LEGACY
L2.8 What does it mean to be a Hindu in Britain today? Part 1	L2.5 How do people celebrate festivals?	L2.8 What does it mean to be a Hindu in Britain today? Part 2	L2.7 What does it mean to be a Christian in Britain today? Part 2	L2.1 What do different people believe about God? – deeper comparison	L2.4 Why do people pray? – deeper comparison
Hindu Dharma	Religious and non-religious communities	Hindu Dharma	Christianity	Christians, Hindus, Muslims and non-religious perspectives	Christians, Hindus and Muslims
Introduce Hindu identity, beliefs, worship and family practices	Explore how stories, beliefs, food, worship, music and traditions shape festivals	Deepen knowledge of dharma, karma, worship and diverse Hindu practice	Explore how Christian beliefs influence worship, service and everyday choices	Compare beliefs about God, including similarities, differences and diversity within traditions	Compare forms of prayer and consider why people pray, meditate or reflect
Vocabulary: Hindu Dharma, Brahman, atman, murti, puja	Vocabulary: festival, ritual, tradition, sacred, identity	Vocabulary: dharma, karma, reincarnation, mandir, devotion	Vocabulary: denomination, worship, service, vocation, community	Vocabulary: theist, atheist, agnostic, Trinity, ultimate reality	Vocabulary: prayer, meditation, devotion, intercession, contemplation

Important curriculum note

The Year 4 row above reflects the learning questions currently recorded in the Greatstone plan. However, it revisits several Year 3 questions. This can be purposeful when Year 4 is clearly identified as **Part 2** or as a deeper comparative study, but the medium-term planning must demonstrate increased depth rather than repetition.

The Kent syllabus also offers the following Year 4 questions, which could be used in future curriculum review:

- **L2.3 Why is Jesus inspiring to some people?**
- **L2.6 Why do some people think that life is like a journey and what significant experiences mark this?**
- **L2.9 What can we learn from religions about deciding what is right and wrong?**
- **L2.10 How do family life and festivals show what matters to Jewish people?**

These would strengthen breadth and reduce duplication while maintaining coverage of Christianity, Hindu Dharma and Judaism.

Year 5

Autumn 1 – ROOTS	Autumn 2 – SURVIVORS	Spring 1 – EXPLORERS	Spring 2 – INVENTORS	Summer 1 – PROTECTORS	Summer 2 – LEGACY
U2.1 Why do some people believe that God exists?	U2.6 What does it mean to be a Muslim in Britain today? Part 1	U2.7 What matters most to Christians and Humanists?	U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?	U2.4 If God is everywhere, why go to a place of worship?	U2.10 Green religion? What do religious and non-religious worldviews teach about caring for the Earth?
Christians, Muslims and non-religious worldviews	Islam	Christianity and Humanism	Christianity	Christians, Hindus, Jewish people and Muslims	Religious and non-religious worldviews
Examine different reasons for belief, uncertainty and non-belief	Explore Muslim belief, worship, identity, community and diversity in Britain	Compare Christian and Humanist values and sources of moral guidance	Apply Jesus' teachings to contemporary moral and social questions	Investigate the purpose, significance and community role of places of worship	Examine religious and non-religious responses to environmental responsibility
Vocabulary: theist, atheist, agnostic, evidence, belief	Vocabulary: Islam, Muslim, ummah, Five Pillars, mosque	Vocabulary: Humanist, conscience, morality, values, commandment	Vocabulary: gospel, justice, forgiveness, generosity, discipleship	Vocabulary: worship, sacred, pilgrimage, community, architecture	Vocabulary: stewardship, creation, responsibility, sustainability, ahimsa

The environmental unit is particularly well aligned with **PROTECTORS**, Beach School and the Greatstone coastal context. The Kent syllabus identifies this as an optional Year 5/6 question that can replace another question within the same strand.

Year 6

Autumn 1 – ROOTS	Autumn 2 – SURVIVORS	Spring 1 – EXPLORERS	Spring 2 – INVENTORS	Summer 1 – PROTECTORS	Summer 2 – LEGACY
U2.6 What does it mean to be a Muslim in Britain today? Part 2	U2.9 What can be done to reduce racism? Can religion help?	U2.5 Is it better to express beliefs through arts and architecture or through charity and generosity? Part 1	U2.5 Is it better to express beliefs through arts and architecture or through charity and generosity? Part 2	U2.3 What do religions say to us when life gets hard? Part 1	U2.3 What do religions say to us when life gets hard? Part 2
Islam	Christians, Muslims and non-religious ideas	Christians, Muslims and Humanists	Application, comparison and evaluation	Christians, Hindus and non-religious responses	Personal response, evaluation and transition
Examine diversity within British Muslim communities and the relationship between faith, identity and citizenship	Investigate prejudice, justice, equality, reconciliation and religious and non-religious action against racism	Explore how beliefs are expressed through sacred buildings, visual art, music, generosity and service	Debate which forms of religious expression have the greatest impact and justify conclusions	Examine religious and non-religious responses to suffering, loss, death, hope and meaning	Develop reasoned personal responses while respecting uncertainty and different beliefs
Vocabulary: Muslim, identity, ummah, diversity, commitment	Vocabulary: racism, prejudice, discrimination, justice, equality	Vocabulary: expression, architecture, charity, generosity, sacred	Vocabulary: impact, symbolism, service, compassion, evaluate	Vocabulary: suffering, bereavement, soul, afterlife, reincarnation	Vocabulary: hope, meaning, Humanism, eternity, legacy

The Year 6 units are taken from the Greatstone long-term plan. The racism question is an optional Kent syllabus unit for Year 6, while the enquiry into religious expression and the unit about life's difficulties are identified as Upper Key Stage 2 questions.

Whole-School Progression at a Glance

Phase	Main progression
Nursery	Notice and talk about special people, stories, places, times, objects, relationships and the natural world.
Reception	Recognise that different people have different beliefs, celebrations, stories and ways of belonging.
Years 1–2	Identify and retell important beliefs, stories, symbols and practices from Christianity, Islam and Judaism. Ask questions and make simple comparisons.
Years 3–4	Describe connections between beliefs, sacred texts, worship, festivals, prayer and ways of living. Recognise diversity within and between religious communities.
Years 5–6	Explain and evaluate religious and non-religious responses to questions of belief, identity, morality, justice, suffering, community and environmental responsibility. Justify conclusions using evidence and respectful reasoning.

The Three RE Curriculum Strands

Across Nursery to Year 6, planning should maintain an appropriate balance between:

Kent syllabus strand	What pupils learn to do
Believing	Know about religious beliefs, teachings, sacred texts and responses to questions of meaning, purpose and truth.
Expressing	Explore how religion and worldviews are expressed through worship, prayer, celebrations, places, arts, architecture and identity.
Living	Understand how beliefs influence values, commitments, moral choices, relationships, community life and action.

By the end of Key Stage 2, pupils should be able to describe connections between beliefs and practices, understand varied religious and non-religious expressions, discuss challenging questions, consider how diverse communities live together and apply ideas about what is right, wrong, just and fair.

Recommended RE Experiences Across the School

The year-long plan should be supported by carefully sequenced experiences rather than relying only on written tasks:

- handling authentic religious artefacts respectfully;
- hearing directly from people with religious and non-religious worldviews;
- visiting local places of worship;
- using stories, sacred texts, art, music, architecture and drama;
- asking and refining increasingly challenging questions;
- engaging in structured dialogue and respectful disagreement;
- using Greatstone, the coast and Beach School to explore wonder, stewardship, belonging and responsibility;
- creating authentic outcomes such as exhibitions, debates, recorded reflections, artwork, visitor guides or community action.

The Kent syllabus identifies visits, faith visitors, religiously inspired arts and collaborative cultural experiences as important ways for RE to strengthen pupils' cultural knowledge, dialogue and participation in a diverse society.

Assessment

Assessment in RE is continuous, formative and purposeful. It identifies what pupils know, understand and can do, reveals misconceptions and informs future teaching.

Pupils are assessed against the intended outcomes of each enquiry rather than solely through the completion of tasks. Teachers consider how well pupils can:

- recall and connect substantive knowledge;
- use religious and worldview vocabulary accurately;
- explain the relationship between beliefs and practices;
- recognise diversity within and between traditions;
- interpret texts, objects and other sources;
- compare and evaluate different responses;
- justify conclusions using evidence;
- reflect thoughtfully while respecting the views of others.

Assessment evidence may be drawn from discussion, written work, concept maps, artwork, debates, presentations, recorded explanations and responses to key questions.

Statutory Entitlement and Curriculum Time

RE is a statutory entitlement for all registered pupils from Reception onwards, unless a parent exercises the legal right of withdrawal. It forms part of the school's broad and balanced curriculum and is distinct from collective worship and assembly.

The Kent Agreed Syllabus recommends sufficient curriculum time to secure coherent learning and progression:

- approximately **36 hours per year** in Reception and Key Stage 1;
- approximately **45 hours per year** in Key Stage 2.

At Greatstone, RE is taught through clearly identifiable curriculum time. Flexible approaches, including focused days, visits or extended enquiries, may complement regular teaching but do not replace the planned year-long programme.

Where a parent is considering withdrawal, the school will discuss the aims and content of the curriculum with them so that they understand the inclusive, plural and educational nature of RE before a final decision is made.

Our Ambition

By the time pupils leave Greatstone, we want them to possess secure and connected knowledge of a range of religious and non-religious worldviews. They should be able to ask thoughtful questions, examine evidence, recognise diversity and discuss complex ideas with curiosity and respect.

They will understand that beliefs and worldviews have shaped history, continue to influence local and global communities and can inspire both individual and collective action. They will be equipped to participate positively in a diverse society, articulate their own ideas with increasing clarity and recognise the value and dignity of those whose conclusions differ from their own.