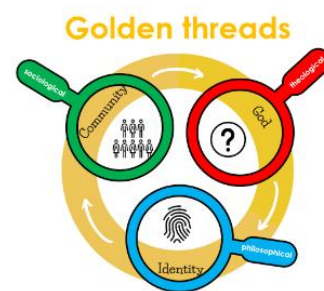




## RE: The Wray Common Way

Religious Education holds a unique place in the Primary curriculum as it is determined at local level rather than national. As a school, we follow The Agreed Syllabus for Religious Education in Surrey Schools (2023-2028). At Wray Common, we aim to prepare our children for the diverse world in which they belong to through the teaching of Religious Education, encompassing religion and belief education, including worldviews. We understand that the children will meet and connect with people from a wide variety of cultures and backgrounds throughout their lives. RE contributes to pupils' education in Wray Common by provoking challenging questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. We aim to support our pupils in embracing the changing world around them so they can understand and respect the cultures and backgrounds of others, as well as develop their own set of beliefs and values. RE is interwoven into the tapestry of our school, with our assemblies, curriculum and ethos all supporting the development of children's understanding and appreciation of the people of the world.

In order to develop a balanced approach to the teaching of RE, children learn through the three Golden Threads or disciplinary 'lenses': ideas about **God**, relating to **theological approaches**, **Identity**, relating to **philosophical approaches** and **Community**, referring to **sociological approaches**. These Golden Threads are threaded throughout the units of work as part of the syllabus progression model in the way that they develop children's knowledge, understanding and skills from EYFS to KS3, always in age-appropriate ways.



In the Early Years, key questions relating to RE are based upon children's own lives and experiences, and introduce pupils to Christianity, and other worldviews represented within their own class and school. The EYFS syllabus is structured very differently from learning in other key stages, in the way that the learning is approached through continuous provision during Discover and Learn, with some RE concepts being taught in discrete lessons.

In Years 1 and 2, children are introduced to the study of selected key concepts within Christianity, Judaism and Islam. In Years 3 and 4, children build on key concepts within Christianity, Judaism and Islam, and are introduced to aspects of Hindu (Sanatana) Dharma, Sikhi and Humanism, as a structured non-religious worldview.

In the second half of the summer term, children in Years 1-6 learn through thematic units. Thematic units are designed to draw together learning across the year and enable children to begin using what they have learnt to answer questions about the world, make links between different religious and non-religious perspectives and draw conclusions. Thematic units help children to develop their own personal knowledge and therefore develop an understanding of their own worldview – where their perspective on religious and non-religious views 'fit' within the bigger picture.



Across the key stages, all children take part in whole school assemblies celebrating and exploring religious festivals throughout the year. Following on from these, they reflect upon some of the key messages through our weekly Chew it Over Tuesday discussions. We have close links with St Matthew's Church meaning that the children are visited by Christian leaders and enjoy visits to the Church itself. We also have links with other faiths and welcome visitors into school to share their personal experiences and beliefs.