



SUBJECT ON A PAGE:


RE

At Spring Grove Primary School, we ensure Religious Education provides the opportunity to create individuals who are both curious and empathetic learners of society who understand how values are important to believers.


Intent - We aim to...




Deliver high quality lessons to equip the children with the knowledge required to become inquisitive and curious learners.




Introduce religious concept in a classroom environment where children enjoy learning. Children are supported throughout their learning journey, through a variety of different activities, to provide equal opportunities.



Ensure all children can excel in Religious Studies and are able to share their own experiences and learning.





Deliver a concept led curriculum that focuses on making concepts from religion explicit to avoid doubt or confusion.



Ensure that all children leave Primary education with knowledge of world religions and have visited places of worship to further their understanding of faith and religious practices.

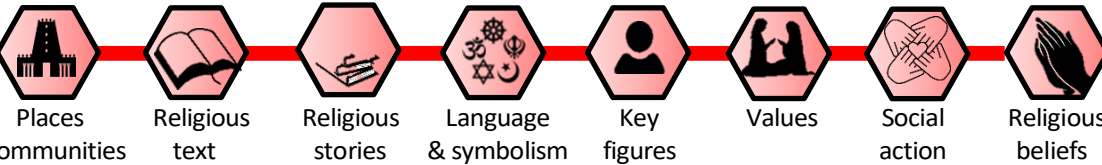
Implementation - How do we achieve our aims?

Our Curriculum




Our R.E curriculum is focused on **concept-led learning**, where children develop a deepened understanding of concepts from religions around the world. We foster a learning environment where children are able share their **own knowledge and beliefs** in the classroom. This encourages children to share their own beliefs, whilst developing their **empathy** and understanding of others' views and the importance of **respecting** everyone's opinions. To support the **assessment** in RE, teachers question children to elicit their understanding and address misconceptions.

Key Concepts




A Consistent Approach




Across the school, we follow the *Widening Horizons* scheme, the agreed RE syllabus for Hounslow, for the teaching of world religions that has been mapped by the RE leader to ensure **consistency** and links are made to other areas of the curriculum. This scheme has been designed with the support of *SACRE* (Standing Advisory Council on Religious Education) to provide a **robust, relevant** RE curriculum. **Key concepts** are introduced and then **revisited** and **built upon** in future year groups. This ensures that children are given the opportunity to develop a **deepened understanding** of all the major religions of the world, including Christianity, Buddhism, Hinduism, Humanism, Islam, Judaism and Sikhism. These religions are taught from the Early Years Foundation Stage (EYFS) through to Key Stage Two, where concepts are taught with increasing difficulty and in-depth learning.

Strong Foundations



In EYFS, as part of *Understanding the World*, children learn the **similarities** and **differences** between religious and cultural communities. RE in Nursery involves sharing key stories and about the festivals that the children have **first-hand experience** of celebrating. Children and families are encouraged to share photographs that are added to the class *Our celebration* book. In Reception, children continue to learn about the major religions of the world and learn and make **comparisons** to the festivals and celebrations that take place throughout the year. Key festivals are often learnt about after the celebration so children have prior experiences to base their learning on.

Development of Key Skills



R.E is taught weekly, with each lesson aimed at exploring a key idea in **depth** to **broaden** children's understanding of the religion being taught. **Prior knowledge** is revisited at the start of a unit and then built upon in future lessons. Knowledge that children acquire is often **applied in other areas of the curriculum**. For example; in History when Year Six children learn about how religious views that have impacted global changes that are marked in world history, such as: the Jewish Holocaust and World War Two. **Subject knowledge** is deepened over time, such as children's understanding of Judaism. From Year Three to Year Six children explore the importance of prayer and learn about important festivals such as: Shabbat. This is then revisited in Year Six, where children explore Sabbath and other festivals such as: Sukkot. Children also learn about worship and the Torah in Year Three and then deepen their knowledge in Year Six, where children look at the features of a Synagogue in detail.



Implementation (continued)



Places of Worship

Throughout the school year, children have the opportunity to **visit** at least one place of worship to support their learning in the classroom. This brings learning to life and children are able to make better sense of their learning and the society which they live in. This builds the child's **cultural capital**. Children have the opportunity to visit a church, synagogue, mosque, gurdwara and temples.

Strong Links to School Values



R.E provides the opportunity to develop children's understanding of our **school values** and enables children to **apply** and **experience** our values first-hand. Children develop their abilities to become curious learners by questioning and exploring more about others in society and from different faiths and backgrounds. They also model **empathy** by learning to accept that everyone is different and are entitled to the same respect, regardless of their beliefs.

Strong Vocabulary Development



Vocabulary is at the heart of teaching R.E and a strong emphasis is placed on children **learning** and **understanding** the meaning of vocabulary that is introduced. Children have an opportunity to work in groups and as a whole class, through various different activities to develop their understanding of key vocabulary.

SMSC Development



Our Religious Education curriculum allows children to explore core values in different religions. In addition, the teaching of RE has strong links to SMSC (Spiritual, Moral, Social and Cultural) development - particularly Spiritual. Children gain an understanding of 'belief' and learn to respect the beliefs of others.

Cross Curricular Links



Cross curricular links are made, whenever appropriate, to other subjects to enable R.E lessons to be as interactive for children as can be. For example: art and drama supports children to express their learning creatively and the use of iPads and desktops support children's researching.



Religious Artefacts

Artefacts are used in R.E lessons to support children's learning and to **aid memory** and are stored centrally for staff to access. Artefacts are stored carefully to avoid damage and also to demonstrate to children that we recognise these artefacts are considered special and should be handled with care and respect. Children are taught how and why different religions hold importance to different artefacts. They are shown how artefacts are used and given the opportunity to explore and ask questions. Children are taught to respect all artefacts, as they are special to people belonging to the faith being explored.



Reading in RE Lessons

Reading is a **crucial part of our curriculum** and R.E provides the opportunity for children to explore and learn through non-fiction texts to enhance their understanding of core beliefs and key figures from different religions around the world. Children are able to access our School library that has a range of text to support learning and children can use technology to support their research about a topic or significant figure.



Impact - How will we know we achieved our aims?



Children take advantage of opportunities provided by getting actively involved in learning activities.



Children can ask and answer questions in RE lessons to demonstrate curiosity and gain further understanding of faiths.



Children model empathy for others from different religions and faiths, by showing respect for all.



Children make links to their learning in the classroom, when visiting places of worship.



Children create effective pieces of work to showcase and evidence their learning in R.E and are confident to question when unsure.