



ST PAUL'S C OF E (C) PRIMARY SCHOOL

## Religious Education at St. Paul's CE Primary School

<b>Intent</b>	
<b>Our RE philosophy is...</b>	To explore a wide range of beliefs and worldviews, and the ways these can shape people's lives and experiences, enabling all learners to develop the knowledge, understanding, and skills needed to engage thoughtfully with questions about religion and belief. This includes supporting pupils to reflect on their own perspectives, identities, and ways of living, while recognising and respecting the diversity of others.
<b>Implementation</b>	
<b>The curriculum for this subject area is designed using...</b>	The Local Authority Syllabus for RE alongside the 'Primary RE Curriculum'
<b>Curriculum coverage in this area is progressive. We ensure this by...</b>	Using a school-specific progression framework to support all learners in building knowledge and understanding across each area of learning from EYFS to Year 6. An overview of Christianity alongside a diverse range of religions and worldviews helps to ensure that topics are meaningfully revisited and connected over time, reflecting a broad and inclusive curriculum.
<b>If a topic is repeated in various year groups, we ensure that learning builds on prior knowledge by...</b>	The progression framework sets out key skills and vocabulary to be developed and built upon by each year group, supporting all learners to make sustained progress over time. It ensures that children are introduced to new skills that are appropriate to their stage of development, while recognising and nurturing their individual strengths and potential. Christmas and Easter (as key festivals) are re-capped every year but with a different focus and level of challenge.
<b>This subject links with the rest of our curriculum by...</b>	<p>Making meaningful cross-curricular links that support all learners to connect their understanding across different areas of the curriculum. Strong links are made with:</p> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Using data and statistics to explore and present information about a range of beliefs, practices, and worldviews.</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>• Engaging with a diverse range of texts, including religious and non-religious materials.</li> <li>• Writing responses, reflections, and personal viewpoints based on learning.</li> <li>• Generating and exploring questions arising from discussions and texts.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Exploring a variety of religious and cultural traditions from around the world.</li> <li>• Considering themes such as responsibility, care for the environment, and stewardship from multiple perspectives.</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>• Investigating how beliefs, practices, and traditions have developed and changed over time.</li> <li>• Learning about individuals and groups who have influenced society in different ways, recognising a range of perspectives and impacts.</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Exploring different viewpoints on the relationship between science and religion, recognising that people may see these as complementary or distinct.</li> <li>• Discussing ideas about the origins and nature of the universe from a range of perspectives.</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>○ Considering how people of faith use art to express their beliefs</li> </ul>
<b>Different year groups, and different abilities within a class, are catered for by...</b>	By following the Progression Framework, teaching can be adapted to support and challenge all learners across a range of abilities and age groups. This may include offering different levels of support, providing a variety of sources and materials, and enabling pupil choice in how they engage with and demonstrate their learning within the topics studied. This

	will be in addition to our Universal Offer. The use of iPads also allows tools and differing ways of recording to support those with a range of abilities.
<b>Trips, visits and the local community support this subject by...</b>	<p>Visits to religious places of worship</p> <p>Visiting religious leaders from local community</p> <p>Links with the local church</p> <p>Links with charities</p> <p>Sharing experience of festivals within different religions represented at St Paul's</p>
<b>The subject is monitored by...</b>	<p>Regular monitoring and reflective practice are used to continually improve teaching and learning for all pupils. These include book scrutinies, learning walks, pupil voice, and the thoughtful analysis of data, with feedback used to inform and enhance inclusive practice.</p> <p>The Pupil Book Study plays a key role in monitoring and evaluating the impact of the curriculum, teaching, and learning. This involves reviewing pupils' work and engaging in meaningful discussions with learners to understand their experiences. This supports the school in evaluating how effectively curriculum intentions translate into learning, including knowledge retention, retrieval, and progression, while recognising the diverse ways pupils demonstrate their understanding.</p> <p>There is a strong focus on ensuring that the Universal Offer in RE lessons is consistently high-quality, inclusive, and accessible, enabling all pupils to engage, participate, and succeed.</p>
<b>The subject is assessed by...</b>	<p>Assessment is carried out through ongoing teacher assessment, with pupils' learning considered in relation to the intended outcomes of each unit. Judgements are made based on whether pupils are working towards, meeting, or exceeding expected outcomes, recognising that learners may demonstrate understanding in a variety of ways.</p> <p>Key questions and vocabulary are explored at the start of the unit and revisited at the end, allowing pupils to reflect on their learning and recognise their own progress over time, helping to build confidence in communication and understanding.</p> <p>Throughout the whole curriculum, 'spirituality' questions are used to support deeper thinking and personal spiritual growth. These questions may connect with prior learning or focus on what they think about what they are about to learn. Pupils are encouraged to reflect on these questions in ways that suit their strengths and support their ongoing development.</p>
<b>Staff development in this subject includes...</b>	Training for foundation subjects includes staff meeting sessions, with regular opportunities to attend hub meetings across the city, relevant information and useful ideas being shared with other staff. Termly meetings are organised with the Christian Distinctiveness Advisor who often has RE as her focus for the visit.
<b>Impact</b>	
<b>In RE books/Showbie, you will see...</b>	<ul style="list-style-type: none"> <li>o Progressive breadth of religions and traditions studied</li> <li>o Frequent opportunities to show that children have questioned and reflected on a religious tradition</li> <li>o Evidence of high expectations and pride in work, through adapted activities and opportunities for recording</li> <li>o Topic specific language used confidently</li> <li>o A breadth of points of view</li> </ul>
<b>What is the impact of our RE curriculum?</b>	<p>Pupils will develop an understanding of Christianity as a living, diverse world faith through the exploration of key beliefs and concepts. They will consider how Christianity has influenced Britain's cultural heritage, as well as its significance in the lives of individuals and communities around the world.</p> <p>Pupils will also learn about a range of different beliefs, traditions, and worldviews within local, national, and global contexts, supporting them to recognise and respect diversity. They will be encouraged to explore, question, and reflect on a variety of responses to important questions, and to express their own ideas while listening to and valuing the perspectives of others.</p> <p>Through this, pupils will be supported in developing their own ideas, values, and sense of identity. This learning will help to equip them with the understanding and skills needed to participate positively, respectfully, and confidently in a diverse society.</p>