

# Religious Education

At Edward Pauling Primary School, we aim to provide Religious Education that nurtures curiosity and empathy, helping learners understand the importance of values to people of faith.

## Intent - We aim to...

Deliver lessons that will develop our children's knowledge and curiosity.

Introduce religious concepts in a classroom setting that fosters enjoyment and curiosity. Children are guided through using varied activities that promote equal access for all.

Ensure all pupils can succeed in learning about all areas of RE and are able to share their own experiences and learning.

Explicitly teach about other religions to allow our children to have a broad understanding of all world faiths.

Create a safe environment to allow all to ask questions and share their thoughts so they can be discussed openly as a class.

Encourage questions and different points of view to allow for positive discussions and learning from our peers.

## Implementation - How do we achieve our aims?

### Our Curriculum

Our RE curriculum uses **concept-led** learning and **enquiry questions** to help children deepen their understanding of ideas from world religions. We foster a **learning environment** where children are able share their own knowledge and beliefs in the classroom. Our aim is for all children to be able to confidently share their knowledge and beliefs, developing empathy and respect for different views. Teachers use questioning to **assess** understanding and address misconceptions.

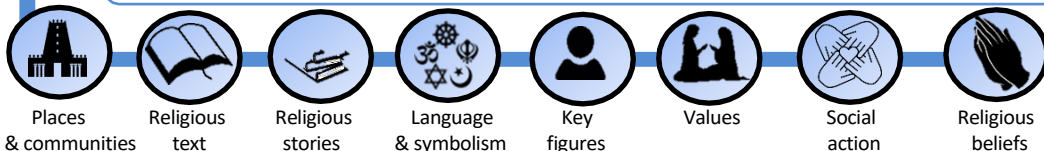
World Faiths



### A Consistent Approach

RE lessons are taught weekly and we follow Kapow SOW which supports the Widening Horizons agreed RE syllabus for Hounslow. 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.

Key Concepts



### Strong Foundations



RE may look different in the EYFS, but children still learn about different religions and religious holidays as part of **Understanding the World**. In **Nursery**, children listen to simple stories and learn about festivals they have celebrated themselves. Families can share photos of them at different religious or cultural events. In **Reception**, children learn about major world religions and start **comparing** different festivals and celebrations throughout the year. Children are able to access their learning through different mediums from oral story telling, role play and even through creative activities such as making diya lamps to celebrate Diwali.

### Development of Key Skills



RE Lessons are designed to explore a key idea in depth, helping to **broaden** children's understanding of each religion. Prior knowledge is revisited at the start of a unit and **built upon** in later lessons, with learning often linked to other areas of the curriculum. For example, in Year 1 pupils explore the importance of stories; in Year 2 they focus on stories about and told by Jesus; in Year 4 they consider who people look to for inspiration; and in Year 5 they explore what makes an event important in someone's life. Through this progression critical thinking skills are being developed as well as a deeper understanding of how beliefs, values and experiences shape individuals and communities.



## 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 can make better sense of their learning and the society which they live in. This builds the child's **cultural capital**. By the end of Key Stage Two children will have had the opportunity to visit a Church, Synagogue, Mosque, Gurdwara and a Temple.



### Religious Artifacts

Artefacts are used in RE lessons to support learning and aid memory, and are stored centrally for staff access. They are carefully handled to show children that these items are special and deserve **respect**. Our children learn the significance of artefacts in different religions, how they are used, and have opportunities to explore and ask questions, always being taught to treat them with care.



### Strong Vocabulary Development

Vocabulary is central to teaching RE, teachers place a **strong focus** on children learning and understanding new terms. Children develop their understanding through whole-class and group activities using a variety of approaches. This helps them use the vocabulary accurately whilst discussing beliefs, stories, and practices.



### Reading in RE Lessons

Reading is an important part of our RE curriculum, giving children the chance to explore non-fiction texts to learn about core beliefs and key figures from different religions. Children can access our school library and use technology to research topics or significant figures, supporting and extending their learning.



## Impact - How will we know we achieved our aims?



Children will become actively involved in all activities.

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

Children can speak about different religions and viewpoints confidently.

Children can link their learning in class to trips and other subjects taught at school.

Children can create effective pieces of work that showcase and evidence their understanding and learning.

Children will demonstrate empathy towards others and the British Values of Mutual Respect and Tolerance.



### Our Curriculum

Our Religious Education (RE) curriculum enables our children to explore core values across a range of religions and worldviews and has strong links to developing our children's **SMSC (Spiritual, Moral, Social and Cultural) understanding**, particularly the spiritual dimension. Through RE, pupils develop a secure understanding of belief, faith and practice, while learning to **respect** and **value** the beliefs of others. The curriculum actively promotes and embeds our school values of courage, respect, resilience, independence, empathy and ambition.

Through the Widening Horizons syllabus and our chosen RE scheme of work (Kapow), children are exposed to a broad and balanced range of faiths and religions throughout their time at Edward Pauling Primary School. The curriculum is structured to promote curiosity, reflection and respectful dialogue, supporting children to develop a deeper understanding of **diversity** and their place within a **multicultural society**.

Learning is organised around clear overarching enquiry questions, with two main religions studied each half term. Concepts are revisited and developed **progressively** across year groups to deepen pupils' understanding and support long-term learning. For example, the enquiry question "Does what we wear matter?" is explored in Year 1 through the study of Islam and Judaism, and revisited in Year 3 through Sikhism and Christianity, allowing pupils to make connections and build upon prior knowledge.