How we teach RE at High Littleton Primary School

At High Littleton Church of England Primary School, our curriculum intent for R.E reflects the purpose and aims of the National Curriculum 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.

In R.E, children learn about religions and worldviews in local, national and global contexts. They are encouraged to evaluate different sources and develop their own ideas, while at the same time respecting the rights of others to differ.

In **EYFS**, children will learn about:

- Christianity (Creation)
- Christianity (Incarnation)
- Christianity (Salvation)
- Islam
- Hinduism
- Judaism



In **Key Stage 1**, children are taught about:

- **Core Religions Studied:** Christianity, Islam, and Judaism, alongside non-religious worldviews.
- **Main Learning Focus:** Introduces foundational religious literacy through core stories, places of worship, sacred symbols, major celebrations (like Christmas, Easter, Shabbat, and Ramadan), and concepts of belonging and kindness.
- **Disciplinary Approach:** Focuses on simple inquiry—asking big questions, examining real artefacts, listening to sacred stories, and exploring shared human values like caring for others and our world.

In **Key Stage 2**, children are taught about:

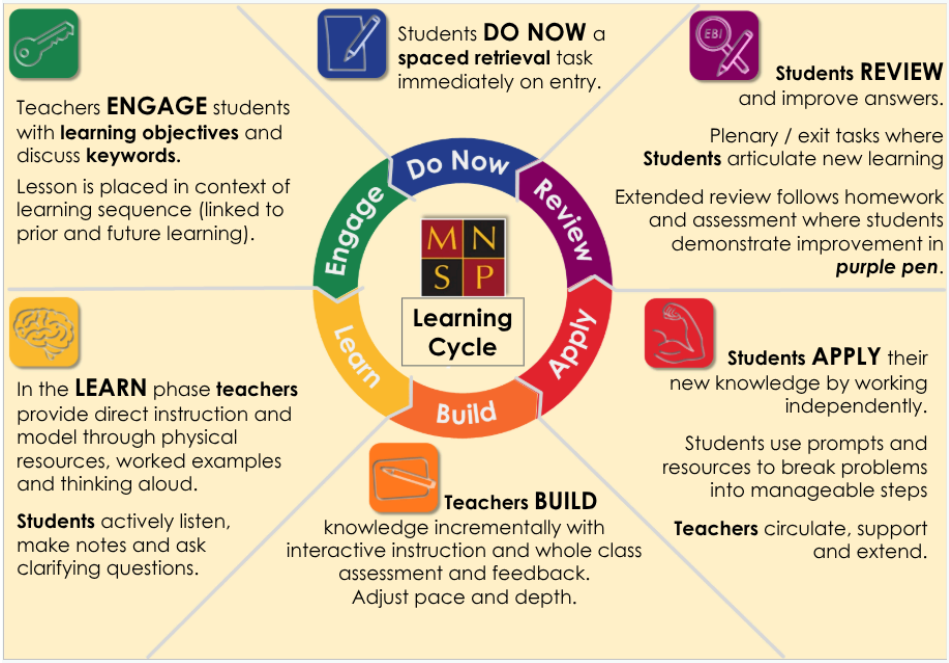
- **Core Religions Studied:** Christianity, Islam, Judaism, Hinduism, Sikhism, and non-religious worldviews (such as Humanism).
- **Main Learning Focus:** Moves beyond basic rituals into deeper theological concepts, philosophical debates, and ethical frameworks. Children investigate sacred texts, creation vs. science, moral choices, pilgrimage, suffering, social justice, and how worldviews shape everyday life.
- **Disciplinary Approach:** Develops pupils into active **theologians** (analyzing sacred texts), **social scientists** (observing lived faith and global communities), and **philosophers** (debating complex questions on existence, ethics, and meaning).

The NATRE curriculum is sequenced in three key ways:

- **Spiral & Vertical Progression:** Core religions (e.g., Christianity, Islam) are revisited across year groups, moving from simple stories in KS1 to complex theological concepts (*Tawhid*, *Covenant*) in KS2.
- **Three Disciplinary Lenses:** Learning progresses across three academic disciplines:
    - **Theology (*Believing*):** Studying stories in KS1 $\rightarrow$ analyzing sacred texts directly in KS2.
    - **Human/Social Sciences (*Living*):** Observing local practices in KS1 to investigating global communities and social action in KS2.
    - **Philosophy (*Thinking*):** Exploring personal ideas of fairness in KS1 to debating ethics, suffering, and non-religious worldviews (Humanism) in KS2.

Structure of a Lesson:
R.E is taught every week from Reception to Year 6. Lessons start with a recap of previous learning. Work is recorded in RE books. A range of activities take place from watching videos to drama activities to written exercises.

Our R.E. curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before.



Inclusion:

Inclusion ensures RE is accessible, representative, and safe for all pupils:

- **SEND Adaptations**: Uses multi-sensory experiences (handling artifacts, artwork, music), scaffolded tools (word banks, visual organizers), and varied response modes (oral, art, drama instead of just written essays).
- **Inclusive Worldviews**: Features non-religious worldviews (Humanism, atheism) alongside major faiths, showing diversity *within* traditions rather than treating religions as monoliths.
- **Objective & Safe Space**: Taught objectively from an enquiry standpoint (*"What do Muslims believe?"* rather than *"What do we believe?"*), respecting different backgrounds without forcing

children to share personal faith or participate in acts of worship.

Assessment

Assessment in NATRE is light-touch, diagnostic, and focused on progress rather than testing personal beliefs:

- **Formative Assessment:** Conducted through low-stakes retrieval quizzes, targeted questioning, group debates, and observing work throughout the enquiry cycle.
- **Summative Assessment:** Evaluates how well pupils answer the unit's core "Big Question" through an expressive synthesis task (written response, debate, presentation, or concept map).
- **Core Criteria:** Assesses **knowledge** (vocabulary, sacred texts, concepts) and disciplinary skills (comparing practices, evaluating arguments across theology, human sciences, and philosophy).
- **Simple Reporting:** Judged using simple descriptors (*Working Towards*, *Expected*, *Greater Depth*) based on overall teacher judgment across a unit.