

Religious Education (RE) at Spring Lane Primary School		
Respect	Resilience	Integrity
Curriculum Intent		British Values
<p>At Spring Lane, Religious Education is taught through thoughtful enquiry, meaningful discussion, and respectful exploration of diverse beliefs and worldviews. Rooted in our pillars of Relevance, Experiences, and Collaboration, our RE curriculum supports children to make sense of the world around them and their place within it. Through engaging with big questions, real-life scenarios, and local faith communities, pupils gain knowledge and understanding that is both personal and global. They learn to listen, reflect, and express their ideas clearly—developing as Effective Communicators and Expert Learners. Opportunities to explore shared values and ethical dilemmas nurture them as Caring Citizens, promoting respect and empathy for others. As they ask questions and encounter new perspectives, children grow as Aspirational Thinkers and Healthy Individuals—developing a strong sense of identity, belonging, and purpose in a diverse and ever-changing world.</p>		<p>Our Religious Education curriculum at Spring Lane actively promotes British Values by fostering respect, tolerance, and understanding of diverse beliefs and worldviews. Through open and respectful dialogue, children learn to appreciate different faiths and values—promoting mutual respect and encouraging empathy. Democracy is explored as pupils consider different viewpoints, make group decisions, and engage in respectful debate. The rule of law is reinforced through discussions about moral choices, shared values, and the impact of religious and non-religious principles on everyday life. Individual liberty is nurtured as children express their beliefs, reflect on their identity, and develop the confidence to ask big questions. RE at Spring Lane prepares children to live with compassion and respect in a diverse, inclusive modern Britain.</p>
At the end of EYFS	At the end of Key stage 1	At the end of Key Stage 2
<p>Children will begin to explore the world of beliefs through stories, celebrations, and sensory experiences. They will be able to talk about special people, times, and places in their own lives and begin to recognise that others may have different experiences and beliefs. Through play, role-play, and meaningful discussions, they will learn to show care, empathy, and curiosity about others—laying the foundations for mutual respect and tolerance. Children will be confident in expressing their ideas, asking questions, and listening to others, developing a sense of belonging and beginning to understand the diverse world they live in.</p>	<p>By the end of Key Stage 1, pupils will be able to identify and describe some key beliefs, stories, and practices from major religions and worldviews, including Christianity, Islam, Judaism, and non-religious beliefs. They will begin to make simple connections between beliefs and how people live, showing respect for similarities and differences. Children will ask and respond to questions about values, belonging, and identity, using subject vocabulary with growing confidence. They will demonstrate awareness of fairness, kindness, and the importance of treating others with respect—developing as Caring Citizens and Effective Communicators.</p>	<p>By the end of Key Stage 2, pupils will have a deeper understanding of a range of religions and worldviews, making thoughtful comparisons between beliefs, practices, and ways of living. They will be able to explain how belief systems influence individuals and communities, drawing on historical, cultural, and ethical perspectives. Children will critically reflect on big questions, using evidence and reasoning to support their ideas, while respecting the rights of others to hold different views. As Aspirational Thinkers and Expert Learners, they will express their own beliefs with clarity and confidence, demonstrating empathy, curiosity, and a commitment to living respectfully in a diverse society.</p>
Curriculum Implementation – How is RE taught?		
<p>At Spring Lane, Religious Education is implemented through thought-provoking Learning Quests that encourage children to explore big questions about beliefs, values, and identity. Rooted in our principle of relevance, RE connects children's learning to their own experiences, the diverse community of Spring Boroughs, and the wider world—helping them understand the significance of faith and worldviews in people's lives. Through rich experiences such as storytelling, discussion, encounters with artefacts, and links with local faith communities, pupils develop understanding and empathy. Collaborative dialogue is at the heart of our approach, with children learning to listen, reflect, and respectfully share their own views. This supports their development as Effective Communicators, Caring Citizens, and Aspirational Thinkers—equipped to navigate a diverse and ever-changing society with confidence and compassion.</p>		
<p>Substantive Concepts (Big ideas linked to knowledge)</p> <p>1. Believing Focus: Understanding what people believe and why.</p> <ul style="list-style-type: none"> God / gods / ultimate reality Creation Revelation / sacred texts Worship and prayer Faith and belief Symbols and artefacts Prophecy and teaching 		<p>Disciplinary Concepts (How Theologists think and apply knowledge)</p> <p>Theology – understanding beliefs from within.</p> <p>Human/Social Sciences – understanding how beliefs shape life.</p> <p>Philosophy – reflecting on truth, ethics, and meaning.</p>

<p>2. Living Focus: Understanding how people live out their beliefs in daily life.</p> <ul style="list-style-type: none"> • Festivals and celebrations • Rites of passage (birth, marriage, death) • Community and identity • Rules, values, and guidance • Worship and belonging • Pilgrimage and sacred places • Diversity within and between religions <p>3. Thinking Focus: Exploring big questions about meaning, purpose, truth, and morality.</p> <ul style="list-style-type: none"> • Morality and ethics • Meaning and purpose • Life and death • Justice and fairness • Human responsibility • Questions of truth and knowledge • The nature of belief 	
Impact	
<p>The impact of our Religious Education curriculum at Spring Lane is seen in thoughtful, respectful learners who are confident in exploring big questions about belief, identity, and values. Children articulate their understanding of diverse worldviews, explain how beliefs influence behaviour, and reflect deeply on their own ideas and those of others. Learning is rooted in relevance—children encounter real-life contexts, stories, and local faith experiences that connect RE to their everyday lives and the diverse community of Spring Boroughs. These rich and reflective experiences ensure that knowledge is retained and that pupils are equipped to navigate difference with empathy and respect. Through collaboration and discussion, children develop their skills as effective communicators, listening carefully and speaking with clarity as they consider multiple perspectives—growing into responsible, open-minded citizens in modern Britain.</p> <p>Pupils’ knowledge and disciplinary thinking in RE are assessed using the following:</p> <ul style="list-style-type: none"> • Retrieval practice and recap activities to reinforce key concepts and vocabulary. • Formative assessment through questioning, observation of discussions, and live feedback. • Pupil voice to gauge confidence in explaining beliefs and values, and in applying learning. • End-of-unit reflections and tasks that assess understanding of both knowledge and thinking skills. 	
Equity and inclusion – removing barriers	
<p>Spring Lane’s Religious Education curriculum aligns with our core principles of Relevance, Experiences, and Collaboration to remove barriers and promote equity for all learners. RE is made meaningful and accessible by connecting learning to children’s own lives, identities, and the diverse community of Spring Boroughs—helping them see the relevance of beliefs, values, and worldviews in the world around them (Relevance). Through rich, reflective experiences—such as storytelling, handling artefacts, celebrating festivals, and exploring real-life ethical dilemmas—children develop a deep and personal understanding of key religious and philosophical ideas (Experiences). Group discussions, role play, and enquiry-based tasks encourage collaboration, dialogue, and respectful debate, enabling all children to explore different perspectives and express their own with confidence (Collaboration). These inclusive approaches ensure that every child, regardless of background or belief, can succeed in RE—growing into compassionate, curious, and respectful individuals prepared for life in a diverse society.</p>	