



TOOTING PRIMARY SCHOOL

RELIGIOUS EDUCATION

INTENT

At Tooting Primary School, our core principle is that learning should inspire excellence and we think this is key to the teaching of our Religious Education curriculum. Not only do we believe that every child has the right to learn about different religions, but that every religion should be celebrated as representative of our unique, multi-faith school community.

The RE curriculum is taught in logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills. The curriculum aims to provide key knowledge and skills, so that children will be prepared for the next stage of their education and is designed to support our pupils in becoming confident and respectful members of their local multi-faith community and the world.

Religious education should help pupils to develop a sense of their personal worth, individuality and identity. We promote and model a positive attitude towards all members of the school community, respecting the right to hold different beliefs from one another. Through high quality teaching, children acquire and develop knowledge and understanding of principal religions and non-religious world views represented in Great Britain. At Tooting Primary School, children are taught to make reasoned and informed judgements about religious and moral issues, with reference to their own beliefs and the teachings of the principal religions and beliefs represented in Great Britain.

As a school we pride ourselves on our positive attitude towards pupil-led inquiry and actively encourage children to ask questions, as this impacts not only their social but moral, spiritual and cultural development.

IMPLEMENTATION

- The RE curriculum and individual lessons are taught in logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills.
- Children are given ample opportunity to apply learnt knowledge and therefore improve their skills.
- Our teaching staff promote an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Our children visit important religious buildings and places.
- We use religious artefacts and key religious texts within lessons to promote curiosity and excitement.
- A schedule for whole school assemblies to celebrate a range of religious festivals throughout the year such as Diwali and Christmas, is created each academic year.
- Children are provided opportunities to meet *interesting people*, including visitors and family members of our children, all of whom are from a range of communities, sharing their knowledge and experience with the children.
- We regularly monitor children's workbooks.
- We regularly monitor lesson planning - by subject leader and senior leaders.
- Children practise key knowledge in every lesson and are supported to apply this when completing an extended piece of writing linked to their unit of study.
- Our lessons are designed to be engaging and purposeful, involving a rich array of speaking, listening, reading and writing opportunities that reinforce phonetic development, appropriate adaptive teaching to suit an individual child's needs.
- To support the engagement of pupils identified as having Special Educational Needs and Disabilities (SEND) or those for whom English is an Additional Language (EAL), teaching staff make use of images and Communication in Print.
- In Reception, children explore religion through the area of learning that is *Understanding the World*, where the aspects of past and present, people, culture and communities see them discussing similarities and differences between different religions. They look at Hinduism through Diwali and Christianity through the Nativity story under the o in the EYFS Framework.
- Year 1 and 2 children focus on three key religions in an academic year. They are immersed in one religion each half term, allowing them to deepen their subject knowledge.
- As children move through Key Stage 2, they are introduced to a wider range of religions such as Sikhism, Buddhism and Judaism. Where religions are repeated from KS1, the children build on their retrieval skills and begin to develop a capacity for

evaluation.

IMPACT

- Children will succeed in developing a wider understanding of the religions and cultures that make up their community.
- Children will be respectful citizens who are able to celebrate and recognise their contribution to the diverse world in which we live.
- Children's cultural capital will be broadened.
- Children will have a deeper understanding of their own social and moral compass.