

Religious Education

<p style="text-align: center;">Vision and approach for RE</p> <p>Following HIAS advice, we block RE every half term in order to ensure that the children have memorable experiences to help their long-term memory of RE at Swanmore Primary. For example using artefacts, going to places of worship, using our link to the school in Ghana, or having a visitor of a certain type of faith. Using a spiralled curriculum from Year R to Year 6 the children's RE learning journey will incorporate the four golden threads of belonging, community, love and special. These golden threads help the children to recall what they have previously learnt in other year groups, and link to other curriculum projects like global learning and geography. In turn, the children become global citizens with empathy for their peers across the globe. Whilst using Living Difference 4 (LD4) we also use Understanding Christianity (UC) and Southampton City Mission to deliver an RE curriculum full of awe and wonder, which helps the children to develop questions about faiths around the world and their own faith in the local community.</p>	<p style="text-align: center;">Key Concepts:</p> <p>Understanding Christianity =</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">God</td> <td style="text-align: center;">Fall</td> <td style="text-align: center;">Salvation</td> </tr> <tr> <td style="text-align: center;">Kingdom of God</td> <td style="text-align: center;">Creation</td> <td style="text-align: center;">Gospel</td> </tr> <tr> <td style="text-align: center;">Incarnation</td> <td style="text-align: center;">People of God</td> <td></td> </tr> </table> <p>Living Difference 4 =</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Christianity</td> <td style="text-align: center;">Jewish traditions</td> <td style="text-align: center;">Hindu traditions</td> </tr> <tr> <td style="text-align: center;">Islam</td> <td style="text-align: center;">Buddhist traditions</td> <td></td> </tr> </table>	God	Fall	Salvation	Kingdom of God	Creation	Gospel	Incarnation	People of God		Christianity	Jewish traditions	Hindu traditions	Islam	Buddhist traditions		<p style="text-align: center;">Content and Sequencing</p> <p>Through Living Difference 4 and Understanding Christianity, learning is progressive and sequenced so that knowledge is built upon each year using a spiral curriculum. Children learn about different faiths, beginning with those closest in concept to Christianity. Learning develops across the key stages as key concepts become more complex.</p>
God	Fall	Salvation															
Kingdom of God	Creation	Gospel															
Incarnation	People of God																
Christianity	Jewish traditions	Hindu traditions															
Islam	Buddhist traditions																

Curriculum Drivers

Motivation	Reflection	Perseverance	Independence	Curiosity
<p>Motivation is shown through enquiry-based learning that encourages pupils to explore big questions about belief, meaning, and values. Teachers use stories, artefacts, discussion, and reflection to make religious ideas engaging and relevant to children's lives. In Understanding Christianity, pupils are motivated by exploring key concepts like salvation and incarnation through Bible stories and real-life connections, while Living Difference encourages curiosity through philosophical questioning and personal reflection. This variety of approaches helps pupils feel interested, valued, and eager to take part in RE learning.</p>	<p>Reflection is shown when pupils think deeply about beliefs, values, and their own responses to big questions. In Understanding Christianity, children reflect on key Bible stories and concepts such as creation or salvation, considering what these mean for Christians and how they might relate to their own ideas. In Living Difference, pupils are encouraged to reflect on philosophical questions, share their views, and consider different perspectives in a respectful way. This helps them develop thoughtful understanding and make connections between learning and their own experiences.</p>	<p>Perseverance is shown when pupils are encouraged to think deeply about complex and sometimes abstract ideas such as belief, meaning, and values. In Understanding Christianity, children revisit key concepts and Bible stories over time, gradually building their understanding of ideas like salvation or incarnation. In Living Difference, pupils are encouraged to keep exploring philosophical questions, listen to different viewpoints, and refine their own thinking. Teachers support this by encouraging discussion and reflection through P4C sessions, helping pupils understand that developing religious understanding takes time, effort, and repeated thinking.</p>	<p>By using the 4 golden threads, children will identify and match which key concepts link with one another. Children will be given ownership of how they will explain their understanding of a key concept.</p>	<p>We encourage the children to ask questions and reflect on world religions in a respectful way, especially when key celebrations / festivals occur during the year.</p>

Links with Mathematics and English

Progressive

Inclusive

Opportunities to apply their English skills:

- Descriptions e.g. of religious practices
- Explanations e.g. of a person's beliefs
- Discussion
- Debate
- Oral and written presentations

Opportunities to apply their Mathematics skills:

- Chronology (dates, timelines)
- Numerical symbolism e.g. ten commandments, five pillars of Islam, four gospels.
- Data collection, handling & presentation

- Evidence of RE scaffolded by the 'Cycle of Inquiry' (inquire, contextualise, evaluate, communicate, apply) will be evident in books/class collections of work.
- Children can talk confidently at each stage about the religious concepts they have studied.
- Children apply their understanding after the unit of learning or in another subject/context.

- The curriculum is designed to engage all.
- Tasks are varied to support children to access the learning.
- Real life contexts making learning clear and bringing context to life for all learners, for example visits, visitors and real life artefacts.
- Spiral approach, returning to the golden threads throughout EYFS to year 6.