



Religious Education is an academically rigorous subject which makes a distinctive contribution to pupils' overall knowledge. Over the time at Springmoor Grange, children are involved in learning, which provokes challenging questions about meaning and purpose in life, issues of right and wrong and what it means to be human. They learn to interpret, analyse, evaluate and critically respond to the claims that religious and non-religious worldviews make. Through well sequenced and challenging Religious Education lessons, children are given opportunities to develop as articulate, thoughtful, respectful, well rounded global citizens.

Religious Education at Springmoor Grange offers opportunities for children to reflect personally and to examine the significance of their learning in relation to themselves and others. Through enquiry based teaching and learning, children are able to explore their own beliefs (whether they are religious or not) and to develop their own sense of identity and belonging. The right of others to hold different beliefs and values is also promoted through discussion and collaborative learning.

Carefully planned visits, online content and community links help to extend the learning beyond the classroom and give children a real life sense of people's beliefs, the many ways in which people express their belief and the impact of those beliefs. This in turn gives children the confidence to challenge stereotypes and develop an understanding of the difference between fact and opinion. Religious Education lessons at Springmoor Grange are differentiated to allow all pupils to take part. Group work and adult support allow for inclusivity and supports development of knowledge and understanding and critical thinking.

Religious Education at Springmoor Grange offers opportunities to develop a love of reading through promotion of topic based texts and the exploration of language, meaning and symbolism across the core religions as outlined in the Durham Agreed Syllabus. Enquiry based learning allows children to carry out research in varying ways. Use of religious and non religious literature using key specific terminology to enrich vocabulary is a key aspect of children's learning in religious education.

Development of key knowledge in Religious Education helps pupils deal positively with controversial issues and challenge prejudice. It makes a significant contribution to the active promotion of mutual respect and tolerance.

By the end of EYFS, pupils will:

- Have begun to encounter and explore some aspects of religious beliefs and practices.
- Have simple knowledge of the terms belonging and special (places, times, objects, books, people).

By the end of Key stage 1 pupils will:

- Have simple knowledge of some of the beliefs, teaching, stories and practices of specific religions studied, using simple technical vocabulary.
- Have simple knowledge of why these beliefs and practices may be important to people.
- Have simple knowledge of some similarities and differences between the religious and non-religious worldviews they learn about.
- In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons.

By the end of Year 4, pupils will:

- Be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studies and how these have an impact for individuals and communities.
- Begin to form a framework of connections between concepts by making some links between them.
- Identify some patterns between or within religions and non-religious worldviews by comparing similarities and differences.
- In response to the material they learn about, pupils can raise questions, express their opinions and support these with plausible reasons.
- Be able to recognise that others may think differently and have different opinions.

By the end of Year 6, pupils will:

- Have more detailed knowledge and understanding of the concepts (beliefs, teachings, sources of authority, expressions of belief and the impact of beliefs on the lives of individuals and communities) across several religious and non-religious worldviews.
- Have more detailed knowledge and understanding of how these concepts connect to form a framework for understanding religious and non-religious worldviews.
- Have knowledge of the diversity of religious and non-religious worldviews in the local, national and global context, and show understanding of similarities and differences between them.
- In response to the material they learn about, pupils can raise controversial questions, express their opinions and use sound reasons to back these up.
- Pupils show appreciation of different perspectives, recognising the reasons given to support these viewpoints.

For further information, please see the Religious Education Curriculum End Points Document.