



West Park CE Primary Subject on a Page- Religious Education

2025-26

INTENT- What pupils will learn at West Park?

At West Park, through the teaching of RE, we aim to support pupils in developing their own thinking and understanding of the world and their experience of it. We encourage curiosity, respect and celebration of different cultures and religions. Through teaching about different religions, we seek to develop children's wider religious, theological and cultural literacy, so that they become 'loving and courageous citizens'.

The National Association of Teachers of Religious Education (NATRE) proclaims that 'RE makes a valuable contribution to pupils' personal development.' Throughout valuable class discussions in RE lessons at West Park, as well as our daily collective worship sessions focusing on Christian and British values, children are able to ask questions, make choices and develop their own spirituality; however that may look for each individual child.

The RE curriculum at West Park is built on and reflects both the community we have here, as well as our vision for the children when they leave us for their next stage of life. We strive for children to achieve academic excellence, as well as 'let their lights shine' through their mutual respect and understanding of people and the world around them.

IMPLEMENTATION- What teaching activities are planned at West Park?

Planning- RE at West Park follows the West Sussex Local Syllabus for RE. It states during KS1 pupils should be taught the knowledge and skills in order to understand: Christianity and at least 1 other principal religion, and during KS2 pupils should be taught the knowledge and skills in order to understand: Christianity and at least 2 other principal religions.	Recording- Tapestry is used in EYFS to record RE learning. In KS1 and KS2 whole-class learning is captured in floor books, and from Year 2 some learning is also recorded in individual exercise books. Children's work includes photographs of activities, pupil voice and written work. Children refer to the floor book regularly to support retrieval.
Assessment- RE is assessed at the end of each half-term unit of work. Teachers assess by looking at the learning objectives for that unit, reviewing outcomes and decide which children have met expectations for that unit, as well as which children may be working at WTS and GDS. Additionally, the use of a 'big' question, to guide each unit, is regularly referred to throughout the unit and opportunity is given for pupils to answer this as a summative assessment.	Vocabulary- The RE overview shows a clear progression in the development of vocabulary across different religions, across the school. Evidence of the key vocabulary for each unit can be seen in the class floor books and is regularly shared throughout the lessons. Children are encouraged to record this in their own learning books and in floor books.
EYFS- Pupils should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They can be introduced to specific subject words and use their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their ap and wonder at the world in which we live. It is a legal requirement for all those in reception year.	Enrichment- Every class attends at least two services at our local parish church. One for Christingle and one for Easter, Year 6 also have a leavers service and classes are able to visit St Mary's for enrichment for specific topics. This year we have welcomed representatives from the Synagogue in Hove and the Mosque in Worthing to extend our provision and expand the experiences and understanding of pupils when learning about Islam and Judaism. Choir visits Arundel cathedral to host a Carol Service and this has now grown from just our school to inviting and including other local schools.
Adaptation- All learning activities can be adapted to enable learners of all abilities to demonstrate their understanding. The adaptations employed are clearly identified on plans and are evidenced in pupils' engagement within lessons. Some examples of this could be: simplifying a text such as a Bible extract, using images instead of texts, word banks and sentence starters.	Values- Let your light Shine. (Mathew 5:14-16) Kindness: collaborative learning e.g. research, role play, sharing views and respecting others Independence: ask their own questions, reflect on their own beliefs. Faith: theology learning that helps build their own faith and beliefs. Creativity responding to learning through poetry, songs, artwork etc.

IMPACT- What will pupils remember and be able to do?

Children at West Park will enjoy learning RE and have positive experiences of it. When children leave West Park, they will be able to hold conversation about religion and different faiths, using knowledge they have learnt, alongside their own beliefs and responses. Children will have experienced 'balanced RE', including elements of theology, philosophy and human/social sciences. They will be able to make connections between religious practises and knowledge, drawing on their learning to do so.

5. Review the balance of learning recorded in floorbooks and individual books to ensure collective learning and personal reflections are gathered in KS2.	CB	Each child has a balance of collective learning and quality personal learning to reflect their learning journey.															
6. Enrich learning about other faith with visitors and visits to places of worship for year groups studying Judaism(Y1&3), Islam (Y2&5) and Hinduism (Y4&6).	AC CW DJ	Year groups are enriched with first hand specialist knowledge from visits and visitors relating to Islam, Hinduism and Judaism. Staff have training with faith leaders to enhance provision of other faiths.															

Year Group	Outcomes of monitoring- inc dates of monitoring. Links to adaption/scaffolding CPD opportunities impact/future needs. Inc Gov visits	Development actions inc dates completed.
EYFS		
1		
2		
3		
4		
5		
6		