



Barnfields Primary School: RE Subject Rationale

RE Subject Quest at Barnfields:

Explores issues of faith and belief (both religious and non-religious) and encourages respect for the cultural and life experiences of others in our local and wider community.

Knowledge Types in RE

Substantive Knowledge



Ways of Knowing



Personal Knowledge



RE Intention

At Barnfields, RE is a fundamental part of our curriculum which is taught in Key Stage One and Key Stage Two to help prepare children for life in Britain's diverse and ever-changing communities. In line with the [Staffordshire Agreed Syllabus for Religious Education](#), children will develop the knowledge, insights and skills necessary for them to live authentically and responsibly as adults in today's world through exploring, engaging and reflecting. This follows on from learning Personal, Social and Emotional Development (PSED) and Understanding the World in the EYFS where children have the opportunity to encounter the diversity of faiths represented in their own communities and in Great Britain, developing religious vocabulary and raising awareness of the diverse nature of the world around them.

Religious Education at Barnfields is designed to allow children to build knowledge of beliefs and practices within different religions and worldviews, enabling them to become tolerant and respectful while exploring big questions about their personal values, morality and life on our planet. At Barnfields our Religious Education curriculum is vibrant, inclusive and strives to bring religious education to life for children.

Provision, Planning and Delivery

Provision

Our RE curriculum is brought to life by:

- Prioritising RE as a dedicated subject within the school timetable.
- An inclusive and diverse curriculum which allows learners to progressively build knowledge about different religions and worldviews.
- Experiential learning where children learn through visits to places of worship (such as the Gurdwara) and guests within school from different faith communities.
- Being relevant. Religious Education is woven into other areas of learning such as PSHE, History and Literature.
- Encouraging reflection and discussion where Barnfields is a safe space for children to share their own beliefs and experiences. Open dialogue is encouraged where children can share their own thoughts about religion, spirituality and the world around them whilst encouraging use of religious vocabulary.
- Use of stories, artefacts and different media to help children appreciate the diversity of different religions, traditions and life experiences.
- Modelling the values demonstrated in RE throughout daily life in school through school and British Values.
- Celebrating differences and acknowledging religious festivals and holidays to enrich learning experiences and bring different religions and worldviews into real life.
- Linking learning in Religious Education to personal experiences, considering charity work and how the ideas of kindness, community service and family underpin many religious traditions.



Planning

The children at Barnfields access a spiral curriculum for Religious Education which builds upon previous knowledge and understanding year upon year. The Subject Road Map for RE at Barnfields is underpinned by the Staffordshire Agreed Syllabus for Religious Education and supported by the use of Jigsaw RE. Each unit of learning has an overarching question from which lessons are planned to allow for children to explore, engage and reflect.

Through their Religious Education learning at Barnfields, students will be exposed to six concepts which run through the curriculum. These are:

- Beliefs, teachings and sources
- Practices and ways of life
- Expressing meaning
- Identity, diversity and belonging
- Meaning, purpose and truth
- Values and commitment



Delivery

The RE curriculum at Barnfields is delivered through discrete weekly lessons throughout the school year. To enable children to gain a wealth of understanding of religions and worldviews, lessons are given at least six hours per half term and are supplemented by assemblies and enrichment activities such as lunch time clubs.

Progression

At Barnfields, we ensure progression in Religious Education by having designed a structured and progressive curriculum that builds children's knowledge systematically over time. We understand that progression means children 'knowing more, remembering more', and being able to do more with their knowledge. To achieve this, we carefully sequence learning so that children develop knowledge in a structured way through the 'Pillars of Progression' in RE. Children gain three types of knowledge in Religious Education; **substantive knowledge** about various religious and non-religious traditions; **ways of knowing**, through which children learn 'how to know' about religion and non-religion and **personal knowledge** through which children build awareness of their own presuppositions and values about religious and non-religious traditions. Our goal is to ensure that all children become understanding, tolerant and respectful of cultures and beliefs different to their own and are able to articulate their own personal opinions. The OFSTED research review for RE emphasises that the progression in RE should ensure children build upon previous knowledge, fostering critical thinking, moral reflection and respect for diversity. '*Pupils are therefore prepared to think in critical and scholarly ways about the representations of religion and non-religion that they learn through the curriculum and encounter in the world beyond.*' Research review series: religious education (2021)

To support this, our RE curriculum is planned so that children are able to base new concepts upon prior learning. Children are taught about Christianity, Islam and Humanism in KS1 and this is further developed in KS2 where children also learn about Sikhism. Key concepts are initially introduced such as the concept of a higher power, stories from sacred texts and understanding key figures within different religions. Simple moral teachings such as kindness and sharing are introduced. At Barnfields, children's learning builds over time and that at each stage of development, they encounter increasingly complex ideas that connect to prior learning, ensuring continuity in their understanding of



religious themes, stories and practices. In UKS2, children start to deepen their understanding by analysing religious texts, exploring the significance of practices in daily life and can think critically to pose their own questions and form their own opinions about different philosophical perspectives.

Disciplinary Oracy

Oracy is integral to Religious Education at Barnfields, enabling children to express ideas clearly, listen respectfully and engage thoughtfully with different beliefs and worldviews. Talk supports pupils in developing the language, **reasoning and empathy needed to explore religious concepts and respond to big questions.**

In EYFS and Key Stage 1, children are introduced to subject-specific religious vocabulary and practise turn-taking and listening through simple routines such as *'my turn, your turn'*. Teachers model clear, respectful talk to build confidence and support children in sharing ideas about stories, celebrations and special places.

As pupils move through Key Stage 1 and into Lower Key Stage 2, they listen attentively to others' views, including differing opinions. Agreed discussion tools ensure only one person speaks at a time, helping children develop patience, focus and respect. Sentence stems support structured responses, while role play and guided discussion enable collaborative exploration of religious narratives and practices.

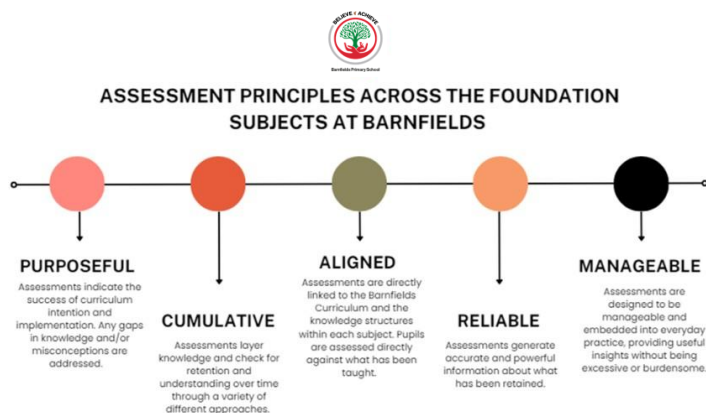
By Key Stage 2, pupils take part in more **sustained discussion and debate**. They use subject-specific vocabulary to articulate and justify ideas, listen critically to alternative viewpoints and challenge respectfully. Children make connections between religious learning, children's rights, PSHE themes and Barnfields Values. Encounters with religious visitors and visits to places of worship further develop purposeful questioning and active listening.

By the end of primary school, pupils confidently express and justify beliefs using appropriate vocabulary and clear sentence structures. They demonstrate secure oracy skills, thoughtful engagement and respectful understanding of diverse worldviews.

Assessment, Recording and Reporting

Assessment

Assessment in RE follows the school's five assessment principles for the foundation subjects: *purposeful, cumulative, aligned, reliable and manageable*.





This is also underpinned by the age-related expectations from Staffordshire Agreed Syllabus for RE based upon children's ability to explore, engage and reflect upon their learning.

Teachers will evaluate each child's proficiency in RE by observing them during lessons and reviewing their work afterwards. Children will be expected to answer the overall unit question at the end of the unit. Scaffolds can be used to support those who need it, and opportunities to deepen the moment for more able students. The question links directly to the currently unit of learning provided by Jigsaw RE and can be assessed by using colour coded assessment indicators provided.

Further assessment strategies include, but are not limited to: learning conversations, questioning, self/peer assessment, marking, retrieval practice. This multi-faceted approach to assessment is then used to inform adjustments to the learning sequence for both individuals and entire classes. Based on continuous assessment, teachers determine whether to revisit, reinforce, or advance units of learning in future sessions.

Recording

RE is recorded in Wider Curriculum books, where each lesson will have a specific learning objective. Evidence in books may include facts, personal opinions, visual representations and photographs.



EXPLORE



ENGAGE



REFLECT

Reporting

Teachers upload children attainment data onto Sonar at the end of each term, determining if a child is either below age-related expectation, age-related expectation or exceeding age-related expectation. The aim of this assessment is to provide an evaluation of how much knowledge the children have learned and remembered. They enable leaders to identify whether specific curricular goals have been achieved. This, therefore, plays an important role in evaluating the impact of the curriculum.

Children's progress in RE is formally communicated to parents annually through end-of-year reports. Additionally, informal updates are provided during parent's evenings.

Supporting Research/Documents:

Ofsted (2021) Research Review Series: Religious Education

Staffordshire Agreed Syllabus for Religious Education

England – Curriculum and Assessment Review (November 5 2025)