R.E.

What We Teach in R.E.:

At Bocking, through the SACTRE RE Scheme, children develop the following core knowledge and skills as they progress through the school:

- Secure knowledge of religions and worldviews – pupils learn about Christianity, Islam, Judaism and other worldviews, developing an understanding of key beliefs, practices, festivals, sacred texts, symbols and places of worship, building depth and complexity year on year.
- Understanding of big ideas in R.E. – recurring concepts such as belief, faith, identity, community, worship, celebration, morality and meaning are revisited across year groups, helping children make connections and deepen their understanding over time.
- The ability to think like a theologian, philosopher and social scientist – children learn to ask thoughtful questions, interpret religious stories and texts, compare beliefs, explore different viewpoints and reflect on how beliefs influence the lives of individuals and communities.
- Growing confidence in respectful dialogue – pupils are taught how to listen carefully, discuss sensitive ideas respectfully and express their own thoughts clearly, supporting the development of confidence, articulation and empathy.
- Progressive development of subject-specific vocabulary – key RE vocabulary is carefully introduced, revisited and extended so that children can speak and write accurately about increasingly complex religious and philosophical ideas.
- Meaningful local and community links – learning is enriched through connections with the local community and places of worship, allowing children to see how religion and belief are lived and practiced in their own area.
- A coherent, ambitious learning journey – the curriculum is thoughtfully sequenced to ensure progression in both knowledge and skills, enabling all pupils to build a deep, respectful and well-informed understanding of religion and belief that prepares them for the next stage of their education.

How We Teach R.E.:

- Through a carefully sequenced curriculum that revisits key concepts and builds increasingly complex mental models, ensuring children master foundational knowledge before progressing.
- Teaching is informed by assessment. Common misconceptions are explicitly addressed and complex ideas are broken into manageable chunks, with particular support for pupils who find aspects of Religious Education challenging.
- Using a range of engaging resources, including artefacts, sacred texts, storytelling, visitors and visits to places of worship.
- Through incorporating opportunities for children to link learning about religion and belief to real-life contexts, experiences and the wider world.
- Embedding literacy within RE lessons by teaching subject-specific vocabulary, encouraging engagement with sacred texts, and developing writing and oracy skills.
- Differentiating and scaffolding learning to ensure all children, including those with additional needs, access the full curriculum.
- Encouraging critical thinking by linking new knowledge to prior learning and encouraging children to think as theologians, philosophers and social scientists.

What Our Children Have Learnt in R.E.:

- By the end of primary school, children leave Religious Education with a secure understanding of a range of religions and worldviews, along with the confidence to discuss beliefs, values and traditions thoughtfully and respectfully.
- Pupils demonstrate their learning through discussion, written work, creative responses, and reflection, with their work showing clear progression as ideas become more detailed, accurate and confidently applied.
- Confident learners in RE ask thoughtful and respectful questions, use subject-specific vocabulary accurately and make meaningful links between beliefs, practices and everyday life.
- Evidence of learning is gathered through RE books, low-stakes quizzes, teacher assessments, class discussions, and occasional presentations or performances.
- Progress is evident for all children, supported by well-planned adjustments, inclusive teaching and high expectations, ensuring that every child can achieve well and feel successful in Religious Education.