ℹ️ R.E. at Lambourne Primary School: An Overview

Introducing the Subject Leader:

Miss Kipps – I have been teaching at Lambourne since September 2024 and I currently teach in Year 3. I have been the subject leader for R.E. since joining Lambourne School. Growing up, I attended a Church of England Primary School, which involved weekly assemblies led by a vicar or member of the church. They retold Bible stories in an engaging manner, many of which I can still recall today.

I believe R.E. is vital within primary schools as it helps shape children's moral and spiritual development. Furthermore, it promotes respect and understanding in a diverse world.

Our Vision for R.E.

Our Religious Education curriculum inspires curiosity, respect, and thoughtful exploration of the many religions and worldviews that shape our world. It values real-life experiences and recognises the diversity within and between faiths and beliefs, helping children to see how these influence people's lives and communities.

Through asking big questions and thinking deeply, pupils develop knowledge, understanding, and compassion, while learning to reflect on their own ideas and actions. Our approach encourages children to explore religion and belief through different disciplines— including theology, philosophy, and the human and social sciences—building their confidence to think critically and creatively.

This prepares our pupils to live responsibly and respectfully within our diverse community and in the wider world, where they will meet people with many different beliefs, values, and traditions.

Our Informed Research on R.E.

Our R.E. curriculum is shaped by the Essex Agreed Syllabus, which promotes a research-informed, multidisciplinary approach. The syllabus emphasises an enquiry-based model—**engage, enquire, explore, evaluate and express**—which supports effective learning by structuring new information into manageable stages and giving pupils a clear learning journey.

We use regular retrieval practice, discussion, and reflection to strengthen prior learning, enabling children to connect new ideas to what they already know. Vocabulary is introduced explicitly and revisited frequently so that pupils can confidently engage with specialist terms without cognitive overload.

Our curriculum design draws on research around progression and schema-building, ensuring that learning develops coherently as pupils move through the school. By combining the academic rigour of the Essex syllabus with evidence-informed teaching strategies, we ensure that our R.E. teaching is accessible, meaningful, and intellectually rich—supporting all pupils in becoming religiously literate, thoughtful, and reflective learners.

The Teaching of R.E.

The syllabus we follow is rooted in three key disciplines:

- **Theology** – Asking questions that believers would ask. Through this lens, pupils explore questions and answers arising from within religions and worldviews.

- **Philosophy** – Asking questions that thinkers would ask. Through this lens, pupils consider knowledge, existence, and morality.

- **Human/Social Science** – Thinking through living. Through this lens, pupils explore how religions and worldviews impact people and their lives.

This syllabus builds on an enquiry-based approach set within a climate of effective learning where:

- appropriate challenge is provided for all pupils
- all pupils know they can achieve, with an expectation of success
- learning is set in a real and authentic context with clear purpose and relevance
- a safe environment enables pupils to express views confidently and respectfully
- pupils have ownership over what is being learned and how they learn
- there is a clear learning journey with identifiable outcomes
- time and space are given for reflection
- assessment for learning informs teacher planning

Lesson Structure

Lessons follow a clear structure to ensure effective learning:

1. Engage – Introducing the new enquiry by exploring the conceptual focus and core question.
2. Enquire – Co-constructing the enquiry with pupils within the parameters of the learning outcomes.
3. Explore – Investigating the core question through the suggested core knowledge.
4. Evaluate – Responding to, analysing, and evaluating their understanding of the core question.
5. Express – Demonstrating the knowledge and understanding gained to answer the key question, enabling the teacher to assess whether pupils have met age-related expectations.

How we Assess Progress in R.E.

Assessment is ongoing and formative, used primarily to identify gaps in knowledge and to adapt future teaching. We use a range of methods:

- **Daily Informal Observations** – Teachers assess understanding through class discussions. Balanced and well-informed conversations help children develop religious literacy.
- **Questioning** – Strategic questioning during and after lessons deepens understanding and addresses misconceptions.
- **Book Scrutiny & Feedback** – Reviewing recorded work provides evidence of knowledge application.
- **End-of-Unit Checks** – Pupils answer the Big Question through extended writing or a creative response.
- **Self and Peer Assessment** – Pupils reflect on their own work and that of their peers, developing metacognitive skills.

The Impact of R.E.

Religious Education has a significant impact on pupils' personal development and preparation for life in modern Britain. It helps them become curious, respectful, and open-minded learners who understand and appreciate the beliefs and values of others while developing their own sense of identity and purpose.

Through R.E., children learn to think deeply about big questions—about life, morality, and belonging—and to communicate their ideas clearly and respectfully. They develop skills in critical thinking, reasoning, empathy, and reflection, which are essential for lifelong learning.

The subject contributes to pupils becoming informed and engaged members of society, confident in diverse communities and public discussion. It supports their spiritual, moral, social, and cultural development, nurturing qualities such as compassion, fairness, and responsibility.

In the long term, the study of R.E. equips children with transferable skills valuable for a wide range of future pathways—including careers in education, social care, community work, law, journalism, politics, and intercultural relations. Most importantly, it prepares them to live well together in a diverse world.