



Religious Education

High Ash Church of England Primary School

RE Non-Negotiables

Classroom/Working Wall/Provision	Books
• Spiritual & Reflective Spaces: Classrooms feature a dedicated Spiritual Reflection area, equipped with open-ended reflection materials, quiet spaces, and thought-provoking prompts for personal contemplation. • Experiential Artifact Exploration: Authentic world religion artifacts, sacred texts, and visual aids are embedded to encourage hands-on inquiry, managed care, and practical handling routines.	• Knowledge Organisers to be in books to show learning intentions. • Learning is evidenced in a variety of ways in books. • Teachers will use Jigsaw resources in books where they deem necessary. • EYFS and KS1 will use floor books to evidence the RE learning. • Teachers will determine which work is evidenced in books, not all lessons will need an outcome recorded in books.
Planning and Scaffolding	Assessment and Evidence
• Enquiry & Framework Alignment: All lessons are planned from the Jigsaw RE scheme centered around explicit enquiry questions and follow "What a good lesson looks like" guidance. • Inclusive Scaffolding: Lessons are flexibly adapted and scaffolded to ensure inclusive challenge and access for all children.	• Evidence Strategies: Learning is captured flexibly through Class Floor Books (EYFS and Key Stage 1), Knowledge Organisers, photo portfolios, and selective individual book work to avoid unnecessary recording. • Formative & Termly Tracking: Teachers utilise ongoing Assessment for Learning (AfL) during lessons and complete termly assessment grids for each completed unit.
Vocabulary and Oracy	Substantive Knowledge- what we learn
• Target RE Vocabulary: Core concepts (dharma, incarnation, ritual, prayer, sacred, sacrifice) are explicitly taught and modeled. • Contextual Application: Children are provided with structured opportunities to talk, discuss, reflect, and use learned worldview vocabulary in context.	• Worldview Traditions: Children build structured knowledge of various religious and non-religious worldview traditions. • Living Beliefs & Texts: Children learn the ways people express their worldviews in daily life and gain direct knowledge of sacred texts and artifacts. • Shared vs. Specific Concepts: Children learn that some concepts are shared across multiple worldviews (e.g., sacrifice, community), while others are specific to a single tradition (e.g., incarnation, dharma).
Personal Knowledge (Self-Reflection & Identity)	Disciplinary knowledge and Ways of knowing- how we enquire
• Understanding Viewpoint: Pupils explore worldviews from their own 'viewpoint,' recognising how their values, prior experiences, and identity influence their understanding and assumptions. • Thoughtful Engagement: Children develop into active, thoughtful learners equipped to engage with contrasting religious and worldviews respectfully.	• Scholarly Approach: Pupils learn how to explore substantive knowledge in a scholarly, reflective way using distinct disciplinary lenses: • Theology: Exploring sacred texts, stories, and symbols to ask what texts mean to believers. • Philosophy: Engaging with big questions surrounding meaning, purpose, values, truth, and human nature. • Social Sciences: Investigating how lived worldviews shape identity, rituals, values, justice, and community life.

