FULBOURN PRIMARY SCHOOL

Our Approach to...

Religious Education and World Views

Aims:

- To foster tolerance, respect and compassion by helping children understand the beliefs, practices and world views of others.
- To develop secure knowledge and understanding of religions and non-religious world views, including those represented in Britain and the wider world.
- To encourage children to reflect on their own beliefs, values, experiences and questions, recognising that people may see the world in different ways.
- To develop curiosity, critical thinking and philosophical questioning, enabling children to consider a range of answers to important questions about life, meaning and morality.
- To teach children to explore religious and world-view questions through different disciplinary lenses, using evidence, reasoned discussion and accurate subject vocabulary.
- To help children make connections between beliefs, practices, identity, communities and society, supporting them to participate thoughtfully in a diverse world.

Research base:

- Saffron Academy Trust. SAT RE Curriculum. An enquiry-led, multi-faith scheme aligned with the Essex SACRE Agreed Syllabus 2022, designed around accessible, consistent and engaging curriculum principles and a five-step pedagogy. https://www.saffron.academy/page/?pid=1041&title=Sat+RE+Curriculum
- Cambridgeshire Agreed Syllabus for Religious Education, which the school identifies as part of the statutory basis for its curriculum.
- Teacher Handbook: SEND (NASEN).
- Ofsted Research Review Series 2021 – Religious Education https://www.gov.uk/government/publications/research-review-series-religious-education/research-review-series-religious-education

Procedures:

- Enquiry-led learning – Each unit is organised around meaningful questions that encourage children to investigate, discuss and reach reasoned conclusions. Lessons build towards a purposeful response to the enquiry, rather than simply collecting facts.
- Three disciplinary lenses – Following the SAT RE Scheme, pupils explore learning through Theology (beliefs, texts and how beliefs connect), Philosophy (questions about knowledge, meaning, existence and right and wrong) and Human & Social Science (how people practise and express beliefs, and how beliefs relate to identity, communities and society). These lenses help pupils approach questions in different ways.

- Knowledge and progression – Knowledge and skills are developed progressively from EYFS to Year 6, using Fulbourn's progression document adapted from the SAT RE Scheme. Pupils revisit important ideas and vocabulary, deepen their understanding and increasingly explain connections, similarities, differences and diverse interpretations.
- Explicit teaching and guided practice – We follow the SAT RE Scheme's five-step pedagogy, rooted in Rosenshine's Principles of Instruction and the sequence Modelled Exemplar – Guided Practice – Independent Practice ("My Turn – Our Turn – Your Turn"). Complex concepts and activities are broken into manageable steps so that all pupils can participate and succeed.
- Discussion, reflection and respectful disagreement – Children are supported to ask questions, listen carefully, explain their thinking and consider different perspectives. Teachers establish a safe, respectful environment in which pupils can explore ideas without assuming that all members of a religion or worldview think or act in the same way. Pupils are not expected to disclose or defend personal beliefs.
- Use of sources and lived experience – Pupils explore appropriate religious texts, stories, artefacts, images, practices and first-hand accounts. These are used carefully to build understanding of both shared traditions and diversity within religious and non-religious world views. Where appropriate, visitors and visits can deepen learning.
- Vocabulary and communication – Subject-specific vocabulary is explicitly introduced, modelled and revisited. Children are encouraged to use words accurately when describing beliefs and practices, comparing viewpoints, giving reasons and evaluating arguments.
- Assessment and retrieval – Teachers check understanding through questioning, discussion, short retrieval activities and pupils' responses to the enquiry. Misconceptions are addressed sensitively, and assessment informs next steps in teaching.

Reading:

- Reading and discussing religious stories, narratives, sacred texts and other sources appropriate to the unit.
- Reading information texts and first-person accounts to understand beliefs, practices and lived experiences.
- Exploring key vocabulary, including its meaning and use in context.
- Reading and responding to enquiry questions, short arguments and contrasting viewpoints.
- Using evidence from texts and sources to support explanations, comparisons and reasoned conclusions.

Inclusion by design:

- The SAT RE Scheme is designed to be accessible, consistent and engaging. Its explicit teaching sequence breaks complex concepts and activities into small steps.
- Teachers model new vocabulary and ideas, use guided practice before independent work, and check understanding throughout the lesson.
- Visuals, artefacts, images, key-word lists, sentence stems and carefully selected texts support access to subject knowledge and discussion.
- Questions and tasks are adapted where necessary so that all pupils can contribute meaningfully, including through speaking, drawing, sorting, supported writing or other appropriate responses.

- Discussion routines explicitly teach respectful listening, turn-taking and how to disagree thoughtfully. Children are not required to share private family experiences or personal beliefs.
- Resources represent diversity within traditions and avoid presenting any religion, belief system or community as uniform.

Glossary:

Disciplinary lens: A way of approaching a subject or question using the methods and kinds of thinking associated with a particular discipline.

Enquiry: A question-led investigation in which pupils explore information and viewpoints to develop an informed response.

Human & Social Science: A lens that explores how people practise and express beliefs, and how beliefs relate to identity, communities and society.

Non-religious world view: A way of understanding life and the world that does not depend on religious belief.

Philosophy: The exploration of questions about knowledge, truth, meaning, existence and what is right or wrong, using reasons and arguments.

Theology: The study of beliefs, religious texts and ideas about God or the divine, including how beliefs connect and influence understanding.

World view: The way a person or community understands and makes sense of the world, shaped by beliefs, values, experiences and context.

Acknowledgement of the SAT RE Scheme

This document draws on the SAT RE Scheme developed by Saffron Academy Trust. Fulbourn Primary School's RE progression is adapted from that scheme. The three disciplinary lenses and the five-step pedagogy described here are credited to Saffron Academy Trust; this document is a school-level summary of our approach and is not a replacement for the full SAT RE Scheme or its resources.