



# Intent, Implementation and Impact of Religious Education at Sparsholt C of E Primary School

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## Intent

At Sparsholt Church of England Primary School we believe that all children are entitled to a broad balanced and relevant Religious Education curriculum underpinned by our core Christian values of courage, compassion and creativity. We believe that all Religious Education should aid children's development of an awareness of other people, and an understanding of cultures different from their own. We believe Religious Education enables children to investigate and reflect on some of the most fundamental questions in life, for example, the meaning of life and the existence of a divine spirit.

To ensure that this happens, we aim to provide learning opportunities for all children that offer challenge, intellectual stimulation and an enriched curriculum. The teaching of Religious Education is statutory. Living Difference IV, the agreed Hampshire syllabus for RE is used as the framework for teaching RE at Sparsholt. We use the 'Understanding Christianity' resource to enrich our exploration of theological concepts and Christianity at greater depth.

## Implementation

### Cycle of Enquiry

RE is taught using the 'Living Difference IV Cycle of Enquiry'. This is a conceptual enquiry methodology made up of 5 key steps.

- Communicate
- Apply
- Inquire
- Contextualise
- Evaluate

The cycle of enquiry approach is used to explore concepts in every unit of RE.  
*Please see 'Living Difference IV' for further explanation.*

### Concepts

The '**concept**' is the main vehicle for learning in the 'Living Difference IV' syllabus. The 3 main groups of concepts are:

- **A Concepts** – these are common to all people and are known as the '**Golden Threads**'.  
These are:
  - COMMUNITY
  - BELONGING
  - SPECIAL
  - LOVE
- **B Concepts** – these are shared by many religions e.g. God, worship and symbolism etc.
- **C Concepts** – these are distinctive to particular religions e.g. Dukkha, Trinity etc.

## **Planning**

RE is planned on a two-year cycle, other than for Year R and Year 3 where it is on an annual cycle.

The religions taught are as follows:

**Reception and Key Stage 1:** Christianity and Judaism

**Key Stage 2:**

Year 3: Christianity, Hinduism,

Years 4, 5 and 6: Christianity, Islam and Buddhism

## **Teaching**

RE is taught weekly or can be blocked. A variety of teaching and learning strategies will be used in the teaching of RE as outlined in our Teaching and Learning policy. There will be many opportunities for discussion, drama, drawing, inquiry, reflection etc. ICT will be used within RE to research, explore locations that cannot be visited, presenting work, for stimulus resources etc.

RE is taught in conjunction with a variety of Spiritual, Moral, Social and Cultural activities to further develop tolerance and understanding. RE makes a positive contribution to community cohesion by developing an understanding of different religions and the customs and practices that are important to those following these religions.

Differentiation takes place through scaffolding, providing learners with prompts and aids to support their learning. Challenge through an increase in the depth and breadth of study is encouraged through:

- solving of problems
- seeking alternative answers through the provision of open-ended tasks
- making judgements based on connections using prior knowledge

Children's knowledge and understanding of RE concepts is assessed through observation, discussion and final outcomes against age related expectations.

## **Impact**

At Sparsholt Church of England Primary school, we envisage that the RE curriculum will impact children in the following ways:

- contribute to the Spiritual, Moral, Social and Cultural development of all children;
- help children gain greater understanding of religious beliefs, explore religions and the beliefs and practices associated with them;
- develop the children's ability to form, discuss, and reflect on their own beliefs and values using a broadening RE vocabulary in relation to a range of contemporary issues in an ever changing society;
- develop children's world view whilst learning about the world view of others.