



RE at Naunton Park Primary School



NAUNTON PARK DRIVERS:

CHALLENGE curriculum and Values

(Kindness, Pride, Peace, Curiosity, Empathy, Trust)

At Naunton Park, the intent of our RE curriculum is to cultivate an **inclusive** environment where all children feel valued, allowing for the development of **curiosity** and **empathy** in their exploration of diverse beliefs and practices. Through a **child-centred** approach, we nurture **growing minds** so children are able to explore what people believe and what difference this makes to how they live as well as reflecting on their own beliefs. We aim to foster a **love of learning** and provide opportunities for **new experiences**, whether through interactive lessons, visits, or encounters with members of different faith communities.



Knowledge

The RE curriculum is built around three core elements: making sense of beliefs, understanding their impact, and making connections. Students first explore what people believe and how those beliefs shape their way of life. This gives them the knowledge, understanding, and skills to engage deeper with questions raised by religion and belief, while encouraging them to reflect on their own views and lifestyle. Our staff possess the depth of subject knowledge necessary to support this learning effectively.



Enrichment

Children across all year groups experience an enriching RE curriculum that introduces them to new and experiences. Visits to places of worship and guest speakers from diverse faiths significantly enhance our curriculum and have become integral to each RE week. These opportunities inspire awe and wonder in the classroom. Additionally, various religious events are both studied and celebrated beyond RE lessons, fostering a deeper understanding and appreciation of cultural and religious diversity.



Deepening Concepts

We follow a spiral curriculum for RE across both key stages, ensuring that key concepts are revisited and built upon every few years. This approach allows students to deepen their understanding progressively. Children are encouraged to critically engage with the ideas studied, both challenging the concepts and allowing those ideas to challenge and expand their own thinking.



Making Progress

The sequence of learning is spiral in design so that skills and knowledge are built on year on year as religions are revisited. In each year group, systematic units are first taught where the children study one religion at a time and then thematic units are introduced which builds on prior learning by comparing the religions, beliefs and practices studied. Assessment sheets are completed both at the start and end of each unit where the children showing good progress in their knowledge.