

SPPS Handbook for RE

2025-2026



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1. RE Curriculum Intent

At Shoreditch Park Primary we aim to provide an enquiry based RE curriculum, where pupils can develop an understanding and appreciation for beliefs, cultural practices and values. RE helps pupils to understand the place of religion, faiths and beliefs in the local, national and global community. RE contributes to the spiritual, moral, social and cultural development of all pupils, whether or not they are from a religious tradition. It teaches the British values of tolerance and mutual respect in a diverse society, as well as allowing time to explore and celebrate a range of cultures, and beliefs. Pupils develop a sense of identity, uniqueness and belonging through self-awareness, discussion and reflection. This compliments our ASPIRE curriculum, in particular our pillars of Respect, Pride, Self-awareness and Inclusivity.

Our curriculum aims to foster curiosity and open mindedness. It is objective and does not promote any religion or tradition over another. Shoreditch Park Primary School is a Rights Respecting School. Our RE curriculum directly links to the following rights from the UNCRC:

ARTICLE 29 (education and children's development) Education should help develop every child's personality, talents and mental and physical abilities to the full. It should develop children's respect for their own rights and those of others, for their parents, for their own culture and the cultures of others, and for the natural environment.

ARTICLE 30 (minority and indigenous groups) A child from minority group has the right to enjoy their own culture, practice their own religion and use their own language.

ARTICLE 31 (play and cultural and artistic activities) Every child has the right to relax, play and take part in cultural and artistic activities.

2. RE Curriculum Implementation

At Shoreditch Park we structure our RE curriculum using the revised Hackney Agreed Syllabus for Religious Education and Worldviews. From Year 1 to 6, our children are taught a variety of the world's largest religions. These include Buddhism, Christianity, Islam, Hinduism, Judaism and Sikhism. Pupils explore what it means to be non-religious, and questions of identity, meaning, purpose and value are explored through learning about different worldviews and beliefs, such as *Humanism* and *Alevism*. RE lessons take place every week. The curriculum map is planned to ensure that children build an ever-increasing picture over time, constantly developing their key subject knowledge and specialist vocabulary.

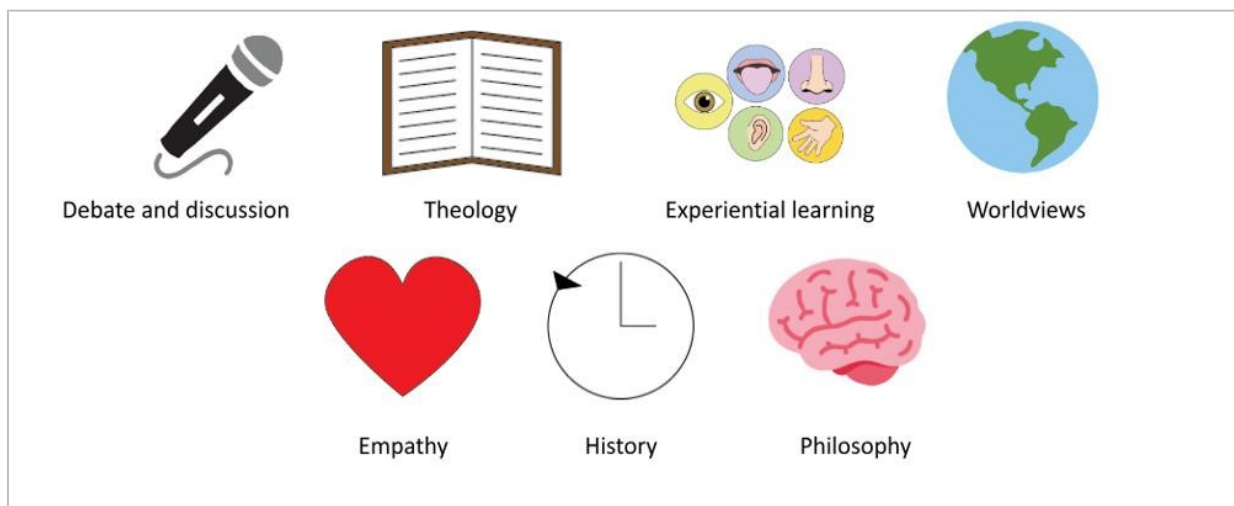
Each time a religion or belief is revisited, prior knowledge is built upon to ensure progression. For example, in Year 2, pupils will learn about Buddhism in the context of 'What happens on Buddha Day?' Then in Year 4, they will learn about Buddhist beliefs through the comparative question of 'How did Jesus and Buddha make people stop and think?'. Pupils are given the opportunity to compare different religions and beliefs, and draw upon similarities and differences within our balanced, multi-disciplinary lessons.

The RE curriculum covers two different aspects – learning about religion and learning from religion. Learning about religion involves knowledge, understanding and vocabulary. Learning from religion is exploration-based learning linked to 'Big Questions'. 'Big Questions' relate to: What people believe and do (Believing), how people respond to big questions and issues (Thinking) and how beliefs and values make a difference to lives (Living). Big Questions are often explored through drama, oracy or philosophy sessions.

Our RE curriculum is very closely linked to our ASPIRE values and Rights Respecting. These are woven into every lesson and used as a tool for exploration of religious ideas, practices and teachings. Pupils develop their literacy skills as they acquire a broad religious language and vocabulary while exploring religious stories, poetry and prayers. Lesson outcomes are often drama or art based. For example, children will participate in role play to retell a religious story or make a Diwali Diya using salt dough. There are also opportunities to write about what they have been learning. Lessons are linked to Geography; looking at maps to

discover the locations of religious stories and landmarks. Historical aspects of lessons might include the use of a timeline to show a series of events, or looking at artefacts and sources to explore and delve deeper.

At Shoreditch Park we benefit from a very diverse faith school community. Within RE lessons, pupils encounter an authentic voice of faith and belief. We encourage pupils to share their own unique and personal religious experiences. This is particularly beneficial when pupils teach their classmates about a particular religious tradition or festival. Here, our pupils become the “experts” and we believe that this not only builds self-esteem, but also enhances engagement and quality of lessons. We also welcome members of our school community, including parents and relatives, to come and speak to our classes about a particular RE topic.



The Key Disciplines used to teach our RE and Worldviews Curriculum.

3. Curriculum Map for 2024/2025

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Big Question		What is special to me and others?	What does it mean to belong?	What can we learn from special stories?	How are symbols and sayings important in religion and worldviews?	What is important to people in my local community?	What impact do beliefs have on actions?	How important are the similarities and differences between and within religions and non-religious worldviews?
Autumn 1		- The Good Samaritan (Stories) - What happens on Buddha Day? (Celebrating)	What does it mean to belong to Christianity? Church visit	Why did Jesus tell stories?	How did Jesus and Buddha make people stop and think?	How and why do Hindus worship in the home and in the Mandir? Hindu temple	What inner forces affect how we think and behave? OR What do religions believe about God?	How do people express their faith through the arts in Christianity?
Autumn 2		- What happens at Diwali? (Celebrating) - What happens at Christmas? (Celebrating)	How do Christians celebrate Christmas?	Why are different books special for different people? Gurdwara visit	What is the significance of light?	Why is the Bible special for Christians?	How is Christmas celebrated around the world?	What do people believe about life after death?
Spring 1		- My Muslim Faith (Aspects) - The Donkey in the Tiger Skin (Aspects)	What does it mean to belong to Sikhi? OR How do Hindu people belong?	What can stories teach us about peace? OR What can stories teach us about forgiveness?	How do Jews celebrate their beliefs at home and in the synagogue? Synagogue Visit	What beliefs are represented in our neighbourhood? OR What makes me the person I am? Mosque visit	Why is Muhammad and the Qur'an important to Muslims?	What similarities and differences do people with different beliefs share?
Spring 2		- What happens at Passover (Celebrating) - What happens at Easter? (Celebrating)	What can be special about living with family and friends?	Why is Easter important to Christians?	How and why do Hindus celebrate Holi?	Why is Easter important to Christians? Church visit	How do Christians try to follow Jesus's example?	What happened on the first Easter Sunday?
Summer 1		- How do we make friends? (Aspects) - What happens at Eid-ul-Fitr/Adha? (Celebrating)	What does it mean to be non-religious?	How does special food and fasting help people in their faith (all religions)?	What can we learn about symbols and signs used in religions?	What is important to Humanists? Humanists UK School Speaker	Should all creatures be treated equally? OR Peace OR Thankfulness	What qualities are important to present day religious leaders? Buddhist temple
Summer 2		- The Lost Coin (Stories) - Visiting a church (Aspects) Church visit	What does it mean to belong to Islam?	Where did the world come from and how should we look after it?	What do Sikh sayings tell us about Sikh beliefs?	What happens when someone gets married?	New unit: What impact do beliefs have on the Alevi community?	How could we design a celebration that involved everyone, whether religious or not?

4. Curriculum Impact

Shoreditch Park Primary School evaluates the RE curriculum through teacher assessed formative assessment, which in turn informs planning. Each unit within the RE curriculum is planned and sequenced to support pupils in building an ever-increasing picture over time, constantly building their knowledge and understanding around concepts of 'Believing', 'Living' and 'Thinking', so that the investigation, exploration and reflection of each year group's Big Question can continuously increase in depth, breadth and complexity.

At the beginning of the academic year, children are introduced to a Big Question. They will reflect on their previous learning, and evaluate their existing understanding of the Big Question, and how it may relate to familiar religions or beliefs. Children will revisit this question during the course of the year, through the lenses of various religions and worldviews. As they progress through the unit, the big question is referenced and children are given the opportunity to reflect on how the new learning connects and links to this through WWQ's (worthwhile questions) at the beginning and end of each lesson.

Finally, at the end of the unit, children are able to express their new understanding and opinions around the Big Question as well as what they have learnt about and from the religious area of study.

Teachers can refer to the 'Religious Education Skills Spectrum' to monitor that pupils are reflecting on the 'Big Questions' at age related expectations. As pupils move through the Religious Education curriculum, the 'Big Questions' increase in complexity, depth and breadth.



Hackney Agreed Syllabus for Religion and Worldviews, 2024-2029

The expectation is that of pupils will be able to: explain ‘what’ the beliefs, practices and values are, explain ‘why’ these are important and may make a difference to people, and ‘how’ they relate, change or impact on a wider world view. Therefore, the enquiry learning should continuously build on the skills in accordance with the ‘Religious Education Skills Spectrum’.

We use the Hackney RE skills Spectrum to derive learning outcomes within lessons and to support children in reflecting and building upon their understanding through WWQ at the start and end of lessons. The skills are structured so that pupils and teachers are able to engage and use the Spectrum as a reference, as they plan, create, check and feedback on their work.

	Believing What do people believe and do?	Thinking How do people respond to ultimate questions and big issues?	Living How do beliefs and values make a difference to lives?
Mastering	Explain how similarities and/or differences in beliefs and practices occur through different interpretation, or through the influence of sources and/or historical events and cultural traditions.	Evaluate strengths and weaknesses of examples of beliefs, sources, historical events and cultural traditions that are used to explain the similarities and differences in shared values and/or responses to ultimate questions and issues.	Evaluate the impact of holding certain beliefs and values and of belonging to their community of shared beliefs/values.
Extending	Explain reasons behind similarities and differences and connections between beliefs, practices, sources, historical events and cultural traditions.	Explain reasons for the differences in shared values and/or responses to ultimate questions and issues, using detailed examples of beliefs, sources, historical events and cultural traditions to support their reasons.	Show how actions, symbols and features show certain beliefs and values. Describe how lives may be affected, improved or challenged by belonging to a community, or by having certain beliefs and values.
Secure	Suggest reasons for connections, similarities and differences between sources, beliefs and practices, in detail, and using examples to support these. Identify links with historical events and cultural traditions.	Suggest reasons for differences and similarities in shared values and responses to ultimate questions and issues. Suggest sources that support/link to their reasons.	Explain how actions, symbols and features demonstrate certain beliefs and values. Suggest how these may affect, improve or provide challenge in the lives of believers.
Developing	Describe the beliefs, practices and sources in detail and with correct vocabulary. Identify similarities, differences and connections between beliefs, practices and sources.	Identify and describe similarities and differences in responses to ultimate questions. Suggest lines of enquiry or sources to investigate these responses.	Describe the actions, features and symbols of a believer in detail and with correct vocabulary. Identify the similarities and differences, and describe how they show certain beliefs and values.
Firming	Describe beliefs, practices and sources. Make links between these.	Describe responses or experiences to ultimate questions and issues, linking with values, beliefs and sources. Identify the shared values linked to these responses. Formulate own ultimate questions.	Describe features, actions and symbols that impact on the life of a believer, making links with/suggesting the beliefs and values behind these.
Approaching	Recount beliefs, practices and sources with correct vocabulary.	Identify ultimate questions and issues. Express own and others’ responses or experiences.	Recount with correct vocabulary the actions, symbols and features of identity and belonging.
Beginning	Recall some information.	Express own views and feelings or experiences in response/linked to ultimate questions and issues.	Recall features, symbols, and actions related to identity and belonging.
Engaging	Recognise examples of beliefs, practices and sources, or key words.	Express a response to simple questions or sources relating to ultimate questions or issues.	Recognise examples of features, symbols and actions, or key words.

5. Planning and assessment

Our RE curriculum follows the Hackney syllabus Big Questions. All units of work can be found on the T drive in RE folder, along with the curriculum map. Lessons are adapted to

meet SPSS standards including oracy links, RRS links and maintain strong links to the Hackney syllabus and skills spectrum.

Each year group has a unit outline where teachers are able to clearly see the prior learning the children will have from previous units and year groups. This allows teachers to encourage children to recall and link this prior learning with the new for a deeper understanding.

The unit outline also demonstrates how the success criteria for each lesson links to the concepts of 'Believing', 'Thinking' and 'Living' to ensure children are making progress in these areas and teachers can formatively assess them confidently within each lesson.

The first lesson of the unit should re-introduce the Big Question of the year. Children will be asked what they already know about it at the start of unit, and then again at the end to evaluate progress.

All resources and activity details are provided on unit outlines, and should be tailored to suit the cohort of children and should be differentiated to ensure all children are able to access including SEND/EAL.

Plenary for each lesson should be a WWQ (linked to the Hackney RE skills spectrum- giving children the opportunity to reflect on new learning and how this links to their prior understanding). This should then be recapped at the start of the next lesson and children's responses noted down (older years may encourage children to write own answers to this.)

All Planning is saved on the T drive for subsequent years, and reviewed where necessary by the RE lead.

Unit outline example – Section taken from the Year 4 unit ‘How do Hindu people worship?’

Key question	Learning Objective and Success criteria	Possible Teaching & Learning Activities	Resources
1. What different ideas do our class have about God? 	To compare and contrast ideas about God I can ask important questions about life and compare my ideas with those of other people. (Step 3) I can compare and contrast my ideas about God with other people's thoughtfully (step 4)	- Ask pupils to fill in pre/post learning document. - Have a whole class discussion to find pupil's ideas about God. In pairs and small groups discuss questions for example: Does God exist? Can people ever really know if God exists? Who is God and what do people think God is like so believe in Him/Her? - OR have a P4C discussion on 'Does God exist?' - Pupils to create their own picture using images or symbols, to allow all pupils to take part, of what they think God looks like/ is like (See Spirited Arts website, <i>allow children who have no belief in God to create an empty world or heaven or something that represent there is no God for them</i>). Ask pupils to discuss what their picture means and shows with a partner. Ask pupils to then write their explanation next to their image/symbol. They could use speech bubbles for a display, or could film what they have drawn/painted collaged, with pupils talking about their ideas and thoughts.	Resources - - Plain A4 paper for symbol activity (section boxes sheet for differentiation) - Post-it notes (to collate initial ideas about God)
2. How do Hindu people express their beliefs about God? 	To identify what Hindu people believe about gods/God I can compare some things that Hindu's believe about with my own ideas. (Step 3) I can explain why Hindu people picture gods in different symbolic ways (Step 4)	- Recap on the last lessons learning. - Introduce the Aum symbol https://www.youtube.com/watch?v=pfy0iKaxBFs (Play first 1 min of film OR start by telling a story about Svetaketu, discuss with pupils what does the story tell about Aum symbol and Hindu people's belief in God?) - Discuss with pupils that each of us has many aspects to our identity. Activity entitled: Myself – one person, many sides. Draw a picture showing 'different sides of me'. It could show being a son/daughter, a friend, a footballer, a helper etc. Emphasise they still are one person, but they also have different sides to who they are. - Explain that Hindu people believe in one God but there are many different aspects, or sides to God. Look at different pictures of Hindu deities. Ask pupils to identify common or distinctive features in the pictures. E.g. – gods with many arms (showing power), coloured blue	Resources - - Story of Svetaketu - The worksheet for Hindu gods
		(like the heavens), Lakshmi with her coins (showing her as a goddess of wealth). Pupils record their understanding of these symbols. - Discuss how for many Hindu people, these are all aspects of the one God. Compare all these different pictures depicting aspects of God with those that the children drew at the start showing their many sides. - Ask what the pupils have learnt about Hindu beliefs about God? Pupils to write down their ideas.	
3. What is a shrine and why is it important in a Hindu home? 	To consider why a home shrine is important for a Hindu person. I can describe what most Hindu's would have at their home shrine and why (Step 3) I can describe a number of different Hindu gods/goddesses explaining their symbols and why a Hindu person would look after them so carefully (step 4)	- Recap on the last lessons learning. - Ask the pupils to think of a place where they like to be quiet and think or pray. They could share their ideas to a partner - Imagine you have a special guest coming to your house. How would you make them feel welcome? How would you prepare your house to welcome them? Brainstorm ideas or play a freeze frame game with the pupils where they freeze frame something they do to get their home ready and the rest of the class has to guess what that is - Explain how Hindu people treat the figures (Murti's) of the gods and goddesses as extra special guests, respecting them, caring for them, talking to them, offering food to them and keeping them clean. Introduce the idea of a shrine, a special place in the Hindu home for worshipping the deities and show some images of home shrines. You could as the teacher create a small model of a Hindu shrine in the classroom using a picture or murti of the deity and placing a diva, incense sticks, some flowers etc. before it or make own shrine of objects important to them in order to use this as a teaching prompt. - Show the My Life my religion BBC film https://www.bbc.co.uk/programmes/p02n5wvr - A Hindu parent/member of staff could be invited in to demonstrate in the classroom murti and their home shrine. - On template of a shrine, pupils to draw objects very special to them.	[Enrichment opportunity] A Hindu visitor My Hindu faith book ISBN 0237532271 My life my religion film clip from BBC introducing Hinduism https://www.bbc.co.uk/programmes/p02n5wvr
4. How do Hindu people worship in the home?	To consider the importance of Hindu worship at home I can use Hindu words to describe how Hindu people show their beliefs at home in worship (Step 3)	- Recap on lesson from last week and then watch a video that shows Hindu worship at home again https://www.bbc.co.uk/programmes/p02n5wvr - Introduce the Puja Tray – maybe have it in a bag and ask pupils to guess what is in there. Gradually reveal the items that Hindu people put onto a puja tray either in reality or on the IWB.	puja activity https://www.bbc.co.uk/programmes/p02n5wvr BBC Pathways of belief Puja tray film

6. Evidence for RE

Each RE should be recorded in class scrapbooks through a photo record which includes the learning objective and success criteria of the lesson.

Lesson outcomes can vary between written and worksheet activities, as well as photo records to show oracy/philosophy/art/drama-based activities

Examples of activity and children's work should be added to scrapbooks as well as evidence of where activities have been differentiated to support the learning of all pupils

WWQ's should be evidenced within the scrapbook (however you wish) - with children's responses to these to ensure children are reflecting on the big question and shows evidence of the RE skills

Any written work should be marked according to the lesson success criteria.

At the end of each unit, children complete AFL of what they have learnt and reflect on how this has built upon their previous knowledge. This along with formative assessments throughout the unit, informs teacher assessments of each child and subsequent planning.