

Subject Intent through our Values

Community

Pupils learn to be kind, respectful, helpful and forgiving
Enables our pupils to be strong and upstanding individuals in society
Respect beliefs and views of others.
Know that all contributions will be valued

Peace

Peace of God and for others
Reflection of what they learn, sharing their ideas in a safe, nurturing environment and explore the awe and wonder that arises from Bible stories and the teachings of Jesus.

Love

This golden thread that joins our units of learning together. Children learn how our school value of love is shared and expressed in other faiths. And how we show love to one another through mutual respect and celebrating our uniqueness.

Resilience

Pupils develop confidence, perseverance and resilience, achieving success and enabling them to be the best learners they can be.

Our Curriculum Approach

We teach RE using **Agreed Syllabus for Religious Education in Surrey Schools 2023-2028**. We aim for our pupils to be confident and successful learners and acquire a rich, deep knowledge and understanding of Christian belief and practice, as well as a deep appreciation for the diversity of religious and non-religious worldviews including **Judaism, Islamism, Sikhism, Hinduism, Buddhism and Humanism**.



RELIGIOUS EDUCATION

At Walsh Infants and Juniors

How we develop children's language, including subject specific and technical vocabulary and oracy.

RE lessons engage our pupils in a range of creative activities which embed reading, writing and speaking and listening skills. Pupils have the opportunity and are encouraged to share their ideas or opinions in a supportive and safe environment, thus promoting positive emotional, social and spiritual wellbeing. Our pupils are given time and space for reflection and a safe space to explore their own religious or spiritual ways of seeing, living and thinking, believing and belonging.

Big Ideas

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| <ul style="list-style-type: none">○ Theology○ Philosophy○ Human/Social Science | <ul style="list-style-type: none">○ Ask questions○ Observe practices○ Read sources○ Debate truth○ Explore religion○ Analyse data○ Reflect on their lives and the lives of others. |
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Teaching and Learning Approaches used in this subject:

- Exciting, engaging learning **experience**
- Creative activities including drama, role play, use of real-life artefacts, art, outdoor experiences, singing
- Embedded **reading, writing, speaking and listening skills**
- Promote positive **emotional, social and spiritual wellbeing**
- **Enquiry focused** – asking and answering questions, awe and **wonder questions**
- **Cold calling** and **think-pair-share**
- **Creative response**

How we make our curriculum exciting and engaging and increase children's cultural capital:

Celebrating and embracing the diverse cultural backgrounds of our pupils is a central part of our school ethos. Through our curriculum, we provide opportunities for our pupils to learn about different cultures, traditions, and artistic expressions, both locally and globally. This includes regular visits from the clergy, as well as Christmas services and performances that support our curriculum teaching. We also work closely with our local community to organise cultural events and activities that promote understanding and appreciation of the rich diversity of our school.

Spirituality

At the heart of our school's vision and values is a commitment to supporting the spiritual development of our pupils. Through our teaching of RE, which covers a range of world religions, and our strong links with the local church, we aim to help our pupils develop a rich and deep understanding of Christian belief and practice, as well as an appreciation for the diversity of religious and non-religious worldviews. We also provide opportunities for our pupils to engage in reflective and contemplative activities, such as mindfulness exercises and meditation.

How we Adapt Teaching to meet the needs of our Pupils

- Use **visuals** to support vocabulary and understanding
- **'Hands on'** learning opportunities where possible.
- Clear **routines** and **expectations** for each lesson
- Break down lessons into small manageable chunks.
- Teacher **modelling** and demonstrations.
- A culture where acceptance of boundaries and mutual respect is understood.

How we assess:

Teachers use **precise questioning** to check learning and understanding.

Retrieval practice is used to overlearn and assess prior knowledge.

Formative assessments are used to address any misconceptions and adaptation of planning for future lessons.