

ASPIRE- BELIEVE- ACHIEVE

Religious Education

SUBJECT ON A PAGE

Intent- We aim to...



Develop in children a deep understanding of the Christian faith, including key figures, stories and practices.



Ensure children have a secure understanding and knowledge of the key beliefs and practices within the other focus faiths studied from Early Years to Year 6 which are prevalent across our diverse world.



Ensure children develop the ability to reflect with their own thoughts, beliefs, opinions and with empathy upon the concepts or beliefs which underly the subject matter of each key enquiry.



Foster skills of curiosity, evaluation and critical thinking within Religious Education by centring lessons around key enquiry questions for children to reflect upon and answer during lessons.



Ensure all children engage with a range of people who represent different faiths and visit different religious buildings so that they further their understanding of faith and religious practices.



Implementation- How do we achieve our aims?

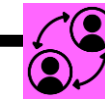
Our Curriculum

At Keep Hatch Primary School, our RE curriculum is based on the Discovery scheme. It is sequenced to provide all pupils with a secure coherent knowledge of seven key world religions. RE is taught in every half term and focuses principally upon Christianity - which comprises 50% of our content. However, children additionally build and deepen their knowledge of beliefs and practices within Judaism, Sikhism, Buddhism, Hinduism, Islam and Humanism. Each unit of work is planned and underpinned by substantive vocabulary and knowledge. The sequence of learning ensures that knowledge and concepts are taught in optimal order to support children's growing understanding whilst ensuring children also develop their skills and attitudes. Children will develop their experiential knowledge through key texts, artefacts, visitors and visits to places of worship.

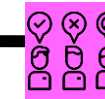
Each unit of learning is consistently focused upon an overarching key enquiry question and to promote retrieval and vocabulary development, each lesson begins with a quiz to retrieve prior learning and the teaching of key language. Lessons within each sequence of learning are then framed with an investigative question, linking to the key objective of the lesson, which focuses the children's learning. Each unit of learning refers to prior learning to ensure that children build substantive knowledge over time.

The Discovery RE scheme is additionally designed to ensure that within each sequence of lessons within each unit of enquiry, children develop their personal skills and attitudes via planned opportunities to engage, investigate, evaluate as well as express themselves. These important life skills are transferrable when learning across any other curriculum subject.

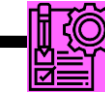
Key Skills and Attitudes



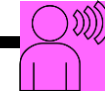
Engagement



Investigation



Evaluation



Expression

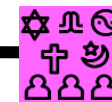
Progression of Knowledge and our 'Golden Threads'

At Keep Hatch, children will encounter 'Golden Threads'. These are substantive concepts that are revised and developed throughout each RE enquiry unit and across the key stages. It ensures that the learning is linked together in a more meaningful way.

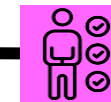
Additionally, the curriculum has been carefully mapped so that in addition to Christianity, children focus upon one other world religion within each year group until Year 6, when a final summer term enquiry weaves together all the religions that have been studied since Early Years Foundation Stage. Each taught unit is clearly linked to prior the prior learning that children have experienced.

We aim that this approach allows all children to make the links that allow knowledge to be retained and applied.

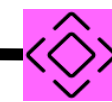
Golden Threads



Beliefs, Teaching & Sources



Practices & Ways of Life



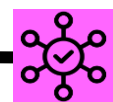
Forms of Expressing Meaning



Identity, Diversity & Belonging



Meaning, Purpose & Truth



Values & Commitments

Content



Christianity



Judaism



Sikhism



Buddhism



Hinduism



Islam



Humanism



Implementation- (continued)

Strong Foundations

In the Early Years, the children's RE curriculum engages meaningfully with all three key areas of learning within Development Matters: Communication and Language - via listening, discussion and story; Personal, Social and Emotional Development - as children develop their ability to express their feelings and think about the perspective of others; and Understand the World - as children learn more and become more curious about different people, cultures and communities. As children move into Key Stage 1, their curriculum builds upon these early foundations.

Cross-curricular Links

The RE curriculum has rich and frequent links with English through speaking (including drama), listening, reading and writing. Reading in particular is an integral part of our school curriculum as a whole, and in RE, children have opportunities to read key stories from religious texts; from good quality selected texts and through opportunities to carry out research using Chromebooks. Cross-curricular links are also made with PSHE and Art where children can express their learning creatively.

Our RE curriculum has strong links to SMSC (Spiritual, Moral, Social and Cultural) especially the spiritual aspect. This is enhanced when places of worship are visited on field trips and when visitors are welcomed to the school. Children gain an understanding of 'belief' and learn to respect the beliefs of others. Additionally, children are taught about core values in different religions. The values within the religions studied are consistently linked to our British Values of democracy; the rule of law; individual liberty; as well as mutual respect and tolerance of those with different faiths and beliefs.

Support and Challenge

All lessons are taught with SEN pupils, EAL pupils and most able pupils in mind. Resources are provided where necessary to scaffold and there are additional challenge questions for more able learners to apply and deepen their learning.

Vocabulary Development

Understanding topic-specific vocabulary is central to learning in RE. Vocabulary is taught and explored at the start of and during lessons. Lessons begin with the revisiting of key vocabulary and the teaching of new words to ensure definitions are remembered. It is also developed through reading texts together.

Assessment

Opportunities for formative assessment are integrated throughout the lessons through discussion and writing opportunities. In EYFS, responses or work may be recorded in their Learning Journals and in KS1 & KS2, children each have a book where RE learning can be recorded. Summative assessments are planned at the end of each unit. These are often writing opportunities to answer the key enquiry question posed at the beginning and will draw on the 'Golden Threads' children have explored.

Education not Promotion

We recognise that as a school we have an obligation to ensure the teaching of RE is educational and not a promotion of the religion. As a school, we have children and staff who follow different faiths and the teaching of RE is kept neutral through the use of language used in lessons, assemblies and educational visits. For example, 'Christians believe that ...' and not, 'We believe that ...'



Impact- How will we know we achieved our aims?



Children leave Keep Hatch with a secure knowledge of the Christian faith, including key figures, stories and practices.

Children have a secure understanding and knowledge of key beliefs and practices within the focus faiths they have studied across each key stage.

Children can demonstrate the ability to reflect with their own thoughts, beliefs, opinions and with empathy when answering enquiry questions.

Children can demonstrate curiosity; the ability evaluate information and to think critically when answering questions.

Children have engaged respectfully with a range of people who follow different faiths and when visiting at least two different religious buildings. Children can talk with understanding about these experiences.