

Curriculum Statement for Religious Education (RE)

INTENT - What do we aspire for our children?

'Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society.

Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these.

RE also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.'

Religious Education in English Schools, Non-Statutory Guidance 2010

Our Rationale for RE:

Although there is no National Curriculum for Religious Education, we do follow the **Non-Statutory Guidance** published by the DfE in 2010. **Awareness, Mystery and Value** is the agreed syllabus from Bristol Local Authority. Discovery RE has been carefully mapped against that and fully meets the requirements. More information about how our chosen curriculum links to this guidance can be found **here**. Alongside this, we aim to ensure that all learners:

- Experience a broad and balanced RE curriculum which encourages them to develop spiritually, morally, socially and culturally.
- Learn about the traditions, festivals and values of others with a focus on the main world faiths.
- Recognise and value the beliefs that are important within our close-knit community.
- Are encouraged to be tolerant and respectful towards the customs and beliefs of others.

Our Aims for RE at Hotwells:

At Hotwells, we encourage our children to ask questions and explore how practices and beliefs affect how someone may feel and how they choose to live their life. Using this curiosity, the children will understand how religion can deepen the sense of community someone may feel. Our teaching will enable pupils to acquire knowledge and understanding of religious beliefs and values across a wide range of world religions and will not steer pupils towards a religious belief. We will also make sure that they are aware that people may have no attachment to religious beliefs and follow secular philosophies.

We use an enquiry-based approach to teaching and learning, which provides challenge, and requires children to retain knowledge and apply it to a series of big questions.

At Hotwells, RE develops our overarching aims in the following ways:

We are Ambitious and Creative:

- Our enquiry-based model is ambitious because it develops children's critical thinking skills
- This approach increases their inspiration to learn, and enhances their understanding and respect of people and their beliefs, religious or otherwise.
- This approach takes seriously the philosophy that children are free to independently make their own choices and decisions concerning religion and belief - its purpose is to inform and develop the skills with which evaluation can take place.
- Our curriculum provides children with the knowledge they need to become creative and critical thinkers and to persevere with discussions and debates about belief.

We are Local and Global Citizens:

- We encourage children to share their experiences of religion and celebrate their own beliefs as well as respecting the differing opinions and beliefs of others.
- We embrace and encourage 'open mindedness' and discussion but ensure that our children are able to do this whilst being both respectful and tolerant of beliefs that differ from their own.
- We teach children to use well-chosen language and demonstrate and model this in our own teaching in order to celebrate diversity positively.
- Assemblies regularly celebrate world events that link with religion.
- We welcome visitors from different faiths and encourage opportunities to take children to different religious buildings to develop their learning further.
- We always like to invite parents and children to present information about their faith, often linked to specific festivals.

What will our children learn at Hotwells?

We follow the Discovery RE Scheme of work which is taught weekly in all classes including EYFS.

British Values and SMSC:

Our RE curriculum serves the SMSC (spiritual, moral, social, cultural) and British Values agendas. RE is a key contributor to SMSC development and SMSC opportunities are built into each enquiry. British Values Religious Education is key in engendering knowledge and understanding which can lead to tolerance and respect for others and their beliefs. Our RE curriculum contributes significantly to the British Values agenda, as it encourages evaluation and critical thinking, and equips children to consider belief positions they encounter.

You can see the detailed Long Term plan for RE linked to the Discovery Curriculum by [clicking here](#).

Long Term Overview:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	What makes people special? (Christianity, Judaism)	What is Christmas? (Christianity)	How do people celebrate? (Hinduism)	What is Easter? (Christianity)	What can we learn from Stories? (Christianity, Islam, Hinduism, Sikhism)	What makes places special? (Christianity, Islam, Judaism)
Year 1	Does God want Christians to look after the world? (Christianity)	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? (Christianity)	Was it always easy for Jesus to show friendship? (Christianity)	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? (Christianity)	Is Shabbat important to Jewish children? (Judaism)	Are Rosh Hashanah and Yom Kippur important to Jewish children? (Judaism)
Year 2	Is it possible to be kind to everyone all of the time? (Christianity)	Why do Christians believe God gave Jesus to the world? (Christianity)	Does praying at regular intervals help a Muslim in his/her daily life? (Islam)	How important is it to Christians that Jesus came back to life after His crucifixion? (Christianity)	Does going to a Mosque give Muslims a sense of belonging? (Islam)	Does completing Hajj make a person a better Muslim? (Islam)
Year 3	Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? (Hinduism)	Has Christmas lost its true meaning? (Christianity)	Could Jesus heal people? Were these miracles or is there some other explanation? (Christianity)	What is 'good' about Good Friday? (Christianity)	How can Brahman be everywhere and in everything? (Hinduism)	Would visiting the River Ganges feel special to a non-Hindu? (Hinduism)

Year 4	How special is the relationship Jews have with God? (Judaism)	What is the most significant part of the nativity story for Christians today? (Christianity)	Can the Buddha's teachings make the world a better place? (Buddhism)	Is forgiveness always possible for Christians? (Christianity)	What is the best way for a Buddhist to lead a good life? (Buddhism)	Do people need to go to Church to show they are Christians? (Christianity)
Year 5	How far would a Sikh go for his/her religion? (Sikhism)	Is the Christmas story true? (Christianity)	Are Sikh stories important today? (Sikhism)	How significant is it for Christians to believe God intended Jesus to die? (Christianity)	What is the best way for a Sikh to show commitment to God? (Sikhism)	What is the best way for a Christian to show commitment to God? (Christianity)
Year 6	What is the best way for a Muslim to show commitment to God? (Islam)	How significant is it that Mary was Jesus' mother? (Christianity)	Is anything ever eternal? (Christianity)	Is Christianity still a strong religion 2000 years after Jesus was on Earth? (Christianity)	Does belief in Akhirah (life after death) help Muslims lead good lives? (Islam)	

Our RE curriculum is structured in two main ways:

Learning about a religion:

1. Beliefs, teachings and sources.
2. Practices and ways of life.
3. Forms of expressing meaning.

Learning from a religion:

1. Identity, diversity and belonging
2. Meaning, purpose and truth
3. Values and commitments

IMPLEMENTATION - how will we deliver the curriculum?

Children will learn about the following different Religions: Christianity, Judaism, Hinduism, Sikhism, Islam and Buddhism.

Themes: Different themes will be introduced to the children throughout the year. Children will be given opportunities to engage with, investigate and evaluate each theme, and finally express their viewpoints relating to their own experiences, reflecting on how this enquiry might have influenced their starting points and beliefs.

Key Questions: Key questions provide the starting point for each enquiry, demanding an answer that weighs up 'evidence' and reaches a conclusion based on this. Children then use their subject knowledge and apply it to the enquiry question. Our curriculum focuses on critical thinking skills, on personal reflection into the child's own thoughts and feelings, on growing subject knowledge and nurturing spiritual development.

What does RE look like in EYFS?

- RE in the EYFS can contribute to most of the seven areas of learning that the framework outlines.
- It is most significant in these two areas: personal, social and emotional development, specifically 'self-confidence and self-awareness', and understanding the world, specifically 'people and communities' and 'the world'.
- EYFS follow six enquiries throughout the year.
- Each enquiry poses a big question and helps children understand how people from one or from several different religions might answer it, always asking the children what they think, celebrating their choices and beliefs as unique human beings.
- The teaching and learning in EYFS lessons (each enquiry) are structured into three sections: *Interest me, Help me learn* and *Let's think*.

What does RE look like in Key Stage 1 and Key Stage 2?

In Key Stage 1 and Key Stage 2, children will be taught about Christianity in every year group; Christmas and Easter are given new treatment each year so that learning continues to develop in a progressive way.

- We use an enquiry-based approach to teaching and learning in Key Stage 1 and Key Stage 2.
- Within this enquiry-based approach, a 4-step enquiry process is followed.
- **The Engagement lesson (Step 1)** is where the key question is explored. Underpinning this question, children are encouraged to think about their own experiences.
- **The Investigation lesson (Step 2)** is where children gain subject knowledge to assist their thinking about the key question.
- **The Evaluation lesson (Step 3)** draws together the children's learning and their conclusions about the key question from that enquiry.
- **The Expression lesson (Step 4)** takes the children back to Step 1, enabling them to consider their own experience and to reflect on how this enquiry might have influenced their own starting points and different beliefs.
- During these units, teachers will always look for opportunities to invite parents or visitors into their classes to further enrich the curriculum and to present information about their faith. Where relevant, teachers may also encourage children in their class to share their own experiences of their faith with that peers.

It is expected that every lesson will include:

- A key question that is introduced and referred back to.
- Specific links to prior knowledge and key concepts.
- Key vocabulary that is taught/recapped every lesson.
- A personal reflection that supports children transfer the key understanding into their own context.

Curriculum Enrichment:

Where possible, we enrich the curriculum with:

- Educational visits to local places of worship.
- Close links to Hope Chapel and Holy Trinity Church.
- Multi-year group visits to different places of worship.
- Visitors from different faiths within our community.

IMPACT - how do we know our curriculum is effective?

Pupil Voice:

We understand that pupils are the best way to show how effective our curriculum is. Pupil voice will demonstrate:

- The correct use of RE specific terminology,
- Their ability to talk about RE specific concepts and skills.
- Their ability to talk about the 'why' behind their work.
- Explain how learning builds on previous knowledge.

High Quality Outcomes:

We will monitor our curriculum through book studies and discussions with pupils. These will:

- Demonstrate pride and effort.
- Capture increasing understanding of RE specific concepts and knowledge.
- Demonstrate a clear sequence of learning.
- Include vocabulary that is clearly seen and used correctly.
- Learners make progress regardless of starting points.