



Huntley C of E Primary School

RE Curriculum

School Vision

Nurtured individuals, learning together with God's love, to live life to the full.

Core Values

Respect, Perseverance and Courage.

Living Values

Creativity, Wisdom, Compassion, Truthfulness, Generosity, Responsibility, Friendship, service, Justice, Peace, Thankfulness, Forgiveness.

Religious Education Curriculum Statement of Intent

Religious Education provides children with an understanding and a respect for religious beliefs in the world around them. It is central to the purpose of our School because as a church school we see that the Christian faith informs all aspects of our life together.

We endeavour to inspire and encourage children to explore what people believe and how this affects the way that they live. We encourage them to use this knowledge to reflect on their own ways of living, develop a strong sense of self and communicate their ideas around this.

The curriculum encourages them to answer challenging questions and find out about the purpose of life. Through our religious education curriculum we encourage questioning and critical thinking.

We learn about religions and beliefs in local, national and global contexts. We incorporate visits to places of worship and welcome visitors from different faith communities into our school. We make excellent use of the local church and community.

As identified in the, [Statement of Entitlement](#) teaching and learning in RE at Huntley provides:

- a challenging and robust curriculum based on an accurate theological framework
- an assessment process which has rigour and demonstrates progression based on knowledge and understanding of core religious concepts
- a curriculum that draws on the richness and diversity of religious experience worldwide
- a pedagogy that instils respect for different views and interpretations; and, in which real dialogue and theological enquiry takes place
- the opportunity for pupils to deepen their understanding of the religion and world views as lived by believers
- RE that makes a positive contribution to SMSC development

Curriculum Implementation

As Huntley Church of England Primary School is Voluntary Aided the provision of Religious Education must be in accordance with the school's Trust Deed. The Governors, in accordance with the Head Teacher, have taken the decision to follow the Gloucestershire Agreed Syllabus for Religious Education (2017-2022) and as such, we take its principal aim very seriously when trying to create learning opportunities in Religious Education that will inspire, enthuse and motivate children in their exploration of religion.

Teaching and Learning in the classroom will encompass the three elements; Making sense of beliefs, Making connections and Understanding the impact; allowing for overlap between them as suits the religion, concept and question being explored.

Each unit of the syllabus is based around a key question which opens up the content to be studied. Teachers will plan each unit following the five- step process as outlined in the Agreed Syllabus:

- they know how the unit/question builds on previous learning
- they are clear about the outcomes of what they are teaching
- they select content that will help them teach in an engaging way so that pupils achieve the learning outcome
- they make learning outcomes specific to the content they are teaching
- they develop active learning opportunities, use engaging stimuli, are clear about the knowledge they want children to gain and the skills they are going to develop, ensure learning activities allow children to process the knowledge and understanding, use a variety of ways to allow children to show their understanding

We create meaningful opportunities to enable learners to 'dig deeper' into the key questions that explore the ultimate ideas that concern religions and faith. When they have learnt about the concepts and gained understanding of the practices of peoples within religious traditions, they can 'linger longer' in their own exploration of what that means for them to be members of the human race. The children discuss and share their ideas.

For learners, this will mean they have opportunities to reflect deeply on their own personal beliefs and what makes them unique as individuals therefore developing positive self-esteem.

At Huntley, Religious Education is taught in classes (EYFS/Y1, Y2/Y3, Y4/Y5 and Y6) using a rolling programme using our school progression document. This programme ensures that pupils' knowledge about religions is deepened and that they develop

their 'religious literacy'. The programme studies one religion at a time - 'systematic units' -, and then includes 'thematic' units which build on learning by comparing the religions, beliefs and practices studied.

Alongside theoretical lessons in the classroom where a range of sources and artefacts are used, we make use of trips, visits and visitors to enable the children to have first-hand experiences.

During EYFS and Key Stage One, the children encounter Christianity (Christians) and other faiths, Judaism (Jews) and Islam (Muslims) as part of their growing sense of self, their own community and their place within it. This will be taught for 36 hours over the year, taught either discretely or as part of a theme. In Key Stage Two, pupils study in depth the religious traditions of the following groups; Christians, Muslims, Hindus and Jews. This will be taught for 45 hours over the year either discretely or as part of a theme.

The resource Understanding Christianity is used to support the teaching of Christianity. Opportunities for spiritual development are embraced throughout the curriculum alongside our focused planned Spiritual, Moral, Social and Cultural opportunities.

Curriculum Impact

Our children will be inspired and encouraged to explore what people believe and how this affects the way that they live. They will use this knowledge to reflect on their own ways of living, develop a strong sense of self, communicate their ideas effectively, and develop a sense of belonging within the context of the wider world.

By the end of Key Stage 2, our pupils will:

Make Connections by:

- Evaluating, reflecting on and enquiring into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses.
- Challenging the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response.
- Thinking about possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

Make Sense of beliefs by:

- Identifying, describing, explaining and analysing beliefs and concepts in the context of living religions, using appropriate vocabulary

- Explaining how and why these beliefs are understood in different ways, by individuals and within communities and different cultures
- Recognising how and why sources of authority (e.g texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

Understand the Impact by:

- Examining and explaining how and why people express their beliefs in diverse ways
- Recognising and accounting for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- Appreciating and appraising the significance of different ways of life and ways of expressing meaning