

Hurst Drive Primary

RE Curriculum Guidance 2022-23



Intent

At Hurst Drive, we believe that it is important for all children to learn about and from religion so that they can understand the world around them.

Learning is focused on enabling students to explore and reflect on the nature of religion. Through providing opportunities for children to explore and learn about several religions, children are able to develop their understanding of different practices, relate it to their own lives and reflect on the human experiences common to all.

We aim to provide a curriculum which broadens and deepens pupil understanding. All staff have high expectations for all children, mirroring our school vision, 'Success For All'.

At Hurst Drive Primary School we aim that all children will:

- Grow in confidence in their own faith and respect those with a faith different from their own.
- Develop and extend their knowledge and understanding of world faiths and of ethical beliefs.
- Develop and show a positive attitude to living in a religiously diverse society.
- Reflect on their own social, cultural, spiritual and moral development.

This will enable there to be 'success for all' for the children in further education and the wider world.

Implementation

Planning

Teachers plan according to the HFL agreed RE syllabus and use the Plan Bee scheme of work to provide a consistent whole school approach.

The following religions are studied at Hurst Drive:

Christianity
Buddhism
Hinduism
Islam
Judaism
Sikhism

Each religion is studied three times through our spiral curriculum. This ensures that the children's understanding is built on throughout their time in school and is therefore secure. At Hurst Drive we encourage our children to be active learners who draw upon previously taught knowledge to further their understanding.

Teaching and Learning

At Hurst Drive, we use a variety of learning and teaching styles in order to meet the needs of all our pupils. Clear objectives are set and teachers differentiate according to the needs of the children. Targeted teaching is used to support identified children.

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Class teachers ensure children are offered stimulating and engaging lessons. Teachers use Voice21, which is a whole school oracy strategy which is used to promote the importance of class discussion and child engagement. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. We include and promote British values, ensuring that children are aware of their rights and responsibilities as UK citizens.

Active and engaging lessons are created by:

- Providing opportunities to discuss religious ideas and beliefs and how they relate to the children's lives.
- Exploring stories relating to the different religions, including through drama and art.
- Exploring different religions through visitors to the school, virtual visits to places of worship and exploring artefacts.
- Reflecting on the differences between all religions.

Inclusion

Driven by our vision of 'Success For All', all children receive quality first teaching in RE and activities are differentiated accordingly. Staff have high expectations that all children can achieve their full potential.

Additional considerations are:

- Make sure pupils are well prepared for visits, particularly to different places of worship. Preparation can include using photographs, videos, artefacts etc, so that pupils are not worried about unfamiliar situations.
- Use of good-quality artefacts allows pupils to understand aspects of the different faiths. Artefacts can be used to develop pupils' observation skills and use of language.
- Learning about religion can present barriers for pupils with complex needs because of the abstract concepts involved. Many of these barriers can be removed by using multi-sensory approaches, eg through drama and role-play, visits to places of worship, or sharing special meals.

A useful document to refer to when planning for inclusion in RE:

<https://dera.ioe.ac.uk/13806/1/religiouseducationre.pdf>

Impact

Through the use of ongoing assessment; monitoring of teaching and learning and feedback with pupils, we will be able to identify the impact. We evaluate progress and attainment for all pupil groups including our SEN pupils, in order to successfully support and challenge to ensure best possible progress and success for all. Formative assessment is used to understand children's prior knowledge and this is used to adapt planning for individual classes. The children use mind maps or KWL grids which allows the teachers to assess their knowledge at the start and the end of a topic.

The children enjoy learning about other religions and why people choose, or choose not to follow a religion. Through their R.E. learning, the children are able to make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people's cultures and ways of life.