

### Our Approach to Teaching RE

Our Curriculum Intent :To create a flexible, responsive curriculum which can be adapted to reflect children's interests and teachers' passions whilst ensuring rigorous progression and coverage of key skills and knowledge

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, 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.

At Hollybush this is achieved by following a clear and well-sequenced curriculum in Religious Education, which comprises of the Emmanuel Project RE resources for all faiths, and supplemented by Understanding Christianity resources to deepen children's understanding of Christianity. We have adopted this Suffolk multi-faith scheme, to support our delivery of the learning of themes and key concepts for all major world faiths. The Emmanuel Project (RE scheme of work) uses an 'Enquiry Based' Model of learning into religions and world views and therefore children tend to move through a cycle of learning for each unit taught. The scheme combines a blend of theology, human and social sciences and philosophy to enable children to develop a better and more balanced understanding of religion and world views. The three disciplines are present in each key stage but with the emphasis shifting slightly, so that human and social science may be more obvious in the Early Years and Key Stage 1 and theology has more focus at Key Stage 2.

Key Concepts in RE incorporate 8 areas of study determined by SACRE, which are set out in the Herts Agreed Syllabus for RE. These eight concepts aim to enable pupils to develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses, developing religious, theological and philosophical literacy through religions and worldviews.

Beliefs and practices	Sources of wisdom	Symbols and actions	Prayer, worship and reflection
Identity and belonging	Ultimate questions	Human responsibility and values	Justice and fairness

Which link to;

Christianity	Judaism	Islam	Hinduism
Sikhism	Buddhism	Humanism	

# Progression of skills

Religion/belief	Year group	Progression of skills
Christianity	EYFS	
		Why is the word God so important to Christians? Why do Christiansd perform nativity plays at Christmas? How can we help others when they need it? How can we care for our wonderful world?  Why do Christians put a cross in an Easter garden? What makes every single person unique and precious?
	KS1	vviig do Orinstians put a cross in an Easter garden: vviiat makes every single person dilique and precious:
	NOT	Why is belonging to God and the church family important to Christians? What did Jesus teach about God in his parables? Why do Christians pray to God and worship him? How does celebrating Pentecost remind Christians that God is with them always? Why was Jesus given the name 'saviour'? What are the best symbols of Jesus' resurrection at Easter? Why do Christians trust Jesus and follow him?
	LKS2	How do Christians show that reconciliation with God and other people is important? Is the cross a symbol of love, sacrifice or commitment for Christians? What do Christians mean when they talk about the Kingdom of God? How does believing Jesus is their saviour inspire Christians to save and serve others? Why do Christians believe they are people on a mission? Why are good stewardship and generous giving important for every Christian? Why do Christians call themselves the 'Body of Christ'? What difference did Paul's conversion on the Damascus road make to Christians?
	UKS2	Why is the gospel such good news for Christians? What is the great significance of the Eucharist for Christians? How do Christians show their belief that Jesus is God incarnate? Should believing in the resurrection change how Christians view life and death? When Christians need real wisdom, where do they look for it? Why do Christians think being a pilgrim is a good analogy for life itself? How do the 'Heroes of Faith' encourage Christians today? How do Christians try to capture the mystery of God as Trinity?

Judaism	EYFS	Ch to encounter religions represented in the class, school and local community
	KS1	Why is the Torah such a joy for the Jewish Community? Why do Jewish families talk about repentance at New Year? Why do Jewish families say so many prayers and blessings? Why is learning to do good deeds so important to Jewish families?
	LKS2	What symbols and stories help Jewish people remember their covenant with God?
	UKS2	What is holiness for Jewish people: a place, a time, an object, or something else?
Islam	EYFS	Ch to encounter religions represented in the class, school and local community

	KS1	How do some Muslims show Allah is compassionate and merciful?
	LKS2	How does a Muslim show their submission and obedience to Allah? Why do Muslims call Muhammad the 'Seal of the Prophets'?
	UKS2	What does the Qur'an reveal about Allah and his guidance? How does tawhid create a sense of belonging to the Muslim community?
Hinduism	EYFS	Ch to encounter religions represented in the class, school and local community

I/O4	
KS1	
LKS2	Why does a Hindu want to collect good karma? How does the story of Rama and Sita inspire Hindus to follow their dharma?
UKS2	
	What spiritual pathways to Moksha are written about in Hindu scriptures? How do questions about Brahman and Atman influence the way a Hindu lives?
EYFS	Ch to encounter religions represented in the class, school and local community
KS1	
LKS2	How does the teaching of the gurus move Sikhs from dark to light? How do Sikhs put their beliefs about equality into practice?
LIKOO	
UKS2	
EYFS	Ch to encounter religions represented in the class, school and local community
	UKS2 EYFS KS1 LKS2 UKS2

	UKS2	How did Buddha teach his followers to find enlightenment? How does the Triple Refuge help Buddhists in their journey through life?
Humanism	EYFS	Ch to encounter religions represented in the class, school and local community
	UKS2	Why do Humanists say happiness is the goal of life?

Knowledge organisers give further detail on each area of learning and can be found at:

https://www.hollybush.herts.sch.uk/curriculum/

### Assessment

RE at Hollybush is assessed against key objectives from the Herts Agreed Syllabus which can be found on the skills progress document above.

Assessment takes two forms:

### Formative assessment

This takes place on a day-to-day basis during teaching and learning, allowing teachers and pupils to assess attainment and progress more frequently. It begins with diagnostic assessment, indicating what is already known and what gaps may exist in skills or knowledge. If a teacher and pupil understand what has been achieved to date, it is easier to plan the next steps. As the learning continues, further formative assessments indicate whether teaching plans need to be amended to reinforce or extend learning. Formative assessments may be questions, tasks, quizzes or more formal assessments. Often formative assessments may not be recorded at all, except perhaps in the lesson plans drawn up to address the next steps indicated.

### Summative assessment

This sums up what a pupil has achieved at the end of a period of time, relative to the learning aims and the relevant standards highlighted in the Herts Agreed Syllabus. The period of time may vary, depending on what the teacher wants to find out. There may be an assessment at the end of a topic, at the end of a term or half-term, at the end of a year or at the end of a key stage. Knowledge and understanding of the units learned in the Emanuel Project are assessed against end of unit expectations. Each RE unit in the Emmanuel Project contains a grid with the generic expectations adapted for that particular unit or religion so that teachers can gather evidence throughout the year. Each teacher takes ownership of their appropriate style of assessment suitable for not only each age group but each child. Whichever medium is used, the assessment will show what has been achieved. It will summarise attainment at a particular point in time and may provide individual and cohort data that will be useful for tracking progress and for informing stakeholders (e.g. parents, governors, etc.).

**Early Years and Foundation Stage Learning Outcomes** 

**KS1 Learning Outcomes** 

#### Beliefs and practices

Talk about different ways of living, including beliefs and festivals

#### Sources of wisdom

Listen and respond vertality and creatively to religious stories, lables, some prayers, reflections and wise sayings

#### Justice and fairness

Explain in simple terms what makes samething right, wrong and fair

Human responsibility

and values

Talk about how people show

concern for each other and the

world around them

#### Developing religious, theological and philosophical literacy through religions and worldviews

Throughout these eight areas, pupils should discover religious words and ideas.

They should be able to:

#### Prayer, worship and reflection Communicate through talk or

Symbols and actions

Communicate orally and through

creative media about people, places

and religious symbols and artefacts

gesture about prayer. Respond to their experience of periods of atiliness and reflection

#### **Ultimate questions**

Use imagination and curiosity curiosity to develop their wonder of the world and ask questions about # Identity and belonging

Show awareness of things and people that matter to them and tink this to learning in Religious Education

#### **Beliefs** and practices

Describe at least three examples of different beliefs and practices, including festivals, worship, tituals and ways of life, and explain some meanings belief them using appropriate secatulary

#### Sources of wisdom

Rotell and suggest meanings to some religious and moral storing, think, talk and ask questions about come socred writings and sources of wisdem and the traditions from which they come

#### Justice and fairness

Explain the influence of rules. Re-fell moral stories and explain how these show what is right and wrong, just and fair

#### Human responsibility and values

Re-tell stories and share real life examples of how people show care and concern for humanity and the world; think, talk and ask questions about why people do this

#### Developing religious, theological and philosophical literacy through religions and worldviews

Throughout these eight areas pupils should develop vocabulary to use in a religious context and introduce some theological ideas.

They should be able to:

#### Symbols and actions

Identify at least three examples of symbols and actions and explain how and why they express religious meaning, describe some similarities between communities.

## Prayer, worship and reflection

Talk with others about proyer. Respond to their experience of periods of stillness and reflection

#### Ultimate questions

Ask and respond to a range of how and why questions about belonging, meaning and truth expressing their own ideas and spinions

#### Identity and belonging

Talk with others about how groups express who they are and how individuals belongs communities including fath groups. Describe what a leader does and why

#### Lower KS2 Learning Outcomes **Upper KS2 Learning Outcomes Betiefs** and gractices Sources of wisdom Sources of wisdom **Beliefs and gractices** Describe and reflect on Evaluate the ways of a range of Explain and interpret a range some religious beliefs and Evaluate a range of beliefs and saurces of windom can influence practices studied, including how of stories, secred writings, practices within and across. the lives of individuals and psalms, poems, hymns, prayers colchrations and key mamenta traditions and worldviews munities. Show awareness in life are marked and make and artistacts. Describe the and explain how they share of the importance that different impact on individual between similarities with and differences interpretations of stories, sacred different beliefs and practices from each other writings, paelms, poems, hym prayers and artistacts can have on this Justice and fairness Symbols and actions Justice and fairness Symbols and actions Evaluate how important faith and Compare how and why a runge of Consider and discuss questions or Explain how a renge of beliefs, symbol facilist are to deciding what is note beliefs, symbolic expression and actions matters that are important in the accommission and actions (surfue) and and wrong, just and fair, referring Developing religious, can communicate different meaning Developing religious, world including theires about what non-vertical con communicate meaning to their own and others' ideas and to individuals within communities. theological and philosophical is right and what is wrong theological and philosophical to individual followers. Describe come Identify and describe similarities arguments literacy through religions and similar ties between some symbols in and differences between and within Literacy through religions and #Horant communities worldviews communities worldviews Throughout these eight areas pupils should Throughout these eight areas pupils should Human responsibility develop religious and philosophical vocabulary to Prayer, worship and develop religious vocabulary to communicate Human responsibility and values nmunicate knowledge and understanding of a Prayer, worship and and values knowledge and understanding of some Evaluate whether they think that range of theological and religious concepts. Describe Describe why and reflection theological concepts. Explain some of the beliefs and diverse communities can live where worshippers perform Evaluate the importance of They should be able to teachings about how people should together, identifying common They should be able to: preyer and worship. Express worship in the lines of individuals treat others and the world. Describe values, botton, respect and shared their opinions on the value of and communities from a range of how diverse communities can live human responsibility. Use personal. stillness and personal reflection together respectfully sharing the different perspectives and critical responses to evaluate same important values and how individual and collective sense of responsibility responsibility are shaped **Utilmate questions** Identity and belonging by faith and belief Identity and belonging Ultimate questions Respond to a range of challenging Describe same of the benefits and Explain the benefits for and Present a range of visus and If and why puestions about challenges individuels fare when chollenges to individuals and responses to theological and

### Adaptations for SEND children

making sense of the world.

expressing personal reflections

belonging to a faith community.

Describe how some religious

people are guided by their

religious leaders. Explain what

commitments they themselves

We pride ourselves on providing learning opportunities that are accessible and ambitious for all learners, enabling all children to make progress and have a sense of achievement. We achieve this through sequential planning, allowing skills to be scaffolded and

philosophical questions about

belanging, meaning, purpose and

truth and express their personal

and critical responses to these in

ecademic and creative ways

communities that commitment to

a faith can bring. Raise questions

about guidance and Isladership in

their own and others' lives

extended as appropriate. We also create an ethos of not being afraid to make 'mistakes,' but instead, for children to be risk-takers, problem solvers and to develop resilience.

To support children with SEND to access the curriculum we will:

- Help all pupils achieve the best of their abilities, despite any special educational need or disability they may have.
- Ensure that staff are aware of and sensitive to the needs of individual pupils and that teaching is appropriate to meet those needs.
- Make suitable adaptations to the curriculum for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.

Depending on the specific needs of each child, further adaptations may include, but are not limited to:

- Use of speaking frames to form reasoned answers.
- Sensory stories
- Multisensory activities
- Drama
- Dressing up/role play
- Images/pictures
- Real life visits
- Resources labelled with Makaton symbols
- Tasks broken into chunks with communication in print instructions
- Larger/simpler resources eg. characters/dolls/soft toys/symbols
- Alternative resources eg. access to a you tube clip in place of a written hand out.
- Pre-teaching of key vocabulary
- Flexibility in group work eg. option to work alone if preferred