



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	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

	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?
Sikhism	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?
	UKS2	
Buddhism	EYFS	Ch to encounter religions represented in the class, school and local community

	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.

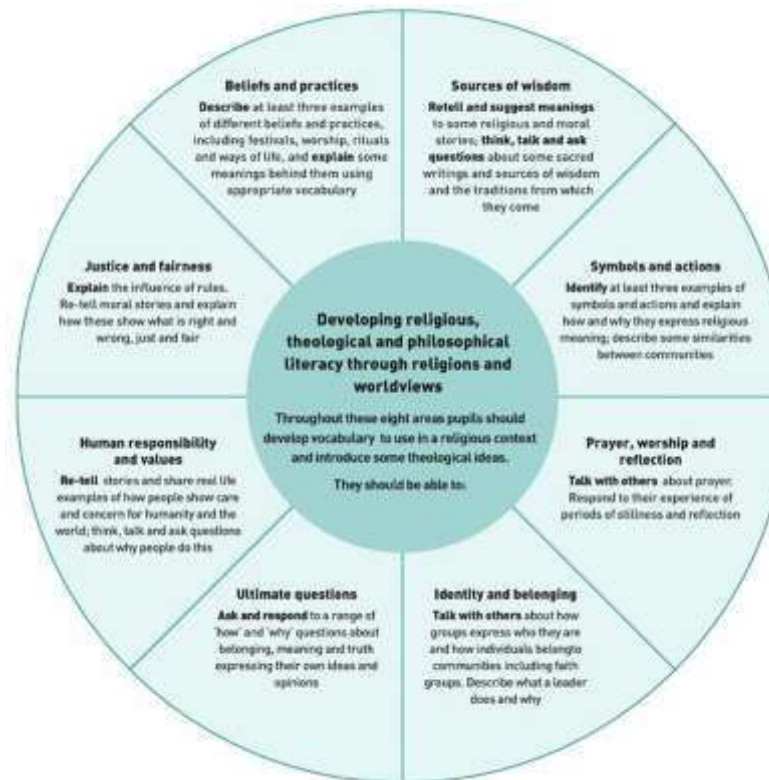
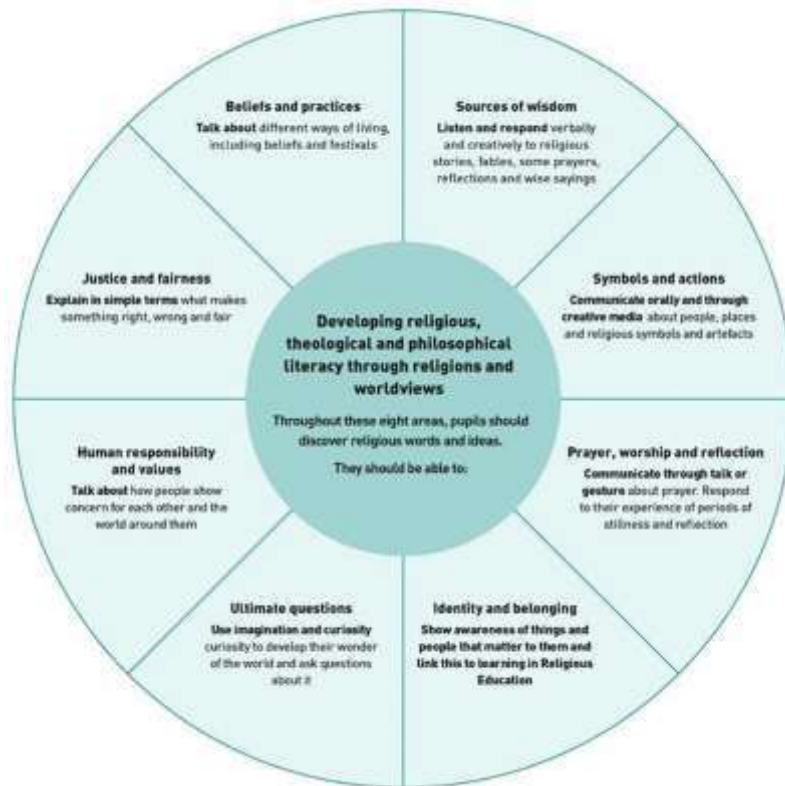
Summative assessment

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.

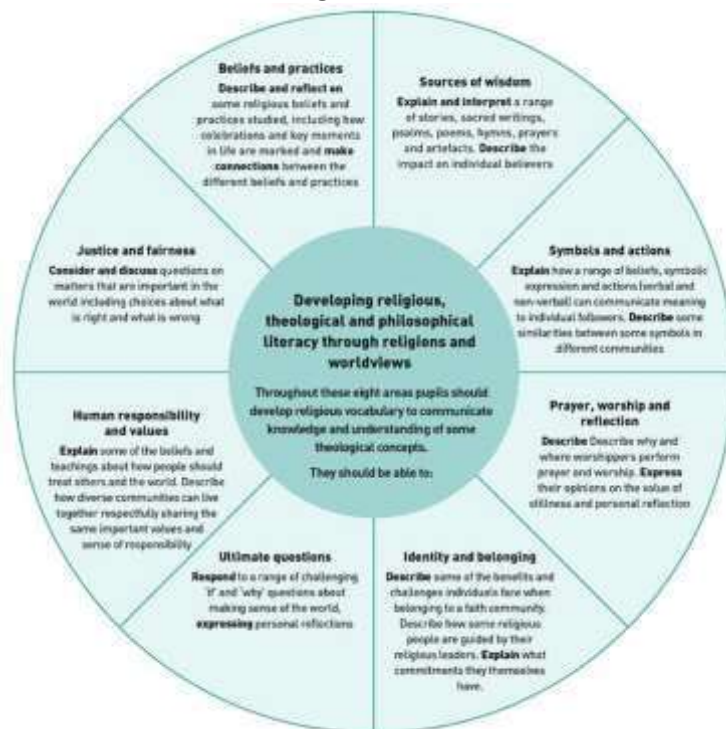
Knowledge and understanding of the units learned in the Emanuel Project are assessed against end of unit expectations. Each RE unit in the Emmanuel Project contains a grid with the generic expectations adapted for that particular unit or religion so that teachers can gather evidence throughout the year. 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

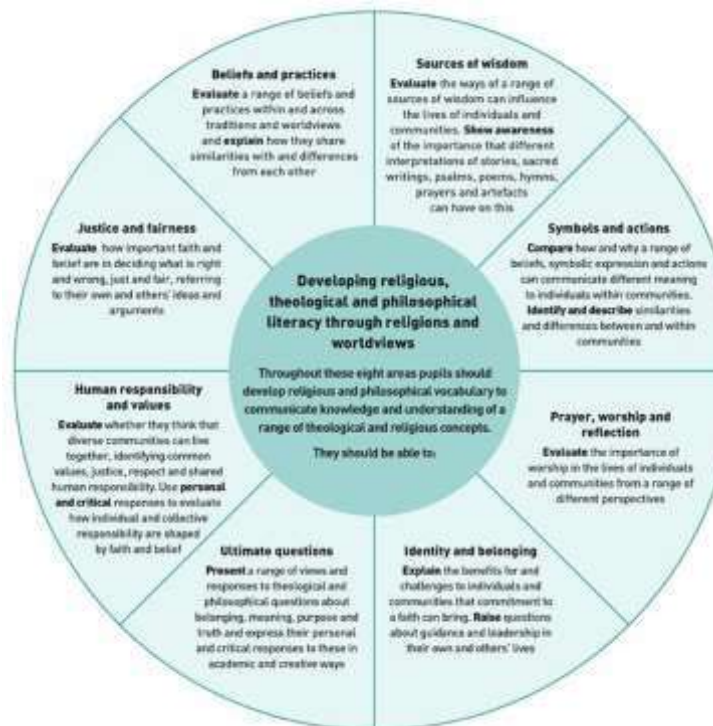
KS1 Learning Outcomes



Lower KS2 Learning Outcomes



Upper KS2 Learning Outcomes



Adaptations for SEND children

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

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