

Religious Education INTENT - to what do we aspire for our children?

In religious education (RE), pupils enter into a rich discourse about the religious and non-religious traditions that have shaped Great Britain and the world. RE enables pupils to take their place within a diverse multi-religious and multi-secular society. At its best, it is intellectually challenging and personally enriching. It affords pupils both the opportunity to see the religion and non-religion in the world, and the opportunity to make sense of their own place in that world.

Source: Ofsted 2021

At HPPS we believe that RE is taught through 4 main pillars, and these develop the school's 4 key drivers in the following ways:

| Pillar of RE | Theology | Social Science | Philosophy | Citizenship |
|---------------|---|--|--|--|
| School Driver | Excellence | Equity | Character | Community |
| Purpose | To understand beliefs and teachings | To understand practices and lifestyles | To reflect | To understand values within the community and beyond |
| Overview | Looking at where beliefs come from and how they are applied differently in different contexts, as well as exploring how they are related to each other. | Exploring the diverse ways in which people practice their beliefs. It shows the impact of religion and their belief on individuals, communities and societies. | Dealing with questions of morals and ethics. It places importance on the reality, knowledge and existence of religion. | Providing children with the skills to effectively engage with their community and the wider world. |

The aim is to deepen children's critical thinking skills through greater subject knowledge and also to allow their own spiritual development.

Long term sequence

AWARENESS, MYSTERY, VALUE is the agreed syllabus from Bristol local authority. Discovery RE has been carefully mapped against it and fully meets the requirements.




Discovery RE is a set of detailed medium-term plans for RE from Years F1/2 to Year 6. It adopts an enquiry based approach to teaching and learning. Christianity is taught in every year group, with Christmas and Easter given new treatment each year, developing the learning in a progressive way. Buddhism, Hinduism, Islam, Judaism and Sikhism are also covered. Humanist perspectives are added when appropriate in some enquiries. Each enquiry unit demands the equivalent of 6 lessons, but teaching time could be blocked over perhaps 3 half days to enhance learning. Each enquiry has a learning objective which shows the learning over the enquiry and SMSC (Spiritual, Moral, Social and Cultural) development opportunities are mapped throughout as is each enquiry's contribution to the British Values agenda.

| | Term 1 | | Term 2 | | Term 3 | | Term 4 | | Term 5 | | Term 6 | |
|-------------|--|-----------------------|---|--------------|---|---------------|---|--------------|---|--|--|-------------------------------|
| | Key Qs | Religion | Key Qs | Religion | Key Qs | Religion | Key Qs | Religion | Key Qs | Religion | Key Qs | Religion |
| Early Years | What makes people special? | Christianity, Judaism | What is Christmas | Christianity | How do people celebrate? | Islam/Judaism | What is Easter? | Christianity | What can we learn from stories? | Christianity, Islam, Hinduism, Sikhism | What makes people special? | Christianity, Islam, Judaism. |
| Year 1 | Does God want Christians to look after the world? | Christianity | What gift 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 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 every day help a Muslim in his/her everyday 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 | Does joining the Khalsa make a person a better Sikh? | Sikhism | Has Christmas lost its true meaning? | Christianity | Could Jesus really heal people? Were these miracles or is there some other explanation? | Christianity | What is "good" about Good Friday? | Christianity | Do Sikhs think it is important to share? | Sikhism | What is the best way for a Sikh to show commitment to God? | Sikhism |

| | Term 1 | | Term 2 | | Term 3 | | Term 4 | | Term 5 | | Term 6 | |
|--------|--|----------|--|--------------|---|--------------|--|--------------|---|----------|--|--------------|
| | Key Qs | Religion | Key Qs | Religion | Key Qs | Religion | Key Qs | Religion | Key Qs | Religion | Key Qs | Religion |
| Year 4 | Is it possible for everyone to be happy? | Buddhism | 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 | What is the best way for a Hindu to show commitment to God? | Hinduism | Is the Christmas story true? | Christianity | How can Brahman be everywhere and in everything? | Hinduism | How significant is it for Christians to believe God intended Jesus to die? | Christianity | Do beliefs in Karma, Samsara and Moksha help Hindus lead better lives? | Hinduism | What is the best way for Christian to show commitment to God? | Christianity |
| Year 6 | What is the best way for a Muslim to show commitment to God? | Islam | Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? | 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? (Double unit) | Islam | TBC Recap/Project and take an assembly/team teach with KS1 class | |

Knowledge organisers are used for each unit. Summary of the main reasons for use below:

- Conveys the core knowledge in one place
- A reference point for pupils and teachers
- Used to support questioning and retrieval
- Used in books to support participation
- Highlights key vocabulary
- Reduces split attention effect

| Discovery RE Knowledge Organiser Term 3 | | | | | | |
|---|--|---|-------------------|---|---------------------------------|----------------|
| WALT | Understand the Hindu belief that there is one God with many different aspects. | | | | | |
| Religion | Hinduism | | | | | |
| Religions we have about | | | | | | |
| Religion | Symbol | Beliefs | Beliefs | Beliefs | Beliefs | Beliefs |
| | ☪ | ✝ | ☸ | ☪ | ॐ | ✡ |
| Vocabulary | | | | | | |
| | Year 2 | Meaning | Vocabulary | Year 3 | Meaning | |
| personal | | one's relationships or private life | Brahma | | creator | |
| unique | | being one of a kind | Vishnu | | preserver | |
| avenue | | the way by which something exists or happens | Shiva | | destroyer | |
| ritual | | religious ceremony | Deities | | a god or goddess | |
| universal | | prevails everywhere | Atman | | Hinduism's equivalent to a soul | |
| essence | | the nature of something that gives it the identity | Trimurti | | three forms | |
| Core Beliefs | | | | | | |
| 1. Beliefs | | 2. Deities | | 3. Worship | | |
| <ul style="list-style-type: none"> a. Believing in one true God b. Believing in present everywhere c. There is part of Brahman in everyone (called the Atman) | | <ul style="list-style-type: none"> a. The Trimurti consist of Brahma, Vishnu and Shiva b. Together they are the Trimurti c. They are seen to help people understand the universal God (Brahman) | | <ul style="list-style-type: none"> a. Most Hindus worship Vishnu honouring the god and goddess b. Most Hindus pray to a personal god or goddess | | |
| Remember | | | | | | |
| BRHMA - the creator | | VISHNU - the preserver | | SHIVA - the destroyer | | |
|  <ul style="list-style-type: none"> Creates the universe. Four heads and four arms represent the four points of a compass. | |  <ul style="list-style-type: none"> Maintains the balance between good and evil Discusses and takes care regarding to destroy evil | |  <ul style="list-style-type: none"> Four arms represent the supernatural powers to do many things at the same time. | | |

IMPLEMENTATION - how will we deliver the curriculum?

Linking curriculum and pedagogy

Our RE curriculum is taught weekly across the year and that enables pupils to study in depth about key religions and vocabulary and demonstrate their understanding. Each unit builds upon prior learning and these are strategically planned throughout the academic year with opportunities to introduce and revisit key knowledge in order to deepen pupil understanding and embed learning.

| Week 1 | | Week 2 | | Week 3 | |
|-----------|-----------|---------|---------|-----------|-----------|
| PE | Geography | PE | History | PE | Computing |
| Music | RE | Music | RE | Music | RE |
| Geography | PE | History | PE | Computing | PE |
| Art | Art | Art | Art | Art | Art |
| Maths | Geography | Maths | History | Maths | Computing |

| Week 4 | | Week 5 | | Week 6 | |
|-----------|-----------|---------|---------|-----------|-----------|
| PE | Geography | PE | History | PE | Computing |
| Music | RE | Music | RE | Music | RE |
| Geography | PE | History | PE | Computing | PE |
| DT | DT | DT | DT | DT | DT |
| Maths | Geography | Maths | History | Maths | Computing |

Assessment

The 3 aspects of learning are colour-coded:

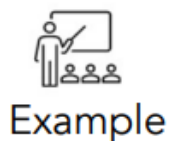
Green: personal resonance with or reflection on...

Blue: knowledge and understanding of...

Red: evaluation/critical thinking in relation to the enquiry question

This colour coding runs through the planning and activity sheets so the teacher can see which activity is focused on which aspect of learning, and follow this through in the expectation descriptors and in the exemplification.

Lesson design



Each lesson follows the model above.

- CONNECT to prior knowledge
- EXPLAIN new content
- give an EXAMPLE of new learning
- Pupils ATTEMPT new learning with scaffolding
- APPLY new learning independently
- Pupils are CHALLENGED to integrate learning with prior knowledge

Whereas each enquiry has a big enquiry question e.g. What is the best way for a Sikh to show commitment to God? and this is explored with a 4-step process:

- Engagement (How can I relate to the underpinning concept in my own world?)
- Investigation (What do I need to learn about the religion in order to answer the big question)
- Evaluation (How well can I apply this knowledge to the big question using critical thinking/evaluation skills?)
- Expression (Can I express what difference this enquiry has made to me, my thinking and my starting point?)

These steps allow for an enquiry based learning experience that starts in the child's own world, takes them on a journey into the world of religion and challenges them to think evaluatively about big questions, before reflecting on and expressing their own thoughts. Discovery RE embraces the need to challenge and extend children individually whilst encouraging skills of reflection and empathy.

We aim to **enrich the curriculum** by:

- Taking part in and applying for the WIRE award
- Developing strong links with our local churches
- Encouraging classes to arrange visits to a range of religious places of worship

IMPACT - how do we know our curriculum is effective?

Pupil Voice

- use appropriate vocabulary
- talk about specific religious concepts & knowledge
- talk about the 'why' behind the learning
- explain how learning builds on previous knowledge
- talk about their progress regardless of starting points

High quality outcomes: book study...

- demonstrates pride and effort
- captures increasing understanding of historical concepts and knowledge
- demonstrates a clear sequence of learning
- vocabulary used correctly where appropriate