

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. 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	Buddhism	Hinduism	Christianity	Judaism	Islam
						
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 viewpoint on everyone		
essence	the nature of something that gives it the identity		Trimurti	three forms		
Core Beliefs						
1. Brahmin		2. Deities		3. Worship		
a. Brahmin is the one true God.		a. The Trimurti (creator and preserver and destroyer) are Brahma, Vishnu and Shiva.		a. Most Hindus worship Vishnu honouring the god and goddess.		
b. Brahmin is present everywhere.		b. Together they are the Trimurti.		b. Most Hindus pray to a personal god or goddess.		
c. There is part of Brahmin in everyone (called the Atman).		c. They are seen to help people understand the universal God (Brahman).				
Illustration						
BRHMANA - 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 tells one how 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



Connect



Explain



Example



Attempt



Apply



Challenge

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

SEND

The curriculum at HPPS is inherently designed to support pupils with SEND through universal quality first teaching. This includes:

- High expectations and aspirations for all learners
- A carefully structured and sequenced curriculum
- Pre-planned and focused direct vocabulary instruction
- Modelling and demonstration
- Chunked instructions which are supported by visuals and gestures
- The use of manipulatives and multi-sensory approaches to enhance the curriculum
- Review, recall, repetition and retrieval
- Frequent formative assessment as teachers check for understanding
- Accurate and regular feedback

However, we recognise some pupils need provision 'additional to' quality first teaching in order to reach their potential in RE. This includes:

- Carefully considered scaffolding
- Pre and post-teaching
- Pre-planned management of cognitive load
- Explicit instruction and modelling
- Structured challenge, without ceilings
- Alternative ways of recording
- Additional targeted adult support

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 religious concepts and knowledge
- demonstrates a clear sequence of learning
- vocabulary used correctly where appropriate