

Religious Education Curriculum



**Highfield
Church of England
Primary School**

Love the Lord your God with all your heart and with all your soul and with all your mind... love your neighbour as yourself.
(Matthew 22: 37-39)

Intent

At Highfield Primary, we believe that it is important for all our pupils to learn from and about religion, so that they can understand the world around them. The aim of Religious Education in our school is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain. We maintain strong links with Highfield Church and the school's Christian ethos. We want children to appreciate the way that religious beliefs shape life and behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development.

Purpose of Study

The purpose of religious education (RE) is to support pupils in developing their own values and principles, and to support their spiritual, moral, social and cultural development (see PSHE policy). In order to do this we encourage each pupil to interpret and respond to a variety of concepts, beliefs and practices within religions and to their own and others' cultural and life experiences. This accords with the Living Difference learning objective, "Interpret religion in relation to human experience."

Aims

It is important that students progressively develop the capacities to interpret, evaluate and respond to differing values and beliefs. This can be achieved through extending their thinking and analytical skills and their creative, imaginative and emotional development. A further purpose of RE is to foster mutual understanding between pupils of different religions and cultural backgrounds. 'Living Difference' provides an emphasis on the process of learning and teaching based on conceptual enquiry and the importance of pupils developing their own beliefs and values around for example the concept of love. At Highfield this means that we teach religious education by focussing on concepts. In accordance with Living Difference we use the hierarchy of concepts to ensure age appropriate learning and progression. Thus in the Foundation Stage and Key Stage 1 pupils will study RE through level one concepts common to all human experience e.g. belonging, special, celebration. By the end of Key Stage 1 and into Key Stage 2 pupils study level 2 concepts which are shared by many religions and often used in the study of religion e.g. symbol, sacred, worship, God. By the end of Key Stage 2 pupils will be studying some level 3 concepts which are specific to a religion e.g. Trinity, khalsa, Torah.

Curriculum

Religious education is linked with other topic units where possible, however, some units standalone. All RE units are taught through concepts in accordance with the locally agreed syllabus, Living Difference. The syllabus also prescribes the number of religions taught at each key stage and Religious Education at Highfield School is in line with this.

At **Key Stage One** the beliefs, values, teaching and expressions of faith of the two religions; Christianity and Judaism are studied.

In **Years 3 and 4** at **Key Stage Two** the beliefs, values, teaching, and expressions of faith of two religions; Christianity and Islam are studied.

In **Years 5 and 6** at **Key Stage Two** the beliefs, values, teaching, and expressions of faith of two religions; Christianity and Hinduism are studied.

Pupils are aware of the concept cycle and enter into the process at key points. The two starting points are: pupils' own responses which is 'Communicate' in the RE learning cycle and enquiry into religious concepts, 'Enquire' in the RE learning cycle. Pupils are required to complete all the elements of the concept cycle in order to make sense of what they are studying and its implication for themselves and others. This is usually done over a series of lessons but can, at times be within one lesson. The concept cycle consists of five elements:

- **Communicate** their own responses about what has been discussed, taught and learnt
- **Apply** their own beliefs and values to situations in their own and others' lives
- **Enquire** into religious/ non-religious concepts
- **Contextualise** what is being studied in religious practice and belief and specific situations
- **Evaluate** what has been discussed, taught and learnt

Planning

In accordance with The Education Reform Acts of 1988 and 1996, Religious Education in schools is taught in accordance with a locally agreed syllabus and must, 'reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.' Religious Education at Highfield School is based on the Agreed Syllabus for Hampshire, Portsmouth and Southampton called **Living Difference**.

Key Stage Overviews and medium term plans are available on the school system in the RE subject folder in each phase planning folder. Teachers should use and adapt medium term planning to suit the range and needs of learners in their class.

Teachers plan children' learning using the concept cycle.



Teaching Religious Education

At Highfield C of E Primary, we use a range of teaching and learning strategies to cover all styles of learning. Teaching methods are stimulating and engaging, providing all students with access to RE consideration is paid to the differing abilities of pupils, so that all can make progress in their learning. Some examples of the strategies which are effective for inclusive teaching of RE include:

- Visits to places of worship, museums or art galleries
- The use of representatives from religious traditions as visitors to the class
- The use of artefacts, big books, posters, videos or artwork
- The use of picture or word cards for matching, classifying, prioritising, sequencing etc
- The use of art and craft to enable students to express their ideas
- The use of debate, drama, role play, gesture, dance or speaking and listening
- The use of music to create an atmosphere or for expression of ideas or emotions
- The use of ICT such as digital cameras, IWBs, websites etc

Pupils will be taught as a whole class, in groups, pairs or individually as appropriate.

Assessment, Recording and Reporting

At the beginning of each unit, children complete a pre-assessment task. This provides the teachers with a starting point of what they need to teach, refresh or only lightly touch upon.

Teachers consistently use formative assessments to gauge how well pupils are learning and retaining information. Each lesson across the curriculum starts with a review of the previous lesson's content called a 'Prove it'; these activities, further show the knowledge pupils have gained. This method of low-stakes testing helps teachers decide when to revisit and reinforce knowledge to ensure it is thoroughly embedded.

At the end of each unit, children complete an assessment task. This task combines pupil selfassessment with teacher assessment to indicate how well pupils have progressed throughout the unit. Teachers use this to record who has achieved below and who has achieved above the expected standard. Teachers then use the assessment to help close any gaps.