



RE at HPF Overview

'Celebrating and inspiring a lifelong love of learning in an ever changing world'

Rationale

RE is a statutory subject, which sits alongside the national curriculum. At HPF, RE contributes to our Federation vision: we have adopted a challenging, enquiry-based approach to teaching and learning, which provides challenge, and requires children to retain knowledge and apply it to a series of big questions.

We believe that using an enquiry-based model develops children's critical thinking skills, increases their **INSPIRATION** to learn, and enhances their understanding of – and **RESPECT** of – people and their beliefs, religious or otherwise. This approach takes very seriously the philosophy that children are free to **INDEPENDENTLY** make their own choices and decisions concerning religion and belief - its purpose is to inform and develop the skills with which evaluation can take place.

Our curriculum provides children with the knowledge they need to become **INDEPENDENT** thinkers and to **PERSEVERE** with discussions and debates about belief. All viewpoints are **RESPECTED** and children are taught that difference in opinion and belief are to **CELEBRATED**.

Our RE curriculum serves the SMSC (spiritual, moral, social, cultural) and British Values agendas. RE is a key contributor to SMSC development and SMSC opportunities are built into each enquiry. British Values Religious Education is key in engendering knowledge and understanding which can lead to **CELEBRATION**, tolerance and **RESPECT** for others and their beliefs. Our RE curriculum contributes significantly to the British Values agenda, as it encourages evaluation and critical thinking, and equips children to consider belief positions they encounter.

As well as SMSC and British Values, the RE curriculum at HPF contributes significantly to literacy skills and links easily to many areas of the national curriculum. We also seek to use mindfulness practices where possible to develop a sense of awareness in a non-judgemental way; we believe that mindfulness practises are important as they build children's self-awareness and skills of reflection, which can in turn support their learning in RE and their personal spiritual development.



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CELEBRATING – INSPIRING – LEARNING

Children are taught to value other cultures and celebrate difference.

Children are given agency to influence their curriculum and explore issues that inspire their curiosity.

Children learn about a range of faiths and belief structures enabling to find commonality and contribute to the formation of their own philosophy and belief structure.

Perseverance

RE is challenging and lessons retain the same high expectations of learners as the rest of the HPF curriculum. Learners are required to demonstrate commitment to their learning in order to be successful.

Respect

The HPF approach to RE is rooted in respect for diversity and value of difference. Learners respect the other cultures and religions studied and draw parallels with their own beliefs which is beneficial for their future role in society.

Responsibility

Our approach to RE does not shy away from covering some of the more controversial and challenging aspects of belief. This is done to provide learners with an opportunity to learn from and discuss the 'big issues' and foster a sense of responsibility for the future.

Enjoyment

RE is taught with enthusiasm, instilling children with passion for finding out more about what people believe. Open-ending tasks and frequent discussion play a key role in this. Learners have a say in what is taught which gives them ownership and agency.

Independence

Children are taught the skills they need to become confidently discuss faith. Research skills are explicitly taught so that learners can pursue lines of enquiry that resonate with them. Challenging, open tasks provide learners with the opportunity to show the depth of their understanding.

Children will learn about:

Different Religions: Christianity, Judaism, Hinduism, Sikhism, Islam and Buddhism.

Themes: Different themes will be introduced to the children throughout the year. Children will be given the opportunity to engage with, investigate and evaluate each theme, and finally express their viewpoints relating to own experiences, reflecting on how this enquiry might have influenced their starting points and beliefs.

Themes covered in F2 and KS1: Special People, Christmas, Celebrations, Easter, Stories, Creation Story, Jesus as a friend, Shabbat, Rosh Hashanah and Yom Kippur.

Themes covered in KS2: Divali, Christmas, Jesus' Miracles, Easter-Forgiveness, Hindu Beliefs, Pilgrimage to the River Ganges, Beliefs and Practices, Passover, Rites of Passage and good works, Prayer and Worship, Belief into action, Beliefs and moral values, Prayer and Worship, Beliefs and Meaning.

Key Questions: Key questions provide the starting point for each enquiry, demanding an answer that weighs up 'evidence' and reaches a conclusion based on this. Children then use their subject knowledge and apply it to the enquiry question. Our curriculum focuses on critical thinking skills, on personal reflection into the child's own thoughts and feelings, on growing subject knowledge and nurturing spiritual development.

What does this look like in EYFS?

RE in the EYFS can contribute to most of the seven areas of learning in the framework outlines. It is most significant in these two areas: personal, social and emotional development, specifically 'self-confidence and self-awareness', and understanding the world, specifically 'people and communities' and 'the world'.

EYFS follow six enquiries throughout the year. Each enquiry poses a big question and helps children understand how people from one or from several different religions might answer it, always asking the children what they think, celebrating their choices and beliefs as unique human beings.

The teaching and learning in EYFS lessons (each enquiry) are structured into three sections:

Interest me, Help me learn and Let's think.

What does this look like in Key stage 1?

In KS1, children will be taught about Christianity in every year group; Christmas and Easter are given new treatment each year so that learning continues to develop in a progressive way. Islam and Judaism are also covered.

We use an enquiry-based approach to teaching and learning in KS1. Within this enquiry-based approach, a 4-step enquiry process is followed. A key question is explored initially in the **Engagement** lesson (step 1), underpinning a question, encouraging children to think about their own experiences. Children then move onto the **Investigation** lessons (step 2), where they gain subject knowledge to assist their thinking about the key question. The **Evaluation** lesson (step 3) draws together the children's learning and their conclusions about the key question from that enquiry. Finally, the **Expression** lesson (step 4), takes the children back to step 1, their own experience, to reflect on how this enquiry might have influenced their own starting points and beliefs.

The curriculum content is further organised into 3 aspects of learning, with assessment for learning opportunities offered throughout each step of each enquiry:

- Personal resonance with or reflection on...
 - Knowledge and understanding of...
- Evaluation / critical thinking in relation to the enquiry question.

What does this look like in KS2?

In KS2, children will continue to be taught about Christianity in every year group; Christmas and Easter are given new treatment each year so that learning continues to develop in a progressive way. Buddhism, Hinduism, Islam, Judaism and Sikhism are also covered, and Humanist perspectives are added, when appropriate, to some enquiries. Learning is organised into enquiries which are based on a particular religion and contain a theme and key question. As in KS1, lessons follow the 4-step enquiry process: **Engagement, Investigation, Evaluation, Expression.**

The curriculum content continues to be organised into the three aspects of learning:

- Personal resonance with or reflection on...,
 - Knowledge and understanding of...,
- Evaluation / critical thinking in relation to the enquiry question.

RE Curriculum Overview

Early Years Framework

- Pupils are given opportunities to say what they think about key questions, their natural curiosity and questioning allows them to gain knowledge, skills and experiences that support ongoing development in RE.
- The EYFS framework outlines seven areas of learning, which the RE curriculum contributes to most, more significantly to personal, social and emotional development and understanding the world. Through effective teaching we encourage the children to learn by playing and exploring, being active in their learning and creating and thinking critically.

Theme:

Special People (Christianity)
Christmas (Christianity)
Celebrations (Hinduism)
Easter (Christianity)
Story Time (Christianity, Islam, Hinduism, Sikhism)
Special Places (Christianity, Islam, Judaism)

Key Question:

What makes people special?
What is Christmas?
How do people celebrate?
What is Easter?
What can we learn from stories?
What makes places special?

		Personal resonance with or reflection on...	Knowledge and understanding of...	Evaluation / critical thinking in relation to the enquiry question.
Year 1	<p>Theme: Creation Story Concept: God/Creation Key Question: Does God want Christians to look after the world? Religion: Christianity</p>	<ul style="list-style-type: none"> I can say how it felt to make something. 	<ul style="list-style-type: none"> I can remember the Christian Creation story and talk about it. 	<ul style="list-style-type: none"> I can express an opinion about the Christian belief about creation.
	<p>Theme: Christmas Concept: Incarnation Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Religion: Christianity</p>	<ul style="list-style-type: none"> I can talk about a gift that is special to me 	<ul style="list-style-type: none"> I can remember some of the Christmas story. 	<ul style="list-style-type: none"> I can suggest a gift I would give to Jesus.
	<p>Theme: Jesus as a friend Concept: Incarnation Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity</p>	<ul style="list-style-type: none"> I can talk about my friends and why I like them. 	<ul style="list-style-type: none"> I can remember a story about Jesus showing friendship and talk about it. 	<ul style="list-style-type: none"> I can say how Jesus tried to be a good friend.
	<p>Theme: Easter - Palm Sunday Concept: Salvation Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity</p>	<ul style="list-style-type: none"> I can talk about a person I admire. 	<ul style="list-style-type: none"> I can recall parts of the Easter story. I can recognise some symbols in the story. 	<ul style="list-style-type: none"> I can start to show understanding that Jesus is special to Christians and say why.
	<p>Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism</p>	<ul style="list-style-type: none"> I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal. 	<ul style="list-style-type: none"> I can use the right names for things that are special to Jewish people during Shabbat and explain why. 	<ul style="list-style-type: none"> I can start to make a connection between being Jewish and decisions about behaviour.
	<p>Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism</p>	<ul style="list-style-type: none"> I can say how it feels to say sorry and what I have said sorry for. 	<ul style="list-style-type: none"> I can tell you something that either Rosh Hashanah or Yom Kippur is about. 	<ul style="list-style-type: none"> I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.

Year 2

Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time? Religion: Christianity

Theme: Christmas - Jesus as gift from God
Concept: Incarnation
Key Question: Why do Christians believe God gave Jesus to the world?
Religion: Christianity

Theme: Passover
Key Question: How important is it for Jewish people to do what God asks them to do?
Religion: Judaism

Theme: Easter - Resurrection Concept: Salvation
Key Question: How important is it to Christians that Jesus came back to life after His crucifixion? Religion: Christianity

Theme: Community and Belonging
Key Question: Does going to a Mosque give Muslims a sense of belonging?
Religion: Islam

Theme: Rites of Passage and good works
Key Question: What is the best way for a Jew to show commitment to God?
Religion: Judaism

- I can tell you when I have been kind to others even when it was difficult.
- I can say how I could help solve a problem by showing love.
- I can talk about why I do as some people ask but not others.
- I can say what I believe happens to you when you die and tell you how I remember people close to me.
- I can understand how meeting in a certain place could make me feel like I belong.
- I can explain why I could do certain things at certain ages.

- I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.
- I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God.
- I can talk about the Seder meal, or another Jewish practice, with some detail and some of the correct vocabulary, and start to explain why they choose to do this.
- I can recall what Christians believe happened on Easter Sunday.
- I can explain what happens when Muslims pray alone or at the mosque.
- I can tell you what I am most committed to in my life. I can talk about one of the ways Jews show commitment to God.

- I can say if I think Christians should be kind and give a reason.
- I can tell you why Christians think God gave Jesus to the world.
- I can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason.
- I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.
- I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.
- I can talk about a way that Jews show commitment to God and say why this might be important.

Year 3

Theme: Divali
Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism

Theme: Christmas
Concept: Incarnation
Key Question: Has Christmas lost its true meaning?
Religion: Christianity

Theme: Jesus' Miracles
Concept: Incarnation
Key Question: Could Jesus heal people? Were these miracles or is there some other explanation?
Religion: Christianity

Theme: Easter - Forgiveness Concept: Salvation
Key Question: What is 'good' about Good Friday?
Religion: Christianity

Theme: Hindu Beliefs
Key Question: How can Brahman be everywhere and in everything?
Religion: Hinduism

Theme: Pilgrimage to the River Ganges
Key Question: Would visiting the River Ganges feel special to a non-Hindu?
Religion: Hinduism

- I can tell you three important actions I could take to support a group I belong to.

- I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts.

- I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today.

- I can suggest how a person may rescue/help others who are in difficult situations.

- I can explain some of the different roles I play whilst still being me.

- I can explain why water is important.

- I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali.

- I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.

- I can explain one Christian viewpoint about one of Jesus' healing miracles.

- I can start to tell you why Christians believe Jesus' death is important.

- I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.

- I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part.

- I can discuss my understanding of my group's symbol I can start to say why Divali might bring a sense of belonging to Hindus.

- I can start to tell you what Christmas means to Christians and what it means to me.

- I can start to say whether I believe Jesus actually healed people or not.

- I can start to reflect on whether I agree with Christian beliefs about Jesus' death.

- I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.

- I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.

**Year
4**

Theme: Beliefs and Practices
Key Question: How special is the relationship Jews have with God?
Religion: Judaism

Theme: Christmas
Concept: Incarnation
Key Question: What is the most significant part of the nativity story for Christians today?
Religion: Christianity

Theme: Passover
Key Question: How important is it for Jewish people to do what God asks them to do?
Religion: Judaism

Theme: Easter
Concept: Salvation
Key Question: Is forgiveness always possible for Christians?
Religion: Christianity

Theme: Rites of Passage and good works
Key Question: What is the best way for a Jew to show commitment to God?
Religion: Judaism

Theme: Prayer and Worship
Key Question: Do people need to go to church to show they are Christians?
Religion: Christianity

- I can give examples of agreements and contracts and explain how I would feel if one was broken.

- I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me.

- I can discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why.

- I can talk about what sort of help I might need to show forgiveness.

- I can explain why I think some things need to wait until you are a certain age. I can give you examples of things I am committed to and explain which ones are more or less important to me.

- I can explain some of the feelings my special place gives me and suggest why that is.

- I can tell you an affirmation/promise I would like to make. I can start to explain what makes Jewish people believe they have a special relationship with God.

- I can describe one thing a Christian might learn about Jesus from a Christmas symbol.

- I can describe some of the things Jews do to show respect to God.

- I can describe what a Christian might learn about forgiveness from a Biblical text.

- I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways.

- I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism.

- I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.

- I can ask questions about what Christmas means to Christians and compare this with what it means to me.

- I can start to identify how it would feel to keep Kashrut.

- I can show an understanding of how Christians believe God can help them show forgiveness.

- I can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons.

- I can start to understand the impact a Christian's special place has on him/her.

Year
5

Theme: Belief into action
Key Question: How far would a Sikh go for his/her religion? Religion: Sikhism

Theme: Christmas
Concept: Incarnation
Key Question: Is the Christmas story true?
Religion: Christianity

Theme: Beliefs and moral values
Key Question: Are Sikh stories important today?
Religion: Sikhism

Theme: Easter
Concept: Salvation
Key Question: How significant is it for Christians to believe God intended Jesus to die? Religion: Christianity

Theme: Prayer and Worship
Key Question: What is the best way for a Sikh to show commitment to God?
Religion: Sikhism

Theme: Beliefs and Practices
Key Question: What is the best way for a Christian to show commitment to God?
Religion: Christianity

- I can show an understanding of why people show commitment in different ways.

- I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.

- I can explain how some stories can teach people about what is important and how to behave.

- I can give an example of someone with a strong sense of purpose for their life and give my opinions on this.

- I can show an understanding of why people show commitment in different ways.

- I can show an understanding of why people show commitment in different ways.

- I can describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others.

- I can start to explain the Christian belief that Jesus was the Incarnation of God.

- I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story.

- I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.

- I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others.

- I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others.

- I can express why I think Hindus might choose different ways to show commitment to God.

- I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.

- I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.

- I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.

- I can start to express what I think about the best way a Sikh could show commitment to God.

- I can explain why I think some ways of showing commitment to God would be better than others for Christians.

Year 6	<p>Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam</p>	<ul style="list-style-type: none"> I can show an understanding of why people show commitment in different ways. 	<ul style="list-style-type: none"> I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. 	<ul style="list-style-type: none"> I can think of some ways of showing commitment to God that would be better than others for Muslims.
	<p>Theme: Christmas Concept: Incarnation Key Question: How significant is it that Mary was Jesus' mother? Religion: Christianity</p>	<ul style="list-style-type: none"> I can explain the qualities needed in different people because of the important jobs they are chosen to do. 	<ul style="list-style-type: none"> I can make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation). 	<ul style="list-style-type: none"> I can start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views.
	<p>Theme: Beliefs and Meaning Concept: Salvation Key Question: Is anything ever eternal? Religion: Christianity</p>	<ul style="list-style-type: none"> I can express the feelings I have when I think about situations or things I would like to last forever. 	<ul style="list-style-type: none"> I can make links between different Christian beliefs and their views on whether anything is ever eternal. 	<ul style="list-style-type: none"> I can reflect on my own beliefs about whether anything is eternal.
	<p>Theme: Easter Concept: Gospel Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Religion: Christianity</p>	<ul style="list-style-type: none"> I can explain how the influence people have had on me has affected what I see as important. 	<ul style="list-style-type: none"> I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted. 	<ul style="list-style-type: none"> I can give my opinion as to whether Christianity is a strong religion now and say why I think this.
	<p>Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Religion: Islam</p>	<ul style="list-style-type: none"> I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow. 	<ul style="list-style-type: none"> I can explain how believing in Akhirah influences Muslims to do their best to lead good lives. 	<ul style="list-style-type: none"> I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.