



'Let your light shine' Matthew 5:16

RE Curriculum Purpose and Rationale



'At Hawkesley, we say to our children to *'let your light shine.'* (Matthew 5:16). In order to do this, we provide a knowledge rich curriculum. The bible says, 'For wisdom is better than rubies...' Proverb 8:11. We believe that through the accumulation and application of knowledge, children are equipped to experience, *'life in all its fullness'* (John 10:10). '

Taken from the Hawkesley Curriculum Vision Statement



Curriculum Purpose: Why study RE?

Why do learners at Hawkesley Church Primary Academy need to study RE?

Our vision is to ensure that children leave our school with the ability to enjoy the full and free liberty of thinking for themselves so that they can let their light shine (Matthew 5:16). RE is fundamental in allowing us to celebrate the rich, culturally diverse society that our children are growing up in today. RE provide our pupils with the opportunity to: acquire a rich, deep knowledge and understanding of Christian belief and practice; interact with biblical text and theological ideas; and be engaged and challenged through an exploration of core concepts and questions. In addition, it is paramount that we explore other world faiths in order to celebrate and foster an awareness of the differences that exist within our academy, community and the wider world. Our RE curriculum ensures that we enable the children to show respect for diversity and differences, whilst simultaneously encouraging them to identify the similarities within.

What are the aims for the RE curriculum?

Through the teaching of our RE curriculum, it is our intention that pupils should: develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection; have a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging; have opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews; and develop confident religious literacy. Our RE curriculum aims to provide children with the core knowledge required to talk confidently about Christianity and other world faiths' key teachings and to foster an awareness of the similarities and differences between them.

National Curriculum

At Hawkesley Church Primary Academy, we are following the Suffolk Agreed Syllabus, the Emmanuel Project, for teaching RE.

The Agreed Syllabus for Religious Education in Suffolk contains the requirements for religious education as laid down in the relevant Education acts. It highlights some of the features which make religious education important, and demonstrates how it can support the values and aims of the school curriculum. The Syllabus also demonstrates clearly how religious education contributes to learning across the curriculum and to the general teaching requirements of the national curriculum.



Which values underpin the curriculum content?

RE plays an important part in the life of the school, contributing to the school's Christian ethos and many of the school's Christian Values are evident within its teaching. RE teaching of different world faiths encourages children to develop a sense of identity and belonging whilst simultaneously promoting a culture of **respect**. Through studying different biblical stories, children are presented with key values such as **forgiveness, justice and trust**, which allow for thought provoking discussion and debate. Some children will be able to identify with values such as **hope** and through learning from religion, a sense of **peace**. Children will learn about the importance of **community** to different world religions, as well as the **compassion** and **service** which are essential to their practice. RE will demonstrate that **joy** can be found within religion and enable children to explore their own understanding of this.

How are British Values taught from RE?

The British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different beliefs

Teaching of RE at Hawkesley Church Primary Academy should provide the opportunity for reflection, discussion, dialogue and debate which enables the children to think about the British Values. RE classrooms should be democratic, where children have equal rights to be heard. In RE, children will examine different codes for living and consider the rule of law, where all people are equal before the law. They consider questions about identify and belonging and how mutual tolerance and respect is important to our society. Religion is an excellent tool for considering individual liberty and the greater good.

Which links to careers can be made within the RE curriculum?

Through learning about RE, there are many careers which can benefit from it. Some are direct links such as a member of the clergy, others benefit from knowledge of world religions such as Police Office

- A member of the clergy



- Missionary
- Outreach worker
- Curator
- Teacher (both primary and secondary)
- Lecturer
- Police Office
- Charity worker
- Nurse
- Social worker
- Journalist
- Community development worker
- Youth worker

Curriculum Rationale: Why study RE in this way?

Why has the specific knowledge been selected?

The RE curriculum has been developed so that children are building upon prior knowledge with the opportunity to know and remember more about the six major world religions. Within KS1, Christianity and Judaism are the main religions that are studied, before introducing children to Islam. Lower Key Stage 2 build upon this knowledge to include Hinduism and Sikhism, whilst Upper Key Stage 2 introduce Buddhism and Humanism in year 6. The curriculum ensures that children are taught about the key teachings relating to the following areas: belonging, believing, symbols and artefacts, prayer and worship, leaders and community, symbols and expression, beliefs and questions, inspirational people, sacred places and the journey of life and death. These are key elements which provide children with the knowledge to talk with confidence about different world religions, identifying which concepts are the same and different.

Why is it taught in the order that it is?



By building upon their prior knowledge, as children progress throughout the school, they are able to draw upon their understanding of each religion to tackle more challenging concepts such as the journey of life and death, which they encounter in Year 6. Without the foundations of the key facts and concepts at the beginning of their RE learning, and by starting with Christianity and Judaism before progressing to knowledge of more religions, children will find it more difficult to connect the key beliefs and actions of each religion and make comparisons across them.

How are RE lessons delivered at Hawkesley?

RE lessons are delivered on a weekly basis, following a long term plan which outlines the progression of RE throughout the school. RE explores a range of topics from 'teachings and authority' to 'the journey of life and death'. Lessons are structured so that children not only learn about religion, but also from religion.

Learning about religion includes:

- enquiry into, and investigation of, the nature of religion, its beliefs, teachings and ways of life, practices and forms of expression
- developing pupils' skills of interpretation, analysis and explanation
- learning to communicate their knowledge and understanding using specialist vocabulary
- identifying and developing an understanding of ultimate questions and ethical issues
- developing the knowledge and understanding of individual religions and how they relate to each other

Learning from religion is concerned with:

- developing pupils' reflection on and response to their own and others' experiences in the light of their learning about religion
- developing pupils' skills of application, interpretation and evaluation of what they learn about religion
- learning to develop and communicate their own ideas, particularly in relation to questions of identity and belonging, meaning, purpose and truth, and values and commitments.

What is the impact?

Through the teaching of our RE curriculum, we enable children to explore other world faiths in order to celebrate and foster an awareness of the differences that exist within our academy, community and the wider world. Our RE curriculum teaches our children about a range of



world religions, which in turn empowers them to show respect for diversity and differences, whilst simultaneously identify and celebrate the similarities. It provides them with the skills and knowledge necessary for living in the multi-cultural society of today.

What are the aims, end-points, of specific stages of the curriculum?

EYFS:

There are 6 units as an introduction to Christianity and each unit contains an encounter with a story from a different religion. The units are taught in an order which matches the seasons of the school year and Christian calendar. These units are:

- Why is the word 'God' so important to Christians?
- Why do Christians perform nativity plays at Christmas?
- How can we help others when they need it?
- Why do Christians put a cross in an Easter garden?
- What makes every single person unique and precious?
- How can we care for our wonderful world?



Attainment

Target 1

Learning about religion and belief

How pupils develop their knowledge, skills and understanding with reference to:

Attainment Target 2

Learning from religion and belief

How pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about:

	Beliefs, teachings and sources	Practices and way of life	Forms of expression	Identity and belonging	Meaning, purpose and truth	Values and commitment
End of Key Stage 1	tell a Christian story and say some things that people believe	talk about some of the things that are the same for different religious people	say what some Christian symbols stand for and what some of the art, music, etc is about	ask about what happens to others with respect for their feelings	talk about some things in stories that make people ask questions	talk about what is important to me and to others with respect for their feelings
End of Key Stage 2	suggest reasons for the similar and different beliefs which people hold, and explain how religious sources	describe why people belong to religions and explain how similarities and differences within	use a wide religious vocabulary in suggesting reasons for similarities and differences in forms of religious, spiritual	give my own and others' views on questions about who we are and where we belong and on the	ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and	ask questions about things that are important to me and to other people and suggest answers which
		and between religions can make a difference to the lives of individuals and communities	& <u>moral</u> expression found within and between religions	challenges of belonging to a religion; explain what inspires and influences me	my own and others' lives	relate to my own and others' lives