



RELIGIOUS EDUCATION AT HC



Our RE curriculum aims to enable children to think critically about religion and to be culturally aware of the many beliefs in the UK. We aspire for children to be respectful citizens whilst also considering their own faith and beliefs.



Big Ideas



- **Investigating facets of religion** (places of worship, artefacts, symbols, holy scripture)
- **Religious story telling** (investigating scripture and inferring messages and morals)
- **Commitment** (exploring why people do the things they do)
- **Philosophy** (posing questions, thinking deeply and forming respectful opinions)



Organisation and Sequencing



- 6 half termly units per year
 - Content of the National curriculum and to ensure our children have an accurate understanding of the religious beliefs of the world in which they live. Content from Discovery RE scheme.
- Religious studies in KS1**
- Judaism and Christianity exploring these people's relationship with God
 - compare and contrast Judaism and Christianity with beliefs and stories within Islam.
- Religious studies in KS2**
- Each year children learn about a new religion with which they can compare previous learning**
- LKS2 Explore Diwali, Brahman and the River Ganges in Hinduism. Investigation questions to deepen Christianity learning around the meaning of Christmas, miracles and Good Friday.
 - LKS2 Compare and contrast Christian and Jewish relationships with God. Children examine symbolism, commitment and forgiveness.
 - UKS2 Examine Sikh and Christian commitment and stories from Guru Granth Sahib and the Bible.
 - UKS2 Study commitment and afterlife in Islam. Dive into the meaning of "eternity" and if Christianity is still a strong religion in this century.



Links with other subjects



- Lessons investigate religious scripture where children read and are read to
- Oral discussion regarding religious teaching points
- Respectful speaking and listening is practised throughout all age phases
- Outcomes may be assessed through writing



Retrieval Practice



- Knowledge, skills and vocabulary identified
- Knowledge organisers used to support recall and retention
- Low stakes quizzing to develop long term memory
- Key concepts identified (above) are revisited
- Key ideas are investigated by considering what they are and what they are not
- Links across year groups for retrieval of knowledge



Assessment/Intervention



- Pupil and staff voice tells us what is working well.
- Gaps are identified through end of unit assessments, enquiries, assessment for learning in lessons and outcomes of retrieval practice.
- Rapid responsive intervention takes place in the form of pre-learning, personalised provision.
- Intervention can simply be adapted questions, scaffolds, additional/less instructions



Accessibility



- Everyone has access to the History curriculum at the same pace.
- Support is provided for those learners who require it- scaffolds are used to develop a secure understanding.
- Considerations is given for learners who grasp concepts more rapidly- questions are used to deepen learning