



Hockliffe Lower School

Religious Education Curriculum Statement

Intent

We believe that children should be given the opportunity to explore what people across the world believe and how this influences the way they live; they should be able to reflect on their own way of living and on their own ideas. Through the teaching of Religious Education, they should develop the knowledge skills and understanding needed to handle the questions raised by religion and belief.

The Legal Requirement

Every child has a legal entitlement to religious education and must be provided for all registered pupils in state schools.

All schools will follow the locally agreed syllabus for Religious Education. This curriculum will include the six principal religions in the UK and non-religious worldwide views whilst reflecting that religious traditions in Great Britain are in the main Christian.

Parental Right of withdrawal from Religious Education

Parents have the right to withdraw their children from RE lessons in school on the grounds that they wish to provide their own Religious Education. (School Standards and Framework Act1998 S71 (3))

Implementation

RE Provision

Children in EYFS and KS 1 will receive 36 hours of RE provision in a year and Lower KS2 45 hours

There is a flexibility in how these times are allotted in order to deliver the aims and expected standards in RE. Units will be taught either once a week, intensely over a week, as part of a cross curricular thematic unit, or as a themed day.

Content

There are 6 units of learning for EYFS and 11 units of learning for each of KS1 and Lower KS2.

Each unit poses a question for children to consider hence supporting an open, enquiring, exploratory approach to RE.

These units are integrated into the long term planning for each Key Stage and these are published on the class pages of the school website.

The content of the RE syllabus allows children to ...

- gain knowledge and understanding about religions and beliefs
- develop their understanding of the world
- reflect on how they should live in light of their learning and developing skills and attitudes

Religious Education contributes to the children's spiritual, moral, social and cultural development and provides important opportunities to explore British Values.

Impact

In accordance with the agreed syllabus for RE of Bedford Borough, Central Bedfordshire and Luton there is a threefold aim for RE in the school

- 1. Make sense of a range of religious and non-religious beliefs, so that they can:**
 - identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
 - explain how and why these beliefs are understood in different ways, by individuals and within communities
 - recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation
- 2. Understand the impact and significance of religious and non-religious beliefs, so that they can:**
 - examine and explain how and why people express their beliefs in diverse ways
 - recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
 - appreciate and appraise the significance of different ways of life and ways of expressing meaning
- 3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:**
 - evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
 - challenge the ideas they study, and consider how these ideas might challenge their own thinking, articulating beliefs, values and commitments clearly in response
 - discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

Assessment

A skills pyramid for each of the three aims describe the skills the children should develop and demonstrate in Religious Education over time. There are clear end of stage outcomes for each of the threefold aims, 7 for KS1 and 9 for Lower KS2. Teachers consider when planning which of the outcomes will be met by a teaching unit, usually about 3. Children assess, through reflection and discussion with teachers during lessons, the progress they are making towards the intended outcomes for the unit of learning.

Details of content of teaching units and learning outcomes can be found in '@Identities, meanings, values' The RE Agreed Syllabus, 2018–2023 Bedford Borough, Central Bedfordshire and Luton.