



Religious Education
The Hoyle Court Curriculum Flightpath
What do we do here?



INTENT

**The Hoyle Court
Commitment**

‘What we want to achieve’



At Hoyle Court we use RE to ensure children gain valuable knowledge and understanding of the diverse beliefs and opinions held by people worldwide. RE also helps with a child’s personal development and supports the ability to understand spiritual, moral, social and cultural questions that will surface again and again in their lives.

From Believing and Belonging: The Bradford Agreed Syllabus for RE:

‘Human beings have two polar instincts: a hard-wired fear of difference, perceiving the ‘other’ as a threat, fuelling resentment, hatred and division; and its antithesis, a profound emotional capacity for empathy, sensing the hurts, hopes and joys of other individuals and communities. In this paradox lies hope. If RE can support the nurture of empathy, it will also help young people to celebrate common humanity, rather than being lured into a cul-de-sac of hatred, anger and division. Well-prepared and challenging RE will help to inspire young people to learn from others and discover the value of empathy. This syllabus will provide a framework to explore the rich heritage of faiths and beliefs but also the opportunity to develop critical and reflective skills that will support each student in discovering their own journey of purpose and meaning.’

At Hoyle Court we promote an enquiry approach to RE because this motivates in-depth exploration of RE content and subject knowledge in order to answer philosophical enquiry questions. Within this approach knowledge is not an end in itself, it is important as the means with which to explore potential answers to the big questions posed in RE.

From the 2013 Ofsted report on RE- ‘Religious Education: realising the potential’.

‘Using the approach of a philosophical enquiry can deepen and extend pupils’ investigation into religion’.
‘In the most effective RE teaching, enquiry is based at the heart of the learning’.

RE supports community cohesion and SMSC education including fundamental British values.

‘Learning to stand in somebody else’s shoes, to see through their eyes, that’s how peace begins. And it’s up to you to make that happen. Empathy is a quality of character that can change the world.’ Barack Obama.

IMPLEMENTATION

The Hoyle Court Delivery

‘How we will do it’



The implementation of RE at Hoyle Court follows a long-term plan for each Key Stage. To ensure high standards of teaching and learning in RE, we implement a curriculum that is progressive throughout the whole school. RE is taught through half-termly topics. Our RE progression document ensures the curriculum is covered and the skills/knowledge taught are progressive from year group to year group.

At Hoyle Court, we place high value on RE as we know it is vitally important in enabling all children to gain real and deep understanding of the views, culture and beliefs of others and promote acceptance and celebration of difference.

Religion is not only defined by historical texts and official doctrine, but also by lived experience, both past and present. It is important that curriculum planning includes diverse evidence reflecting both these strands.

All children will:

EYFS

In the Foundation Stage RE is taught discretely but also embedded throughout the curriculum where appropriate. The objectives taught are taken from the EYFS statutory framework and the Development Matters for Reception to match the programme of study for RE. The most relevant statements for RE are taken from the following areas of learning:

- **Personal, Social and Emotional Development**
- **Understanding the World**

Development Matters	Personal, Social and Emotional Development		<ul style="list-style-type: none">• See themselves as a valuable individual• Think about the perspectives of others
	Understanding the World		<ul style="list-style-type: none">• Talk about members of their immediate family and community• Name and describe people who are familiar to them• Understand that some places are special to members of their community• Recognise that people have different beliefs and celebrate special times in different ways
Early Learning Goals	Personal, Social and Emotional Development	Building Relationships	<ul style="list-style-type: none">• Show sensitivity to their own and others’ needs.
	Understanding the World	Past and Present	<ul style="list-style-type: none">• Talk about the lives of the people around them and their roles in society• Understand the past through settings, characters and events encountered in books read in class and storytelling
		People and Communities	<ul style="list-style-type: none">• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class

Reception Big Questions	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Where do we live and who lives there?	How do Christians celebrate Christmas?	What makes a good helper?	What is Easter?	Who and what are special to us?	What can we see in our wonderful world?

KS1 & KS2


RE is taught following half-termly units starting with a 'Big Question'.

CYCLE B	AUTUMN		SPRING		SUMMER	
KS1	How is new life welcomed?	How can we make good choices? <u>Christmas</u> Why did God give Jesus to the world?	How and why do people pray?	Is it true that Jesus came back to life?	What did Jesus teach and how did he live?	How can we look after the planet?
LKS2	How are important events remembered?	What faiths are shared in our country? <u>Christmas</u> What is the most important part of the Nativity story for Christians today?	How do the Five Pillars guide Muslims?	Is forgiveness always possible?	Why are the Gurus at the heart of Sikh belief and practice?	Consolidation and touch on Buddhism and Hinduism
UKS2	How do Sikhs show commitment?	How do Jews remember the Kings and Prophets in worship and life? <u>Christmas</u> How significant is it that Mary was Jesus' mother?	How does growing up bring responsibilities?	What do Christians believe about Jesus' death and resurrection?	Consolidation and touch on Buddhism and Hinduism	Consolidation and touch on Buddhism and Hinduism

RE is taught through weekly lessons or sometimes as a block of work but with the equivalence of at least one hour per week. RE is recorded in children's Wider World books. Teaching strategies will include:

- Engagement through a 'Big Question' which the children may relate to their own experience.
 - Exploration of the enquiry question through investigation of appropriate subject knowledge.
 - Evaluation and expression allowing each child to respond to the big question to demonstrate their critical thinking and reflect on whether what they have learnt has influenced their own ideas.
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- Educational visits are another opportunity for the teachers to plan for additional learning outside the classroom. The children will have opportunities to explore local places of worship and have visitors into school to share their religious beliefs. Where outside visits are not possible remote visits may also be used.

Further information regarding our approach to teaching RE can be found in the local agreed syllabus 'Believing and Belonging in West Yorkshire'.

<p>IMPACT</p> <p>The Hoyle Court Outcomes</p> <p>‘How we know it works’</p> 	<p>By the time children leave our school they will:</p> <ul style="list-style-type: none">• have a good understanding of the religions that make up the UK and how they can learn from and work alongside each other to create community cohesion.• Have developed an understanding of their own position in the world, and the decisions they can make impacting their future.• be able to talk confidently about their own wellbeing and moral and cultural development and beliefs.• have developed inquisitive minds with respect, tolerance and understanding for all those around them.• have a good understanding of the main religions of the world, their community and their future.• have experienced enrichment visits to a range of places of worship. <p>The impact will be evidenced through using the correct vocabulary, explanations and expressing respectful opinions, as well as cross-curricular evidence, for example religious and cultural art work, drama, craft and presentations. Impact will be seen by all teachers and children enjoying the experience of teaching and learning RE and understanding how it can help them in their future.</p> <p>The impact of our RE curriculum is monitored through regular monitoring by the subject leader. This may include monitoring of books, displays, pupil voice, lesson observations, photos and videos of RE lessons and staff questionnaires.</p>
<p>Our priorities for RE in 2022/23 include:</p> <ul style="list-style-type: none">✓ Ensure coverage of the statutory requirements through use of the local agreed syllabus- ‘Believing and Belonging in West Yorkshire’.✓ Progression to be clearly seen in the development of skills, knowledge and understanding through school.✓ Ensure consistency of quality and expectations in recorded work in books and on displays.✓ Develop staff knowledge and confidence in relation to the teaching of RE.✓ Develop creative opportunities in the teaching of RE through drama, art, outdoor learning and cross-curricular links to other subjects and topic themes.✓ Use the RE Quality Mark criteria to audit current practice and aim for outstanding teaching in RE in our school.✓ Use the end of Key Stage progress ladders to assess the impact of our curriculum and teaching on the skills, knowledge and understanding of the children in each year group. 