

Subject on a page:

Religious Education

At Hurst Green Primary School, we believe that learning about different religions and the concepts behind them all is vital, making clear links between different faiths & fostering a mutual respect for everyone's beliefs & opinions.



Intent—We aim to...



Know about a range of religious and non-religious worldviews so that pupils can identify, describe, explain and analyse beliefs and concepts; explain how and why these beliefs are understood in different way and develop skills of interpretation

Understand the impact and significance of beliefs, so that they can examine and explain how & why people express their beliefs in diverse ways; recognise ways in which people put their beliefs into action in different ways and appreciate and appraise the significance of different ways of life and ways of expressing meaning

Make connections between beliefs, concepts, practices and ideas studied, so that they can evaluate, reflect on and enquire, responding thoughtfully and creatively, giving good reasons for their responses; challenge the ideas studied, and allow the ideas studied to challenge their own thinking & beliefs



Implementation—How do we achieve our aims?



Curriculum Design

Although we follow Dudley's agreed syllabus for RE, we tailor the curriculum where possible to ensure it follows the knowledge rich focus of the rest of the curriculum. Pupils meet different religions within different contexts, allowing deliberately planned links to be made and terminology and main teaching reinforced. By Upper Key Stage 2, pupils have the knowledge and appreciation of a different faiths to question and explore beliefs, traditions and experiences. RE is taught discretely and is allocated 45 mins to 1 hour per week.



Vocabulary focus

At Hurst Green, vocabulary progression is carefully planned so that pupils develop the knowledge of the necessary terminology to allow them to communicate effectively in RE lessons. Pupils meet and recap key terms between year groups and topics to ensure that it is embedded. Teachers understand where pupils have met the vocabulary previously so they are able to support their retrieval.



Types of Knowledge

Substantive—the knowledge of religious and non-religious world views: the different ways people express their beliefs, the artefacts and rituals associated with religious & non-religious traditions and concepts which relate to both. It is not only important to teach the knowledge components but also the connections between them.

Disciplinary —pupils are taught how to know about religious & non-religious world views. They are taught how to understand how the substantive knowledge came to be, how to interpret the accuracy & validity & claims being made, differences between conceptions and misconceptions and how enquiries can be made. These develop in line with pupils' age and abilities

Personal — pupils have their own values and beliefs and they will develop the knowledge of how their own viewpoints relate to religious & non-religious world views. This can be started in EYFS, where pupils compare different religious celebrations that are important to their families and progress towards being able to challenge relevant concepts such as meaning & purpose and justice and values, by the time they reach upper KS2. Pupils are encouraged to share their own experiences that link to the lesson and engage in debate where applicable.



Implementation (continued)

Accurate Representations Precise and accurate representations of religions & non-religions are key to the teaching of RE at Hurst Green. This prevents misconceptions and stereotypes developing. Teachers teach without promoting a particular religion or avoiding less pleasant aspects of a tradition. It is important that we use the modifiers 'many' or 'some' to avoid making generalisations.



Representative At Hurst Green, we monitor the breakdown of religion within school yearly. As of July 2021, 48% of parents indicated they were Christian, 12% Muslim, 6% Sikh, 1% Hindu, 1% Catholic & 1% other. In addition, 18% said they did not follow a religion and 12% did not specify. Therefore our primary religion is Christianity, with Muslim being our second religion. We also value the importance of identifying non-religious world views



Assessment Teachers assess pupils' work in RE in a range of ways. Verbal feedback takes place during the lessons and teachers will acknowledge written work in books where appropriate. It is important to consider that in RE there are often no 'right or wrong' when giving feedback. After a topic, teachers assess pupils' knowledge & understanding of key objectives based on National Curriculum & Dudley Agreed Syllabus expectations.



Trips & Visitors Each year, pupils attend church to take part in their harvest celebrations and where possible, visitors from different religious backgrounds take assembly. In addition, we are currently developing a programme of visits to a range of places of worship. Assemblies represent different religious celebrations and holy days.



Retrieval practice Through careful curriculum & lesson design, pupils retain key knowledge & vocabulary. Opportunities for retrieval practice are plentiful. As pupils revisit the same religions and similar concepts as they move through school, there are many chances to recap and revisit knowledge in different ways, such as discussions, quizzes or presentations. Revisiting artefacts that they have seen before also cements their importance in the pupils' minds.



Inclusivity The content of the curriculum is not reduced for children with SEND, rather the manner in which they access the curriculum and produce work related to it, is amended to suit their needs. Any adaptations concentrate on how the content is taught, rather than the content. High expectations exist for all pupils at their own level of understanding



High Quality CPD Curriculum and subject leaders attend 'Teach meets' and subject updates and any important changes are disseminated back to teaching staff. The Dudley agreed syllabus is shared with staff so all teachers are aware of what must be taught. This is currently being updated. Staff also have access to National College Training courses.



Impact: How will we know we achieved our aims?



Pupils have a secure knowledge of the major world religions

Pupils are able to ask & answer questions about religious and non-religious world views & concepts

Pupils can make observations based on a range of sources, including texts, artefacts & other teachings

Pupils can use the correct terminology confidently when discussing religious & non-religious beliefs

Pupils can make links between beliefs and concepts of different religions

Pupils share personal experience with confidence & respect from their peers