



Holly Lodge Primary School

RE curriculum statement

Updated 1/21

Introduction

Religious education is taught as part of a broad and balanced curriculum through structured lessons, collective worship, celebration of special events, children's own experiences and other learning opportunities as they arise as part of SMSC.

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states "Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupil".

Religious Education is taught in our school because it makes: "a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world". (RE: Realising the potential, Ofsted 2013).

This fits with our school ethos of respect, effort, achievement, care and honesty – REACH. Our vision at Holly Lodge Primary Academy is to "inspire children to love learning, try their best and achieve. We aim to develop, through a range of learning experiences, caring, respectful and honest individuals". We welcome "children and their families from all corners of our community into our safe and nurturing environment".

Holly Lodge Primary Academy is part of the Kite Academy Trust. We deliver RE in line with [The Agreed Syllabus for Religious Education in Surrey \(2017-2022\)](#). We use the Discovery RE programme as our scheme of work. Religious education is part of a broad and balanced curriculum.

The aims of our RE using the Discovery RE Scheme of Work

Discovery RE meets the requirements of our locally agreed syllabus and is aligned to the non- statutory guidance described above.

Intent

By following Discovery RE at Holly Lodge Primary School, we intend that Religious Education will:

- ***Adopt an enquiry- based approach*** as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.
- ***Provoke challenging questions*** about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development. Children will also learn high-level vocabulary that enables them to clearly articulate and debate spiritual and moral questions. This vocabulary is also relevant to debating moral questions in PSHE.
- ***Encourage pupils to explore their own beliefs*** (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal,

institutional and social ethics; and to express their responses using precise language which is developmentally appropriate.

- **Enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society. This is done through the alignment of Discovery RE with our Jigsaw PSHE scheme, both by the same publisher.
- **Teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice. This aligns with our obligation to teach British Values and the values which are taught in PSHE.
- **Prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion. These values are intended to promote a school ethos, which is also taught in PSHE.
- **Develop a sense of awe, wonder and mystery.**
- **Nurture children's own spiritual development.**

Implementation

Collective Worship

Collective worship (often known as an assembly) is part of pupils' spiritual, moral, social and cultural development. Each week the assemblies include a focus on the Holly Lodge REACH values of Respect, Effort, Achievement, Care and Honesty which include fundamental British Values, a celebration assembly, singing opportunities and assemblies run by teachers and presented by children. Parents are invited to assemblies throughout the year.

Assemblies are an important part of our school community life, so we hope that all pupils participate. Any parents or carers wishing to exercise their right to withdraw their child(ren) from all or part of collective worship should consult the headteacher.

Discovery RE Content

Discovery RE covers all areas of RE for the primary phase, Christianity plus one other religion in each group forms the pattern. The grid below shows specific enquiries for each year group. Where there is a choice of two enquiries, the teacher in that year group decides which theme to teach.

For more details of how the RE syllabus sequences to build on prior learning, as children move through the school, please see the progression of skills [RE Curriculum overview](#) on the website.

Foundation Stage:

Discovery Enquiry	Religions studied
What makes people special?	<i>Christianity, Judaism</i>
What is Christmas?	<i>Christianity</i>
How do people celebrate?	<i>Judaism</i>
What is Easter?	<i>Christianity</i>
What can we learn from stories?	<i>Christianity, Islam, Hinduism, Sikhism</i>

What makes places special?	<i>Christianity, Islam, Judaism</i>
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Year 1:

Discovery Enquiry	Religions studied
Does God want Christians to look after the world?	<i>Christianity</i>
What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	<i>Christianity</i>
Was it always easy for Jesus to show friendship?	<i>Christianity</i>
Why was Jesus welcomed like a king or celebrity on Palm Sunday?	<i>Christianity</i>
Is Shabbat important to Jewish children?	<i>Judaism</i>
Are Rosh Hashanah and Yom Kippur important to Jewish children?	<i>Judaism</i>

Year 2:

Discovery Enquiry	Religions studied
Is it possible to be kind to everyone all of the time?	<i>Christianity</i>
Why do Christians believe God gave Jesus to the world?	<i>Christianity</i>
How important is it for Jewish people to do what God asks them to do? OR	<i>Judaism</i>
Does praying at regular intervals help a Muslim in his or her everyday life?	<i>Islam</i>
How important is it to Christians that Jesus came back to life after his crucifixion?	<i>Christianity</i>
How special is the relationship Jews have with God? OR	<i>Judaism</i>
Does going to a mosque give Muslims a sense of belonging?	<i>Islam</i>
What is the best way for a Jew to show commitment to God? OR	<i>Judaism</i>
Does completing a Hajj make a person a better Muslim?	<i>Islam</i>

Year 3:

Discovery Enquiry	Religions studied
Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? OR	<i>Hinduism</i>
Does joining the Khalsa make a person a better Sikh?	<i>Sikhism</i>
Has Christmas lost its true meaning?	<i>Christianity</i>
Could Jesus really heal people? Were these miracles or is there some other explanation?	<i>Christianity</i>
What is 'good' about Good Friday?	<i>Christianity</i>
How can Brahman be everywhere and in everything? OR	<i>Hinduism</i>
Do Sikhs think it is important to share?	<i>Sikhism</i>
Would visiting the River Ganges feel special to a non-Hindu? OR	<i>Hinduism</i>
What is the best way for a Sikh to show commitment to God?	<i>Sikhism</i>

Year 4:

Discovery Enquiry	Religions studied
How special is the relationship Jews have with God?	<i>Judaism</i>
What is the most significant part of the nativity story for Christians today?	<i>Christianity</i>
How important is it for Jewish people to do what God asks them to do?	<i>Judaism</i>
Is forgiveness always possible for Christians?	<i>Christianity</i>
What is the best way for a Jew to show commitment to God?	<i>Judaism</i>
Do people need to go to church to show they are Christians?	<i>Christianity</i>

Year 5:

Discovery Enquiry	Religions studied
How far would a Sikh go for his or her religion? OR What is the best way for a Hindu to show commitment to God?	<i>Sikhism</i> <i>Hinduism</i>
Is the Christmas story true?	<i>Christianity</i>
Are Sikh stories important today? OR How can Brahman be everywhere and in everything?	<i>Sikhism</i> <i>Hinduism</i>
How significant is it for Christians to believe God intended Jesus to die?	<i>Christianity</i>
What is the best way for a Sikh to show commitment to God? OR Do beliefs in karma, samsara and moksha help Hindus lead better lives?	<i>Sikhism</i> <i>Hinduism</i>
What is the best way for a Christian to show commitment to God?	<i>Christianity</i>

Year 6:

Discovery Enquiry	Religions studied
What is the best way for a Muslim to show commitment to God?	<i>Islam</i>
How significant is it that Mary is Jesus' mother? OR Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	<i>Christianity</i> <i>Christianity</i>
Is anything ever eternal?	<i>Christianity</i>
Is Christianity still a strong religion 2000 years after Jesus was on Earth?	<i>Christianity</i>
Does belief in Akhirah (life after death) help Muslims lead good lives? (This enquiry is taught in 2 sections over the term)	<i>Islam</i>

How is RE organised at Holly Lodge?

Discovery RE brings together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of the need for differentiation. Each enquiry starts from the children's own life experiences using these as a bridge into the investigation of the religion being studied. Learning is assessed and children have opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position.

Differentiation/SEN

Discovery RE is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will tailor each enquiry to meet the needs of the children in their classes. To support this differentiation, many enquiries suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

Impact

The children acquire a keen sense of enthusiasm as they learn about different cultural and religious backgrounds. They are confident to question the world around them and appreciate the diversity it offers. The children's understanding and acceptance of differences and similarities between religions, enables them to discuss issues respectfully and appreciate the diversity of the modern world. Learning how to articulate their thoughts is heightened as they broaden their vocabulary and power of expression.

Assessment

Teachers are eager to ensure children are making progress with their learning throughout their RE. Therefore, each enquiry has built-in assessment. This task is the formal opportunity for teacher assessment of the children's knowledge of that religion, depth of critical thinking and ability to answer the enquiry question. This stand-alone evidence is used in conjunction with other evidence such as records of discussions and annotations from other lessons within the enquiry to assist the teacher in reaching a best-fit level. Each enquiry has assessment levels and exemplars based on the current nationally agreed levels.

Recording and Tracking Progress

To support the teacher in tracking each child's progress throughout the year, there is an overview sheet for each enquiry on which to record the progress of the whole class. This supports teacher overview and facilitates subject leader monitoring and moderation.

Reporting to Parents/Carers

The assessment process described above helps teachers report to parents/carers. Discovery RE enquiries give teachers meaningful evidence to cite in reports.

The Attainment Descriptors

Please be aware that the levels contained in Discovery RE match the current nationally agreed attainment descriptors at the time of implementation. As the locally agreed syllabus is reviewed and changes are made to the national requirements, it may be necessary to move to a different method of measuring progress and attainment.

Monitoring and Evaluation

The RE leader monitors delivery of the programme through observation and discussion with teaching staff, as well as discussions with children and scrutiny of their written work to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness is conducted on the basis of:

- Pupil and teacher evaluation of the content and learning process.
- Staff meetings to review and share experience.
- Monitoring of assessment to ensure progression throughout the school.

External Contributors

RE gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights. If appropriate, RE is an important subject in contribution to the school's development as a Rights Respecting School.

External contributors from the community, e.g. local clergy, local members/speakers from other religions etc make a valuable contribution to the RE programme as do visits to places of worship. Their input is carefully planned and monitored so as to fit into and complement the programme. Teachers are always present during these sessions and remain responsible for the effective delivery of the RE programme.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience and discussing personal beliefs.

Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect the fact that others have the right to different opinions. Teachers should never feel obliged to discuss their own beliefs unless they feel comfortable doing so and can ensure that this will not influence or restrict the children's own expression.

Involving Parents and Carers

The school believes that it is important to have the support of parents, carers and the wider community for the RE programme. Parents and carers may be given the opportunity to find out about and discuss RE through:

- Response to RE comments on reports
- Curriculum newsletters
- Displays

Withdrawal from RE Lessons

We expect all pupils to experience the full breadth of our curriculum, but should parents or carers wish to exercise the right of withdrawal for all or part of RE, they should consult the headteacher, who will explore any concerns and discuss any impact that withdrawal may have on the child. The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs. Parents will be made aware of the learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish. The school may also wish to review such a request each year, in discussion with the parents.

The use of the right to withdraw should be at the instigation of parents and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given. Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated. Once a child has been withdrawn they cannot take part in the RE programme until the request for withdrawal has been removed.

As a school it is our duty to inform our Standing Advisory Council on RE regarding the number of children being withdrawn.

Links to other Policies and Curriculum Areas

We recognise the clear link between RE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- [Equality and Diversity Policy](#)
- [RSE Policy](#)
- [Anti-Bullying Policy](#)
- [Safeguarding and Child Protection Policy](#)

Training and Support for Staff

All staff benefit from training to enhance their RE delivery skills. Opportunities are provided for staff to identify individual training needs and relevant support is provided. In addition to this, support for teaching and understanding RE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.