

Haveley Hey Curriculum Statement for RE 2022

Intent	<p>Religious Education is an important part of children’s learning because it allows them to think about the big questions in life and about ways people have tried to explain our existence, using a framework of different beliefs. It has close links with PHSE and citizenship in addressing how we live together and what makes us tick. RE is a rich and varied subject enriched by art, artefacts and music; drama and philosophy; history and geography. It encompasses Spiritual, moral, cultural and social development. RE at Haveley Hey teaches the six principle religions: Christianity, Hinduism, Buddhism, Islam, Judaism and Sikhism and also encourages discussion about other beliefs and non- religious viewpoints.</p>		
Implementation	<p style="text-align: center;">Curriculum</p> <p>Haveley Hey follows the 2014 LCP Religious Education Scheme, it is based on the Non-statutory framework for RE in KS1 and 2. The LCP Scheme ensures learning is sequential and allows children to make links with prior learning.</p>	<p style="text-align: center;">Key Concepts</p> <p>Haveley Hey teaches the six principle religions: Christianity, Hinduism, Buddhism, Islam, Judaism and Sikhism as well as encouraging discussion about other beliefs and non- religious viewpoints. In Key stage 2, each term has a focus: Religion and the Individual; Religion in the Family and Community; and Religion and the World. Some lessons focus on a particular religion, issue or practice, while others look at similarities and differences between beliefs. In Key Stage One units of work include: Myself; Celebrations; Stories; Special People; Belonging; and Beliefs.</p>	<p style="text-align: center;">Subject Specific Approach</p> <p>Teachers and Teaching assistants follow the units and lesson plan objectives and adjust activities as appropriate to suit the needs of our children. Planned lesson activities include; opportunities that will enrich young people’s learning, for example: visitors from faith communities, outings to places of worship , examination of artefacts, listening to music, watching videos, reading stories, role playing and spending time in special places for reflection. Physical RE resources will be well kept and organised to ensure religions are appropriately brought to life.</p>
Impact	<p style="text-align: center;">Pupil Voice</p> <p>Pupils will understand and articulate that RE is the study of beliefs and religions. The children will be aware of the importance of religion and how it is relevant to their lives and the lives of others. They will be able to link RE to article 14: right to follow my own religion.</p>		<p style="text-align: center;">Evidence of Knowledge and Skills</p> <p>Outcomes in RE books will evidence the correct coverage of topics and religions for each year group. They will demonstrate children’s acquisition of key knowledge relating to each of the RE units. The books will show curriculum links to art, history, literacy. Music and role play. Teachers will use questioning to assess in lessons.</p>
<p style="text-align: center;">Resilience</p> <p>RE makes a significant contribution to building resilience and covers contentious issues including extremism. RE uses the different experiences children bring so that all of them feel their contributions are valued. Every child should feel valued first as a human being and secondly as a member of the school community, irrespective of family background.</p>		<p style="text-align: center;">Ambition</p> <p>The study of RE encourages ambition within our children through teaching them that they are part of something bigger, empowering them with knowledge of the wider world, their place in it and how they can make a difference through their own actions.</p>	<p style="text-align: center;">Respect</p> <p>This core value is central to RE as the study of the subject promotes high levels of respect for all religions and faiths across the world. Work in RE extends students’ horizons by introducing them to a range of different perspectives whilst also promoting the virtues of respect, tolerance and rational thought.</p>

