



Religious Education – Curriculum Design

Intent, Implementation and Impact

Our Religious Education Curriculum Design

Our RE curriculum is designed to engage and enthuse learners. We believe that it is an essential area of study which ensures that children are well prepared for life in a world where there are a multitude of viewpoints. We enable the children to make their own informed decisions and to have the confidence to voice their views. It is a subject for all pupils, whatever their own family background and personal beliefs and practices.

We aim to develop pupils' understanding of world faiths and other beliefs by exploring their commonality and diversity. There is both depth and breadth of study. The RE curriculum is also about 'belonging'. It aims to nurture pupils' awareness of diversity as well as sensitivity to the questions and challenges that different views and cultures can present. We all share a common humanity and we share our view of the world with an understanding of others' views.

We want our children to enjoy RE and develop resilient responses to misunderstandings, stereotyping and division. We want to offer the children a place where difficult or 'risky' questions can be tackled within a safe but challenging context.

RE nurtures Spiritual, Moral, Social and Cultural (SMSC) development and pupils' understanding of diversity. The children discuss challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. A holistic approach to Spiritual, Moral, Social and Cultural development, British Values, and Community Cohesion focuses on preparing pupils for life in the 21st century.

We aim to provide our children with religious literacy where they will develop their knowledge and understanding of Christianity, other religious traditions and world views and explore their responses to life's challenges. This gives pupils the knowledge and skills to flourish both within their own community and as members of a diverse and global society.

We shall help our pupils prepare for their future by:

- ❖ Developing awareness of the fundamental questions raised by human experiences, and of how religious teachings can relate to them;
- ❖ Responding to such questions by referring to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience;
- ❖ Reflecting on their own beliefs, values and experiences in the light of their study.

Intent

Religious education has a unique place as a central subject in the curriculum of Hampden Gurney School. It is neither a core nor a foundation subject; the 1988 Education Act states that *‘Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils’*.

Through our Religious Education Curriculum, we aim to:

- ❖ engage pupils in enquiring into and exploring questions arising from the study of religion and belief, so as to promote their personal, spiritual, moral, social and cultural development
- ❖ provide learners with knowledge and understanding of Christianity and other principal religious traditions and beliefs represented in Great Britain.
- ❖ develop their understanding of the ways in which beliefs influence people in their behaviour, practices and outlook.
- ❖ enable learners to apply the insights of the principal religious traditions to their own search for identity and significance.
- ❖ enable learners to become aware of their own beliefs and values and to have a positive attitude to the search for meaning and purpose in life.
- ❖ encourage learners to develop a positive attitude towards other people who hold religious beliefs different from their own.

Implementation

Legal requirements for Religious Education:

- ❖ Religious Education is a statutory subject of the curriculum for all pupils in each year group and ‘should be provided for all registered pupils except those withdrawn at the request of their parents.’ (s 71 SSFA 1998)
- ❖ Parents have the right to request that their son or daughter be excused from all or part of the RE provided at school.
- ❖ The syllabus should ‘reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.’ (s375 (3) Education Act 1996)
- ❖ We ensure that we comply with the legal requirements by following the London Diocesan Board for Schools Agreed Syllabus for Religious Education and Understanding Christianity: **Text, Impact and Connections**.
- ❖ Religious Education is generally taught on a weekly basis, but is sometimes delivered through a class topic or as a whole-school RE day. Teachers may develop their own key

questions linked to the themes in the syllabus, allowing links with other subject areas where appropriate.

- ❖ Lessons are planned and delivered in a variety of ways ensuring that all children can access and participate in lessons. Interactive, practical activities encourage the children to discuss their ideas and extend their understanding of difficult concepts and challenging questions.
- ❖ Pupils' progress in RE is based on the expected outcomes outlined in the Agreed Syllabus and in Understanding Christianity, which in turn have been developed in line with guidance produced nationally. These outcomes have been developed into 10 Key Performance Indicators for each year group and students are assessed regularly against these KPIs.
- ❖ We track individual pupil's progress in this way, whilst also bearing in mind that the statements do not cover all aspects of teaching and learning in RE. For example, pupil's personal views and ideas are not subject to formal assessment, and yet are central to good RE.
- ❖ Progress in RE is reported annually to parents and has a prominent position in the end of year report.

Impact

Religious Education at Hampden Gurney develops pupils:

- ❖ knowledge and understanding of, and their ability to respond to Christianity, other principal world religions, other religious traditions and world views;
- ❖ understanding and respect for different religions, beliefs, values and traditions (including ethical life stances), through exploring issues within and between faiths;
- ❖ understanding of the influence of faith and belief on individuals, societies, communities and cultures;
- ❖ skills of enquiry and response through the use of religious vocabulary, questioning and empathy;
- ❖ skills of reflection, expression, application, analysis and evaluation of beliefs, values and practices, and the communication of personal responses to these.

Religious Education at Hampden Gurney encourages pupils to:

- ❖ consider challenging questions of the meaning and purpose of life; beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human;
- ❖ understand the influence of religion on individuals, families, communities and cultures;

- ❖ learn from different religions, beliefs, values and traditions while exploring questions of meaning and their own beliefs;
- ❖ learn about religious and ethical teaching, enabling them to make reasoned and informed responses to religious, moral and social issues;
- ❖ develop their sense of identity and belonging, preparing them for life as citizens in a plural, global society;
- ❖ develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

Religious Education at Hampden Gurney enhances pupils’:

- ❖ awareness and understanding of religions and beliefs, teachings, practices and forms of expression;
- ❖ ability to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.
- ❖ opportunities for personal reflection and spiritual development.