



RELIGIOUS EDUCATION AT HAMER

Vision and Intent

Hamer's RE curriculum aims to enable children to explore big questions about life, to find out what people believe and what difference this makes to how they live so that pupils can make sense of religion, reflecting on their own beliefs, ideas and ways of living.

Our RE curriculum is based on the 2019-2024 Rochdale Agreed Syllabus, which has been tailored for Hamer Primary school to enable children to develop caring relationships, respectful attitudes and appreciation for others and their beliefs. Children will explore several main faiths, such as, Islam, Christianity, Hinduism and Judaism and will also learn about non-religious views. These religions have been chosen to support and educate children about the main beliefs within our local community.

We aim to ignite a curiosity in our children and enable them to develop lifelong skills and knowledge on what it is like to be British today. By promoting an understanding of what a society gains from diversity, pupils will be challenged to respect other persons who see the world differently to themselves.

Parents have the right to withdraw their children from religious education sessions.

Content and Sequencing - Implementation

The choice of coverage for religious education follows the guidance set out in the Rochdale Agreed Syllabus. For our school, the curriculum for religious education has been tailored, taking into consideration the main religious and non-religious beliefs within our local area. The Rochdale syllabus is based upon a key question approach, where the questions open up the content to be discussed. These questions along with the knowledge and skills progression have been mapped out across the school to ensure progression, and that taught knowledge is built upon. The religions covered throughout school are as follows: Reception- Islam, Christianity and Hinduism. Key Stage 1- Christianity, Islam and Judaism. Key Stage 2- Christianity, Hinduism, Judaism, Islam and non-religious views.

In EYFS, our children begin to learn and discuss what **special times** and **stories** are important to different religions and themselves. They then begin to explore the **natural world** and its significance to them, before progressing onto **special and sacred places**.

Through Key Stage 1, our children will begin to make more meaningful **connections** around why special times are celebrated and their **significance** to different religions. They will begin to explore **the meaning of caring** and how some religions show they care about the natural world. When **exploring sacred places**, children will look more closely at **artefacts** within these buildings and why these places hold a significance to different religions. Next, they will begin to learn about some important figures in different religions.

In Lower Key Stage 2, children will begin to explore what we can **learn** from religious stories. They will also look at the significance of some religious times for some religions, for example: Bar Mitzvah and marriage. Next, the children will learn about moral codes and rules in religions by learning about the **golden rules, 5 pillars of Islam** and the **ten commandments** and will explore how these rules say how you should live. They will begin to **link events** and prayers to sacred places and begin to explore why prayer is important to religious followers. Children will then progress onto finding **similarities and differences** between ideas, beliefs and gods.

In Upper Key Stage 2, our children discover what religions believe about the **creation of the world**. They will begin to develop **deeper thinking**, considering their own beliefs and **moral codes** when answering some questions such as: Are sacred places more important than the people who worship there? They will progress onto looking at religions in **more depth**, and exploring some of life's biggest questions about **life after death**. They will also explore **non-religious** believers and their moral codes. Throughout the school year, during assemblies, we also explore religious celebrations such as, Christmas, Diwali, Passover, Eid al-Fitr.

Links

We make purposeful links with RE across some areas of the curriculum. Particular focus areas being PSHE, Art, specking and listening and Drama.

Progress and Assessment - Impact

Due to having a two-year cycle, we ensure that links across the key stages are shown on the curriculum map overview documentation. Teachers assess children in a variety of ways to check their understanding of what has been taught and ultimately, what the children remember. This includes through artwork, drama, discussions and pieces of written work. Teachers will assess children against the objects for each key question termly, with end of key stages also assessing against the end of key stages outcomes.

Retrieval

Floor books in EYFS & KS1
Knowledge organisers
Quizzes

SEND

All children are given the opportunity to access the RE curriculum at Hamer. Where additional support is required, adaptations will be made to ensure that

Enrichment

At Hamer, our children are provided with opportunities to explore religions beyond the classroom. For RE, we include enrichments such as visits, visitors in to school and exploring artefacts.

	individual children can still access learning that is meaningful to them.	
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