



Brooke Hill Academy's Curriculum Intent and Implementation for Religious Education

Intent

It is our intention when teaching Religious Education that our pupils acquire the necessary knowledge, skills and understanding needed to enable them to handle questions raised by religion and belief in a local, national and global context. The teaching therefore equips pupils with systematic knowledge and a range of religions and beliefs, including non-religious views such as those of Humanism, to create an increasing awareness of beliefs whilst offering discussion-based learning to reflect on their own ideas of ways of living. It is our intention to encourage pupils to be compassionate, accepting and demonstrate mutual respect toward their own and others beliefs; and model appropriately how to express their insights to agree or disagree in a respectful manner.

The learning journey begins in Year 1 with Christianity which is then revisited and built upon progressively throughout each year. In order to enable similarities and differences, to make connections and understand & compare different traditions and concepts, other religions are introduced throughout the key stage (Christianity, Judaism, Islam in KS1 & KS2; and introducing Hinduism in addition in KS2) to enable pupils to deepen their understanding of the impact of faith and beliefs within their everyday lives, within their communities and in the wider world. In EYFS, we intend to deliver RE through continuous provision and in line with the EYFS curriculum. In order to enhance our curriculum and abide by our school motto of 'Make learning fun' we are fortunate to have built firm links with the local church who deliver half termly 'Open the Book' assemblies along with Reverend Chris who often joins the team in presenting a story from the bible. Furthermore, we also have a timetabled week in the Autumn term which we link with the annual celebration of 'Interfaith week' where our learning that week across the school is delivered cross curricular with other curriculum subjects; and an RE day in the Spring and Summer term subsequently. It is also our intention to re-establish visits to varied places of worship within each key stage.

Our Key questions and progression grid are adapted from the Leicestershire Agreed Syllabus 2021-2026 and have been adjusted to meet the needs of the pupils at Brooke Hill Academy. The sequence of modules spans Year 1-Year 6 using learning outcomes from the syllabus and progression statements from the Chris Quigley document. In addition, EYFS take materials and suggested learning activities from the Leicestershire Agreed Syllabus and focus on celebrations and festivals from religions later covered in year 1 upward. We intend for children to develop an 'aptitude for dialogue' around religions and world views so our pupils can fully participate positively in our diverse society. Our modules taken from the Leicestershire Agreed Syllabus 21-26 are mapped to ensure progression of knowledge, skills and vocabulary are built on over time to ensure pupils receive a broad and balanced experience.

Teaching enables pupils to revisit and apply learning whilst also offering thought provoking questions to encourage pupils to pose their own questions and allow for self-discovery. By developing a wide subject knowledge; encouraging pupils to express themselves and reflect upon their own beliefs; and being respectful of others choices and beliefs, we aim to ensure pupils at Brooke Hill Academy have enriching opportunities and nurture well-rounded compassionate young people who will be ready to make a positive contribution in a diverse and modern Britain.

Implementation

At Brooke Hill Academy we follow the Leicestershire Agreed Syllabus 2021-26 and adapt it accordingly to ensure it meets the needs of our pupils. RE should be timetabled for a minimum of 5% curriculum time as shown on the table below.

4-5s	36 hours of RE per year (e.g. 50 minutes a week or some short sessions implemented through continuous provision)
5-7s	36 hours of tuition per year (e.g. an hour a week, or less than an hour a week plus a series of RE days)
7-11s	45 hours of tuition per year (e.g. an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE)

Religious Education at Brooke Hill Academy is taught on a weekly basis and across the whole academic year in Years 1-6. EYFS deliver RE through their continuous provision, stories and dance/drama. Pupils RE provision is enhanced with local links Brooke Hill Academy has made within the local community. A local church group deliver an 'Open the Book' session alongside Reverend Chris each short term and pupils have additional timetabled RE days in the Spring and Summer term along with our annual Autumn whole school 'Interfaith week' theme to enhance and promote cross curricula learning. It is equally a great opportunity to promote child-led learning or even explore beyond the module with their own research.

The modules from the syllabus are sequenced between Year 1- Year 6 and planned to ensure vocabulary and subject knowledge is progressive. EYFS source and adapt suggested activities from the Agreed Syllabus, focusing on celebrations and festivals; and encourage pupils to make links with their own lives and experiences of celebrations such as birthdays, weddings and christenings for example.

The teaching and learning approach set out in the Agreed Syllabus is underpinned by three core elements: Making sense of belief, Making connections and Understanding the impact. Each module is titled as a key question with suggested activities linked to the learning outcomes from the module. The learning outcomes for each module are used in conjunction with the Chris Quigley statements to ensure pupils are taught the relevant subject material and prior learning is built on. We recognise 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.

Teachers use the vocabulary progression posters, created for each religion covered within our RE curriculum, to identify the focus words for the module they are delivering and to assess children's prior knowledge of vocabulary coverage from previous year groups- this can be checked and gaps in knowledge can be addressed at the beginning of the module.

Teachers ensure the lessons delivered offer opportunities for practical and creative learning, interaction and discussion; and opportunities for reflecting on similarities, differences and connections between their own lives and the wider community within each unit of work/Key Question. Lessons are planned in year group teams and either delivered by one teacher on a rotation or by the pupils' class teacher.

Progress in RE is reported annually to parents in the end of academic year report.

Right to withdraw

Extract taken from the Leicestershire Agreed Syllabus 2021-2026:

"Parents have the right to withdraw their children from RE lessons or any part of the RE curriculum and the school has a duty to supervise them, though not to provide additional teaching or to incur extra cost. Where the pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parents want the pupil to receive. These arrangements will be made by the parents; the school is not expected to make these arrangements. This RE could be provided at the school in question, or by another school in the locality. If neither approach is practicable, the pupil may receive external RE teaching as long as the withdrawal does not have a significant impact on the pupil's attendance."

In this instance, before parents confirm their decision, staff at Brooke Hill Academy would talk to the parents to ensure that they understand the aims and value of RE but would honour this right.

What do our children say about RE at Brooke Hill Academy?

"We can be kind and friends with anyone" -Reception

"It was interesting when Mrs Gur came in to class to talk to us" -Year 2

"In some religions the concepts can be hard to understand so it's good to be able to discuss in class." -Year 5