

L E A R N



WEST HOVE
INFANT SCHOOL
.....
A family of friends



Hove Learning Federation RE Policy

Adopted by Learning & Teaching Committee on behalf of the Governing body: Summer 2024
Amended: Summer 2024

We are committed to safeguarding and ensuring the health, safety and well-being of all pupils in accordance with safeguarding procedures and guidance for staff outlined in the school's Health and Safety, Child Protection, Security and Safeguarding policies.

Hove Learning Federation RE Policy

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1. Introduction

Our community has members from each of the six major world faiths, as well as smaller secular faith groups. This is a point of pride for us in our school values and ethos.

'We are far more united and have far more in common than things that divide us' Jo Cox

The Religious Education scheme of work at Hove Learning Federation (HLF) is based on the Brighton and Hove Agreed Syllabus, 2018.

The subject must be taught according to a locally agreed syllabus prepared by a Standing Conference made up of representatives of the Authority, teachers, the Church of England, and other Christian denominations and world religions present in the area (SACRE).

The statutory requirements for Religious Education in Brighton and Hove Authority are to be found in the 1944 Education Act, the 1988 Education Reform Act and the 1996 Education Act.

They are summarised as follows:

Religious education is a statutory part of the basic curriculum and must be taught to all registered pupils and students in maintained schools, including those in the sixth form, unless withdrawn by parents or themselves if aged over 18. (Education Act, Section 2.1a. 1994)

Legislation allows parents a right of withdrawal from all or part of RE on the grounds that they wish to provide their own Religious Education. (School standards and Framework Act 1998, section 71 3).

Individual teachers have the right to withdraw from teaching religious education. (Education Act 1996)

An agreed syllabus 'must not be designed to convert pupils or to urge a particular religious belief on pupils'. (Department for Education Circular 1/94, para 32).

Section 2 of the 1988 Education Reform Act identifies the special status of religious education as part of the Basic, but not the National Curriculum. It requires that RE has equal standing in relation to the core and foundation subjects within a school's curriculum, but is not subject to nationally prescribed attainment targets and assessment procedures.

See below for specific assessment procedures for HLF.

Rationale

The Agreed Syllabus and the Education Reform Act of 1988 reflect that 'the religious traditions in Great Britain are mainly Christian'. At Hove Learning Federation, we adhere to this whilst also taking into account the teaching and practices of the other principle religions represented in Great Britain and in the cultural characteristics of Brighton and Hove.

As such, the Early Years Foundation Stage explores festival as and cultural events around the world under the subject heading 'People, Cultures and Communities'. These reflect the major six world faiths, as well as secular faiths represented within the class and years group community.

In Key Stage 1, the majority of RE lessons focus on Christianity and Judaism, although the children also begin to learn about Islam, as we have a significant proportion of Islamic children and families at West Hove Infant School. The other major world faiths are taught in Key Stage 2 at Hove Junior School, ensuring a well-rounded exposure to major world faiths. Non-religious worldviews are taken into account and are not excluded from lessons or our community as a whole.

Aims

The Brighton and Hove agreed syllabus advocates adopting an explorative enquiry approach for teaching Religious Education. Each unit is based around a key enquiry and a structured learning journey; for example, in Year 1 children learn about the Jewish celebration Sukkot. They listen to stories, watch videos and listen to songs relating to the festival. They also use drama and role play to act out some of the traditions during the festival and they build their own Sukkah using different construction materials.

This approach enables pupils to:

- Develop knowledge and understanding of Christianity and other principal religions and worldviews.
- Develop insight and understanding of key religious beliefs, teachings and practises, forms of expression and the influence of religion on individuals, families and communities.
- Learn from the diversity of religious beliefs and worldviews.
- Ask meaningful questions about the meaning and purpose of life, the nature of reality, questions of right and wrong and the being of God.
- Develop their sense of identity, affirming their own faith, beliefs or search for meaning.
- Flourish as individuals, within communities and as citizens in a plural society and global community.
- Develop respect for beliefs that differ to their own, recognising people's right to faith and faith as a protected characteristic.

This will be carried out with focus on the following six themes identified in the syllabus:

1. Beliefs, teaching and sources
2. Practices and Ways of life
3. Expressing meaning
4. Identity, diversity and belonging
5. Meaning, purpose and truth
6. Values and commitments

2. Intent

In learning Religious Education children will:

- Consider their own beliefs and develop self-awareness
- Consider questions about life and our place in the universe
- Become creative thinkers
- Be encouraged to develop a sense of awe and wonder for the world
- Be encouraged to be open-minded and develop questioning and debating skills
- Be encouraged to see the world through the eyes of others
- Be respectful of the cultures, beliefs and practices of others
- Present their knowledge and understanding in a range of forms

3. Implementation

Early Years Foundation Stage

Children in Reception classes are taught the building blocks of RE in a different way to their Key Stage One peers. Children learn about celebrations and the importance of different times of year for our community. They explore artefacts that have deep meaning for friends and people from our locality. Children engage with sharing special times for family and friends in a multi-sensory and play based approach. A prime example of this would be when learning about Diwali in the Autumn Term: as well as whole class taught sessions, children also have opportunities to make rangoli patterns on the computer, they share Diwali treats with friends, they make diva lamps from clay and they dance to celebration music.

In the Early Years Foundation Stage, learning about communities and religions falls under the subject 'People, Cultures and Communities'. We mark winter and spring festivals from all six major world faiths, reflecting the beliefs within our community. We also have visits from faith leaders in our community to share information about times of celebration within their faith.

Key Stage One and Key Stage Two

The RE scheme of work is delivered through a discrete time allocation on the weekly timetable with the expectation that RE is allocated a minimum of 5% of curriculum time. The time allocated by B&H works out over the academic year as approximately 1 hour per week for KS1 and 2, which equates to 36 hours per year.

An example of the teaching and learning undertaken in Key Stage One is during the spring term when Year 1 children learn Christian churches. They use books, videos and stories to learn about the aspects of churches. They work together to build their own churches using construction materials, and create their own stained-glass windows. They listen to Christian hymns and songs and they take a trip to visit a local church.

The Religious Education curriculum in Key Stage 2 is planned to be inclusive and meet the needs and interests of all our children. Each year children will learn about one of the major faith groups as well as Christianity and the religious features which are common to all beliefs.

An example of the teaching and learning undertaken in Key Stage Two would be the unit of work on Buddhism in the summer term of Year 5. Children use a range of sources to learn about Buddha: the teachings and sense of community within this faith. Children are given the opportunity to consider the concept question: *What does it mean to be a Buddhist in Britain today?*

4. Content

Our RE progression ladder shows the progression of both knowledge and skills from the Early Years Foundation Stage through the end of Key Stage Two. An example page can be seen below along with a section of our RE Long-term Plan.

HLF LONG TERM PLAN YEAR 2023 - 2024								
		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
AUI	Unit	People, Cultures and Communities	Belonging	Christianity	Why is Jesus inspiring to some people?	What can we learn from inspirational leaders?	What do different religions believe about how the world began?	What can we learn from religions about deciding what is right and wrong?
	CQ							
	Steps	<ol style="list-style-type: none"> 1) Week 1- 3 Talking about families and family units. 4) Family Diversity and Equality 5) Photos of diverse family groups 7) Harvest 	<ol style="list-style-type: none"> 1) What is RE? 2) Belonging in a family 3) Belonging in Friendship 4) Belonging to a club 5) Belonging to a community 6) Belonging to a religion. 	<ol style="list-style-type: none"> 1) What does 'God' mean to me? 2) What God means to others 3) Faith and Fact 4) Christian Beliefs 5) Christian Symbols 6) Special symbols in other religions. 	<ol style="list-style-type: none"> 1) identify inspirational people 2) understand why Jesus is inspirational to some people 3) use bible stories to understand why Christians think Jesus is inspirational 4) understand how religious stories affect people's lives. 5) understand how believing in Jesus inspires some Christian's lives 	<ol style="list-style-type: none"> 1) my local religious community 2) describe how religions make a difference to lives and communities 3) what makes an inspirational religious leader 4) Bear Grylls 5) Dalai Lama 	<ol style="list-style-type: none"> 1) ask ultimate questions about the universe 2) understand and retell the Judeo-Christian creation story 3) compare creation stories of the Abrahamic religions 4) about scientific ideas of creation and evolution 5) how scientific and religious ideas on creation can be held together 6) explore Buddhist ideas about Creation 	<ol style="list-style-type: none"> 1. To understand the primary teachings of a range of religions 2. The 10 Commandment - how do they help Jewish people know how to live? 3. The Beatitudes. What does Christianity say about how to live a good life? 4. How can people decide what is right or wrong without God's help? 5. What do religious stories tell believers about temptation? 6. Religious Teachings: Desmond Tutu. How have religious teachings helped to affect somebody's actions?

	Year R (People, Culture & Communities)		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	Nursery	Reception							
Beliefs, Teaching & Sources	By the end of Reception:		By the end of Year 2: Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.		By the end of Year 4: Children can identify and describe the core beliefs for a range of religions (Christianity and Islam), connecting them to texts, suggesting examples and meaning. Children can recognize and explain a range of religious symbols, their relevance for individuals and how they feature in festivals and worship. Children will know about a range of religious leaders and tell stories about them. Children will know and understand about a range of religious texts, their structure and how they are treated. Children will be able to recall a range of religious stories. Children connect with and offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers and how they live, celebrate and worship. Children should be able to suggest answers to religious questions around religious beliefs and practices and be able to include their own ideas about what difference religion makes to a person's life.		By the end of Year 6: Children can describe beliefs for a range of religions (Christianity, Islam, Humanism, Buddhism and Hinduism) using examples from texts. Children can explain and give meanings for core texts and beliefs, comparing different ideas. Children suggest meaning for texts/sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations. Children can recognize and explain a range of religious symbols, their relevance for individuals and how they feature in festivals and worship. Children will use evidence and describe examples of ways in which people use texts/sources of authority to make sense of core beliefs (a difference to life). Children will be encouraged to reflect on the religions and views they study, developing their own insights.		
		Understand that some places are special to members of their community	Understand what Christians believe about God and Jesus	Describe the main beliefs of a religion	Understand what Christians believe about God. <i>(Christmas and Easter RE, Bear Grylls, Martha Collison, TD Jakes, Charles Blondin)</i>	Understand what Christians believe about God. <i>(Christmas and Easter RE)</i>	Understand what Christians believe about God. <i>(Christmas and Easter RE)</i>	Understand what Christians believe about God. <i>(Christmas and Easter RE)</i>	
		Recognise that people have different beliefs and celebrate special times in different ways	Listen to and respond to stories from key religious texts such as the Torah, the Bible and the Qur'an.	Show an appreciation for how religion plays an important role in people's lives. Exploring identity and who we are.	Understand what Muslims believe about Allah and about Muhammad (PBUH) <i>(Islam, The 5 Pillars and Pilgrimages - Hajj)</i>		Understand what Muslims believe about Allah and about Muhammad (PBUH). <i>(Islamic Art, Ummah, Grace and Ahimsa)</i>		
			Understand what Jews believe about God and the Torah	Discuss and explore their own ideas and beliefs and understand the importance to respect the diversity within a community and the wider world.	Listen to and respond to stories and teachings about Old Testament Prophets, God, Jesus, Allah and Muhammed (PBUH) <i>(The Christmas Story, The Easter Story, Jesus Feeds 5000, The Lost Sheep, Jesus Calms a Storm, Abraham and Isaac)</i>	Listen to and respond to stories and teachings about Old Testament Prophets, God, Jesus, Allah and Muhammed (PBUH) <i>(The Christmas Story, The Easter Story, Daniel in the Lion's Den, Islam - The Qur'an - (The Prophet and the Ants, The Crying Camel)</i>	Listen to and respond to stories and teachings about Old Testament Prophets, God, Jesus, Allah and Muhammed (PBUH) <i>(The Christmas Story, The Easter Story)</i>	Listen to and respond to stories and teachings about Old Testament Prophets, God and Jesus <i>(The Christmas Story, The Easter Story)</i>	
			Listen to and respond to stories from the Torah		Describe the central teachings and concept of a religion <i>(Christianity and Islam)</i>	Describe the central teachings and concept of a religion <i>(Christianity, Judaism and Islam)</i>	Describe the central teachings or concepts of chosen religion <i>(Christianity, Islam, Hinduism and Buddhism - karma and reincarnation)</i>	Describe the central teachings or concepts of chosen religion <i>(Humanism and Christianity)</i>	
					Describe stories and traditions about religious leaders: e.g. <i>Jesus and Muhammad (PBUH)</i>	Describe stories and traditions about religious	Describe stories and traditions about religious	Describe stories and traditions about religious	

5. Assessment

Aims and key principles:

Monitoring children's attainment, understanding and acquisition of skills in our foundation subjects is essential to ensuring we can provide children with the support and challenge they need to access, and flourish within, our curriculum. In RE assessment is carried out using a variety of methods as outlined below and each teacher will be aware of monitoring this over other subjects where there are opportunities to think about and discuss religious and ethical beliefs, views and concepts.

Expectations:	Strategies:
<p>Assessment is linked to planning and is used to inform future provision, teaching and learning</p>	<ul style="list-style-type: none"> Teachers plan lessons linked to the Brighton and Hove Agreed Syllabus, 2018. Previous learning is revisited at the start of every lesson as a form of assessment and to support long-term memory retention. Subject leaders monitor planning and assessment across key stages to ensure knowledge and skills are mapped out across year groups. Knowledge and skills are built on to ensure any gaps are addressed. Learning objectives and targets for each lesson are shared with the children and assessed at the end of each lesson and unit.
<p>Formative assessment is continually on going to support our understanding of children's progress</p>	<ul style="list-style-type: none"> In Early Years, teachers are continuously observing children's independent learning in the learning environment. This includes working inside and outside and is recorded to provide the evidence that informs teacher assessment. As children progress through Key Stage 1, they will learn to self-assess their work against the objectives for that lesson/unit of work alongside

	<p>the teacher assessment. This allows children to take ownership of their learning and ensures they understand the lesson objective clearly.</p> <ul style="list-style-type: none"> • In Key Stage 2 children’s understanding is monitored through Assessment for Learning, pupil voice and teacher observation, and support is carefully planned in where appropriate to ensure learning is inclusive.
<p>Assessment is evidenced on the ILD portal in Reception</p>	<ul style="list-style-type: none"> • Photos and videos of children sharing times of celebration e.g. Christmas party or Diwali paint throwing, making decorations, role playing sharing special food and wearing special clothes, meeting visitors and sharing food are recorded as evidence.
<p>Assessment is evidenced in books in KS1 and KS2</p>	<ul style="list-style-type: none"> • Each lesson in Key Stage 1 has a bespoke sheet that includes the main activity and a potential challenge opportunity along with three differentiated learning outcomes that the children can self-assess against. The teacher will then also tick these. • In Key Stage 2 children have a skills record sheet for each unit that they return to, to tick and date when they have achieved each skill. The knowledge covered in each lesson is referred to within the skills, discussed on lesson slides and key vocabulary is dual coded.
<p>Assessment and monitoring are ongoing to support future planning</p>	<ul style="list-style-type: none"> • In the Early Years Foundation Stage, the children’s knowledge, skills and understanding will be assessed using ‘Development Matters,’ and the Early Years Learning Goals (predominantly within ‘Understanding the World’ and ‘People, Cultures and Communities’). These are recorded half termly into Target Tracker and then this information is used towards the end of year feedback given to parents and the final EYFS Profile. • At Key Stage 1, children’s progress and attainment is tracked against age-related expectations. In Key Stage 1 Assessment boxes are included in books at the end of each unit and teachers assess children based on learning objectives. The learning objectives for each lesson provide a clear focus for assessment. At the end of each school year, every child will be assessed and recorded on Target Tracker, as: ‘working below’, ‘working towards’, ‘secure’ or ‘secure plus’. These levels are communicated to parents in the end of year school report. At the end of Year 1, the assessments will be passed to the Year 2 teacher. At the end of Year 2, the accrued assessments will be used by the teacher to make a judgement about each child’s ability in geography across the key stage. • At Key Stage 2, teachers assess children’s understanding of the learning delivered in RE lessons and the knowledge they have acquired within each unit. The learning objectives for each lesson provide a clear focus for assessment. Teachers tick the learning objective at the end of each lesson to show the extent to which each child has learnt that skill and the associated knowledge: one tick indicates they are working towards acquiring that skill, two ticks show they are working at the expected level and are confident with this skill and three ticks indicate they are working above expectations and have shown a greater depth of understanding the knowledge and applying the skill.

6. Collective Worship in Key Stage One

Aims and key principles:

To conform to the Agreed Syllabus for Religious Education in Brighton and Hove, 2018 we aim to:

- Use Collective Worship (hereon referred to as CW) at our school to reflect and promote our core values, expressed to the children through our school rules ('Golden Rules').
- Use CW to contribute to the spiritual, moral, social and cultural development of children.
- Use CW to promote community cohesion by encouraging the idea of shared values and the importance of both dialogue and respect between religions and other traditions.
- Use CW to broaden world views and dispel unhelpful stereotypes around religious people, as homogenous groups.

7. Knowledge and Skills (spiritual development)

Aims and key principles:

We aim to provide an environment and school culture that inspires children to think deeply and have a well-developed understanding of themselves and others. We want our children to see themselves and global citizens who consider the way they relate to others and seek to understand differing beliefs and cultures.

The teaching of skills related to learning about RE is carefully mapped across the key stages. The children are gradually introduced to these skills or disciplinary practices alongside the acquisition of substantive knowledge. As knowledge and vocabulary linked to RE are developed through our spiral curriculum the children have the opportunity to revisit, embed and build on understanding.

Types of knowledge:

There are 3 different types of knowledge used in RE. These broad types of knowledge are points of progression within RE and are set out within the RE curriculum:

- substantive knowledge: knowledge about different religious and nonreligious traditions
- ways of knowing (disciplinary knowledge): pupils learn the skills of 'how to know' about religion and non-religion
- personal knowledge: pupils build an awareness of their own presumptions and values about the religious and non-religious traditions they study

The table below outlines the **Substantive Concepts** that are mapped out in our RE curriculum and some of the associated 'Big Questions' that children

What traditions does your family have?	What symbols, songs and sacred objects are important to religions?	What can we learn from inspirational leaders?	What does having faith mean for different people?
The different ways that people express religion and non-religion in their lives, including diverse lived experiences and the complexity of the fluid boundaries between different traditions.	The knowledge about artefacts and texts associated with different religious and non-religious traditions.	The understanding of concepts that relate to religious and non-religious traditions.	Discussing and reflecting on the very concepts of 'religion' and 'non-religion' and debates around these ideas

What can we learn from religions about deciding what is right and wrong?	Why do people pray?	What do different religions believe about how the world began?	Is it better to express your beliefs in art, architecture or in charity and generosity?
Understanding that there are concepts that are common to religious and non-religious experience (such as 'interpretation')	Considering concepts that are common to multiple forms of religious experience (such as 'sacrifice')	Learning about concepts specific to a religious tradition (such as the Christian notion of 'incarnation')	Learning that concepts can be theoretical and that people can associate with different theories.

Disciplinary Knowledge

Disciplinary knowledge involves the 'ways of knowing' associated with the academic disciplines that engage with religious and non-religious worldviews. It involves developing the specialised knowledge and specialised skills associated with studying religion and worldviews.

When we are talking about this in the classroom, it can be helpful to talk about looking through the lenses of **believing, living** and **thinking**.

When learning about RE children need to be able to: explore, discuss, reflect, experience, consider and challenge.

8. Vocabulary

Aims and key principles:

Our teaching of RE related vocabulary is carefully mapped to ensure it is delivered in a manner which will reduce cognitive overload and maximise children's understanding and retention. Vocabulary acquisition builds gradually in our spiral curriculum approach, which deepens understanding and encourages individual reflection and exploration of ideas.

Expectations:	Strategies:
Vocabulary linked to each unit is included in the RE Progression and progresses with the associated knowledge	<ul style="list-style-type: none"> Children are taught the specific RE related vocabulary as prescribed in the National Curriculum and Development Matters Tier 2 and 3 vocabulary is included in all key planning overviews and included in resources used during the topic, to encourage precise reporting of information and observations Vocabulary is dual coded, to support understanding and recall Vocabulary is explored in a variety of ways, including etymological observations, encouraging links to be made within and between topics and other subjects Children will become confident in using specific terms, and will gradually broaden the range of vocabulary used in cross-curricular work
Vocabulary is included in each session and progression across sessions and year groups is evident	<ul style="list-style-type: none"> Vocabulary is unpicked and explicitly taught each lesson and can be seen on flips/slides Children are given time in each RE lesson to hear and say key vocabulary and question the understanding of key words. Key vocabulary is discussed in each session with the teacher during the key targets discussion Key vocabulary from prior learning is discussed in the connecting learning flip/slide to embed vocabulary in long term memory Flips / slides show clear progression of vocabulary across the key stages
Misconceptions in knowledge and vocabulary are picked up early and addressed within	<ul style="list-style-type: none"> Teachers plan for misconceptions to ensure correct knowledge and vocabulary is taught and understood each lesson.

<p>lessons or before the subsequent lesson.</p>	<ul style="list-style-type: none"> • Adults are confident to pick up on misconceptions in knowledge and vocabulary that the children may have and ensure these are addressed early and clearly. • Higher order questions, challenges and visual prompts are used in lessons to assess and support misconceptions • Grumpy Frog is used on flips in KS1 to pre-empt possible misconceptions and address these to support whole class knowledge and understanding
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9. Equal Opportunities, Inclusion and Access

At Hove Learning Federation, we use Quality First Teaching to consistently meet the needs of all pupils. This includes ongoing assessment for learning which guides the path of the lesson, adapting lessons and responding to the needs of the children accordingly.

Challenge activities are included throughout RE lessons across the Hove Learning Federation to indicate to children how they can deepen their knowledge. In Early Years, Key Stage 1 and Key Stage 1 school characters are used (such as 'scuba diver challenge', 'submarine challenge' and 'Professor Prove-It'), while Key Stage 2 also uses Exit Tickets.

New topic-specific RE related vocabulary (tier 2 or tier 3) is taught using symbols and images (dual coding) to support children's understanding and are pre-taught to children before a lesson, where necessary. This vocabulary is displayed in classrooms and is revisited throughout a unit, and built on year upon year.

Where appropriate in RE lessons, children are provided with tasks that have been broken down into small steps, giving them achievable goals. Some children may be offered a choice of how to record their work in different ways, such as with a digital camera/ verbally/ with a tape-recorder. At times, tasks are designed so that outcomes can be child-led allowing for a variety of responses and ownership of learning.

Additional materials can be provided to support learning (for example visual aids such as photographs, Makaton symbols, concept boards, dual coding, Communicate in Print resources, adapted scissors or other tools, or larger scale resources specifically for map work). Adult support is allocated to guide learning where needed and we ensure that all children can access fieldwork trips.

In this way, all children will be enabled to achieve their full potential.

10. Visitors

At Hove Learning Federation we recognise the benefits of an open and friendly relationship with all members of the religious communities that are part of our local and school community and we do everything we can to create and maintain a welcoming environment. Maintaining a secure, safe and healthy environment for the children and adults in the school is paramount. For the purpose of this policy we define visitors as being persons who are not employed by the school. Visitors from different faiths are encouraged to come into school to talk about their religious practice, traditions and beliefs.

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). This came into force on 1 July 2015.

As an educational establishment in Brighton and Hove, we are subject to the Prevent duty which we follow as part of our wider safeguarding and welfare responsibilities. Hove Learning Federation safeguarding training ensures all staff have an understanding of how to identify concerning behaviour changes that may indicate children are susceptible to radicalisation. We are alert to both violent extremism and non-violent extremism. Further information can be found in our *Child Protection & Safeguarding Policy and Procedures*.






11. Appendices

Appendix 1: Key Stage 1 Curriculum Drivers (LEARN)



HLF Curriculum Drivers

Our school curriculum is planned sequentially and builds upon children’s prior knowledge and learning. The curriculum is both knowledge and skills based and standards driven. It reflects and exploits the local context and our pupil diversity and is based on first hand experiences where possible. It is broad and balanced and is underpinned by the following five key drivers:

	<p>Love of Learning</p>	<ul style="list-style-type: none"> • Enjoy immersive learning opportunities that aim for children to experience learning in context • Inspire children’s curiosity and build understanding • Develop children’s skills of enquiry through investigation and by asking ‘Big Questions’ • Encourage children’s ability to think critically, reflect, debate and evaluate • Embrace the art of oracy through storytelling and interpretative role play • Promote Growth Mindset through our ‘Characteristics of Learning’
	<p>Equality, Diversity & Inclusion</p>	<ul style="list-style-type: none"> • Support children to be proud of their personal heritage and how this links to global citizenship • Enable children to make personal connections and value their own and other people’s cultures • Foster a sense of identity and an increased understanding of children’s own position in their community and the world • Discuss the impact/legacy that history has had on today • Promote British Values and children’s sense of their place within society • Reflect and respond to the needs and diversity of the school community, using pupil voice to guide our curriculum
	<p>Aiming High</p>	<ul style="list-style-type: none"> • Build their answers to big questions sequentially • Be reflective and analytical of all sources of evidence • Evaluate the effectiveness of evidence to develop reasoned interpretations • Inspire children to attain high standards by introducing purposefully chosen, aspirational figures • Remove barriers to learning and give individualised support so that all children can excel
	<p>Respect and Well-being</p>	<ul style="list-style-type: none"> • Foster empathy and respect for different perspectives and backgrounds • Show pride in their thoughts and actions • Understand how to care for their own wellbeing and nurture wellbeing in others • Include challenging questions in our lessons to encourage confidence, explanation, discussion, reasoning and deeper thinking in a forum where there is no right or wrong answer and all ideas are valued
	<p>Nurture and Citizenship</p>	<ul style="list-style-type: none"> • Understand their own cultural identity • Develop a sense of belonging • Understand how wider events have affected their own community on a local, national and global scale

Appendix 2: HLF RE Sequencing Overview

RE Curriculum Sequence Overview 23/24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	People, Cultures and Communities	Christmas Hanukah	Imbolc Seasonal Solstice	Traditional festivals as part of the class countries learning		Bible Stories: Jonah Noah
Year 1	Belonging	Celebrations	Judaism	Worship	Special Books	Rituals
Year 2	Christianity	Light in Religion	Stories from the Old Testament	Stories from the New Testament	Creation	Creation
Year 3	Why is Jesus inspiring to some people?	What does having faith mean for different people? Festivals of light – Christmas	Why do some people pray?	What does it mean to be Christian in Britain today? Easter	What is it like to be a Muslim in Britain today?	Why do people go to sacred places?
Year 4	What can we learn from inspirational leaders?	What can we learn from inspirational leaders? Festivals of light – Christmas and Hanukah	What symbols, songs and sacred objects are important to religions?	Why are sacred texts so important for religions today? Easter	Why do some people think life is a journey and what significant experiences mark this?	What are places of worship and what happens in them?
Year 5	What do different religions believe about how the world began?	What does it mean to be a Hindu in Britain today? Festivals of light – Diwali and Christmas	What difference does it make to believe in ahimsa, grace and Ummah?	Easter	What do different people believe about God?	What does it mean to be a Buddhist in Britain today?
Year 6	What can we learn from religions about deciding what is right and wrong?	Why do some people believe God exists? Festivals of light – Winter Solstice and Christmas	What does it mean to be a Humanist today? What matters most to Christians and Humanists?	Easter	Is it better to express your beliefs in art, architecture or in charity and generosity?	

Appendix 3: Example R.E. section from HLF Long Term Overview

HLF LONG TERM PLAN YEAR 2023 - 2024								
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	
AU1	Unit	People, Cultures and Communities	Belonging	Christianity	Why is Jesus inspiring to some people?	What can we learn from inspirational leaders?	What do different religions believe about how the world began?	What can we learn from religions about deciding what is right and wrong?
	Steps	1) Week 1- 3 Talking about families and family units. 4) Family Diversity and Equality 5) Photos of diverse family groups 7) Harvest	1) What is RE? 2) Belonging in a family 3) Belonging in friendship 4) Belonging to a club 5) Belonging to a community 6) Belonging to a religion.	1) What does 'God' mean to me? 2) What God means to others 3) Faith and Fact 4) Christian Beliefs 5) Christian Symbols 6) Special symbols in other religions.	1) identify inspirational people 2) understand why Jesus is inspirational to some people 3) use bible stories to understand why Christians think Jesus is inspirational 4) understand how religious stories affect people's lives. 5) understand how believing in Jesus inspires some Christian's lives	1) my local religious community 2) describe how religions make a difference to lives and communities 3) what makes an inspirational religious leader 4) Bear Grylls 5) Dalai Lama	1) ask ultimate questions about the universe 2) understand and retell the Judeo-Christian creation story 3) compare creation stories of the Abrahamic religions 4) about scientific ideas of creation and evolution 5) how scientific and religious ideas on creation can be held together 6) explore Buddhist ideas about Creation Hinduism	1. To understand the primary teachings of a range of religions 2. The 10 Commandment - how do they help Jewish people know how to live? 3. The Beatitudes. What does Christianity say about how to live a good life? 4. How can people decide what is right or wrong without God's help? 5. What do religious stories tell believers about temptation? 6. Religious Teachings: Deaconed Tala. How have religious teachings helped to affect somebody's actions?
AU2	Unit	People, Cultures and Communities	Celebrations	Light in Religion	What does having faith mean for different people? Festivals of Light - Christmas	What can we learn from inspirational leaders? Festivals of light – Christmas and Hanukah	What does it mean to be a Hindu in Britain today? Festivals of light – Diwali and Christmas	Why do some people believe God exists? Festivals of light – Winter Solstice and Christmas
	Steps	Week 7: Christmas (cc People & Communities/ The World)	1) Diwali (stand alone lesson to celebrate Diwali in November). 2) What is a celebration? 3) What do you celebrate? 4) Why is Advent important to Christians? 5) The Christmas story 6) Christmas traditions 7) Giving gifts at Christmas	1) Diwali 2) Rama and Sita 3) The story of Hanukkah 4) How Hanukkah is celebrated 5) What does light in religion represent? 6) The Christmas story 7) Learning about and making Christingles.	1) what faith is and why it is important 2) how people show their faith 3) what faith means for other people 4) understand about festivals of light 5) about Christmas traditions and why they happen. 6) understand how and why Christmas is celebrated.	1) Fauji Singh 2) Malala 3) Rabbi Jonathan Sacks 4) Hannu El Bannah 5) understand the significance of Christmas for Christians. 6) understand why Jews celebrate the festival of Hanukah.	1) understand and share information about beliefs in Hinduism 2) describe my identity 3) understand karma and what it means to Hindu children 4) about how Hindus worship 5) about the Hindu mandir and its importance to individuals and the community 6) about the Hindu festival of light	1. Why do some people believe God exists? 2. Is God real? What do Christians think? 3. Why do people believe or not believe in God? 1) understand the traditions of Winter Solstice

Appendix 4: Link to Hove Learning Federation RE Progression Ladder (please follow the link for the complete ladder)

<https://www.westhoveinfants.co.uk/wp-content/uploads/sites/10/2024/03/RE-Progression-Ladder-YR-6.pdf>



Plain text = Curriculum Expectations (please **DO NOT** change or delete these), *Italic = Additional WHIS/HIS*

	Year R (People, Culture & Communities)		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	Nursery	Reception							
Beliefs, Teaching & Sources	By the end of Reception:		By the end of Year 2: Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.		By the end of Year 4: Children can identify and describe the core beliefs for a range of religions (Christianity and Islam), connecting them to texts, suggesting examples and meaning. Children can recognize and explain a range of religious symbols, their relevance for individuals and how they feature in festivals and worship. Children will know about a range of religious leaders and tell stories about them. Children will know and understand about a range of religious texts, their structure and how they are treated. Children will be able to recall a range of religious stories. Children connect with and offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers and how they live, celebrate and worship. Children should be able to suggest answers to religious questions around religious beliefs and practices and be able to include their own ideas about what difference religion makes to a person's life.		By the end of Year 6: Children can describe beliefs for a range of religions (Christianity, Islam, Humanism, Buddhism and Hinduism) using examples from texts. Children can explain and give meanings for core texts and beliefs, comparing different ideas. Children suggest meaning for texts/sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations. Children can recognize and explain a range of religious symbols, their relevance for individuals and how they feature in festivals and worship. Children will use evidence and describe examples of ways in which people use texts/sources of authority to make sense of core beliefs (a difference to life). Children will be encouraged to reflect on the religions and views they study, developing their own insights.		
		Understand that some places are special to members of their community	Understand what Christians believe about God and Jesus	Describe the main beliefs of a religion	Understand what Christians believe about God. <i>(Christmas and Easter RE, Bear Grylls, Martha Collison, TD Jakes, Charles Blondin)</i>	Understand what Christians believe about God. <i>(Christmas and Easter RE)</i>	Understand what Christians believe about God. <i>(Christmas and Easter RE)</i>	Understand what Christians believe about God. <i>(Christmas and Easter RE)</i>	
		Recognise that people have different beliefs and celebrate special times in different ways	Listen to and respond to stories from key religious texts such as the Torah, the Bible and the Qur'an.	Show an appreciation for how religion plays an important role in people's lives. Exploring identity and who we are.	Understand what Muslims believe about Allah and about Muhammad (PBUH) <i>(Islam, The 5 Pillars and Pilgrimages - Hajj)</i>		Understand what Muslims believe about Allah and about Muhammad (PBUH). <i>(Islamic Art, Ummah, Grace and Ahimsa)</i>		
			Understand what Jews believe about God and the Torah	Discuss and explore their own ideas and beliefs and understand the importance to respect the diversity within a community and the wider world.	Listen to and respond to stories and teachings about Old Testament Prophets, God, Jesus, Allah and Muhammed (PBUH) <i>(The Christmas Story, The Easter Story, Jesus Feeds 5000, The Last Sheep, Jesus Calms a Storm, Abraham and Isaac)</i>	Listen to and respond to stories and teachings about Old Testament Prophets, God, Jesus, Allah and Muhammed (PBUH) <i>(The Christmas Story, The Easter Story, Daniel in the Lion's Den, Islam - The Qur'an - (The Prophet and the Ants, The Crying Camel)</i>	Listen to and respond to stories and teachings about Old Testament Prophets, God, Jesus, Allah and Muhammed (PBUH) <i>(The Christmas Story, The Easter Story)</i>	Listen to and respond to stories and teachings about Old Testament Prophets, God and Jesus <i>(The Christmas Story, The Easter Story)</i>	
			Listen to and respond to stories from the Torah		Describe the central teachings and concept of a religion <i>(Christianity and Islam)</i>	Describe the central teachings and concept of a religion <i>(Christianity, Judaism and Islam)</i>	Describe the central teachings or concepts of chosen religion <i>(Christianity, Islam, Hinduism and Buddhism – karma and reincarnation)</i>	Describe the central teachings or concepts of chosen religion <i>(Humanism and Christianity)</i>	
					Describe stories and traditions about religious leaders: e.g. Jesus and Muhammad (PBUH)	Describe stories and traditions about religious	Describe stories and traditions about religious	Describe stories and traditions about religious	