



**TEACHING RELIGIOUS EDUCATION AT**

**HOPPING HILL PRIMARY SCHOOL**



Be The Change  
**YOU WISH**  
to  
See in the  
**WORLD**



# Golden Threads

## Explore:

Being curious about different beliefs and worldviews

## Engage

Thinking deeply about beliefs and worldviews

## Reflect:

Considering the 'bigger picture' -our learning, our lives, and the world around us

## Tolerance

Understanding and respecting different beliefs and points of view

## Key vocabulary and knowledge:

Confidence in using key terms accurately when discussing religions and secular worldviews.

## INTENT

At Hopping Hill, we believe that religious education should be purposeful, insightful, and inspiring.

Our curriculum aims to encourage children to **explore** religions and secular worldviews, **engage** with their learning through thinking deeply about beliefs and worldviews and **reflect** on their learning, their lives, and the world around them. We promote the importance of **tolerance** in understanding and respecting different beliefs and points of view. Children will also develop their **key vocabulary and knowledge** and will be confident in using key terms accurately when discussing religious beliefs and secular worldviews.

We encourage children to develop their sense of identity and belonging by providing opportunities for personal reflection and chances to consider 'big questions'. We aim to develop religious literacy (the knowledge of, and ability to understand religion, beliefs, practices, spiritual insights, and secular worldviews), which is an essential part of preparing children for life in modern, multicultural Britain. Children will develop attitudes of respect and sensitivity towards other people who hold views and beliefs that are different to their own.

## IMPLEMENTATION

Religious Education is a legal requirement for all pupils on the school roll: this includes those in the reception year. Our curriculum follows The Agreed Syllabus for Religious Education set out by the Standing Advisory Committee on Religious Education (SACRE). Throughout years 1-6 religious education is taught as a discrete subject, although links with other curriculum areas are made whenever possible. In early years, religious education is part of the continuous provision that is offered throughout the year and reflects learning laid out in development matters 2021. In line with this documentation, and the ethos of in the moment planning and being led by the children's interests, specific topics and vocabulary are not prescribed. The golden threads are reflected in the EYFS religious education overview, and this assists the teachers in planning provision to reflect their role in the beginning of the children's religious education.

There are two attainment targets in religious education – there will be a close balance between these targets over each unit of work.

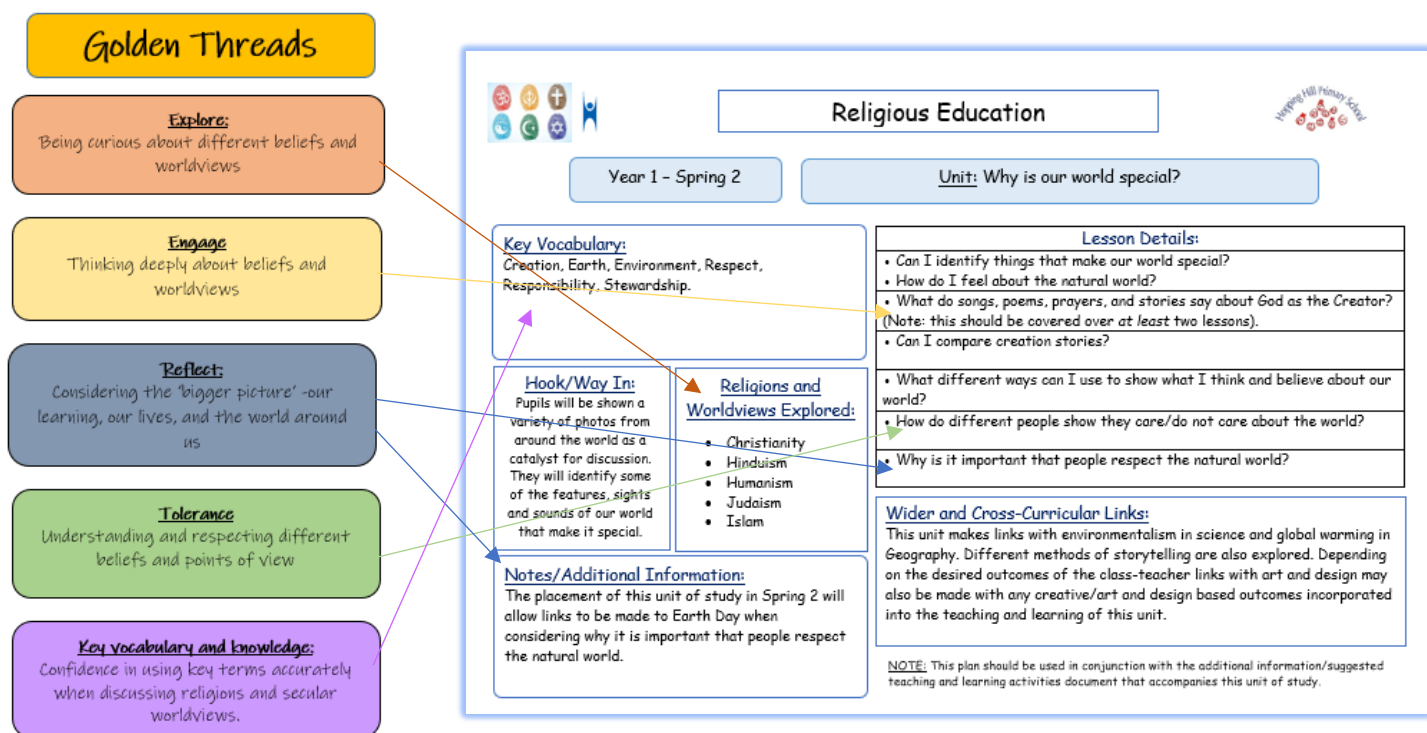
### Attainment Target 1 – Learning about religion and belief:

Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied.

### Attainment Target 2 – Learning from religion and belief:

Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific religions studied.

When planning for learning using the school's medium-term plans or EYFS overview, teachers will ensure they have knowledge of the learning in a particular 'topic' in the previous years and where this will progress to (being aware that a particular linked topic might not appear in the next chronological year). This includes EYFS who will be aware of the key vocabulary and knowledge expected in year 1 when planning provision. Teachers will also ensure that the delivery of each topic meets the specific needs of the children in their class.



## Assessment

It is imperative that assessment is purposeful and is not time consuming. Teachers spending a large amount of time planning therefore carrying out and marking formal tests is not helpful and takes time away from teaching and learning. Assessment should be in place to support recall of vocabulary, concepts and ideas and is an opportunity for children to show their understanding through applying what they have found out to answer real life questions. Assessment should also inform teachers planning and focus for teaching and learning so that misconceptions and gaps as well as strengths are identified.

Therefore, assessment of religious education at Hopping Hill is conducted through the means of a baseline assessment at the end of Autumn term 1 to demonstrate current knowledge and understanding, pupils then complete a further assessment activity during Summer term 6 which gives them the opportunity to apply their learning and use the knowledge and vocabulary that they have learned. During each unit of study there are also frequent opportunities for ongoing informal assessment. All of this information will be used when the teacher makes, and end of year assessment of the children's attainment compared to age expected outcomes.

Access the link below to find out more about the SACRE Northamptonshire Agreed Syllabus for Religious Education.

[THE AGREED SYLLABUS for Religious Education \(northamptonshire.gov.uk\)](http://northamptonshire.gov.uk)

## INTENDED IMPACT

- Pupils will make sense of a range of religious and non-religious beliefs, so that they can:
  - ✓ Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
  - ✓ Explain how and why these beliefs are understood in different ways, by individuals and within communities

- ✓ Recognise how and why sources of authority (for example texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

2. Pupils will understand the impact and significance of religious and non-religious beliefs, so that they can:

- ✓ Examine and explain how and why people express their beliefs in diverse ways
- ✓ Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- ✓ Appreciate and appraise the significance of different ways of life and ways of expressing meaning.

3. Pupils will make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- ✓ Evaluate, reflect on, and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- ✓ Challenge the ideas explored, and allow these to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- ✓ Discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding