



R.E Intent



At Hagley Primary School, our Religious Education curriculum offers all learners a safe space to develop their understanding of people, cultures, faiths and relationships. Through the guidelines set out by the Worcestershire Agreed Syllabus, our children are given the opportunity to gain a coherent insight into religious and non-religious worldviews. Our objective is to provide our children with the accurate knowledge and understanding to appreciate and celebrate different beliefs and opinions. From the Early Years Foundation Stage through to Year 6, our ambitious and progressive curriculum enables our children to use their locality to contextualise their knowledge and gives them the opportunity to make sense of their own place in the world. Our children develop the knowledge and respect required to take an active role in the multicultural, and diverse, Britain we live in.

Our overarching aim is for our children to leave Hagley Primary School with the expertise and enthusiasm for celebrating different worldviews, all the while maintaining a focus on respect. We want to see our children leaving our doors as reflective members of our society with a strong sense of core and non-religious beliefs. We want them to make connections between different beliefs they have studied, as well as their own, and understand how and why different beliefs affect their community and wider world.

R.E. Implementation

At Hagley Primary School, our Religious Education curriculum is determined, and informed, by the Worcestershire Agreed Syllabus. Based on three fundamental principles, pupils from Early Years through to Year 6 'make sense' of a range of religious and non-religious beliefs, 'understand the impact' these beliefs have on people's lives and 'make connections' between these and their wider experience of the world. Teaching and learning in the classroom encompasses all three core elements. The structure ensures all pupils develop their 'religious literacy' and deepen their knowledge of cultures, beliefs and events. It provides them with opportunities to see how and why people put their beliefs into action and identify similar themes and threads between the ideas they have analysed and their own ways of understanding the world. Using an enquiry-based model allows our pupils to respond thoughtfully and creatively to key concepts, respectfully challenge ideas and weigh up arguments, and express their critical response and personal reflections with increasing clarity and understanding.

Our curriculum has been designed with depth and balance in mind. By taking a systematic approach to studying each religion, deliberate opportunities for recall and retrieval of prior learning are embedded into lessons, with core concepts being encountered on a number of occasions across the three Key Stages. Alongside this, thematic units build on pupils' prior learning allowing them to make connections by comparing religions, beliefs and practices studied. This means that not only are pupils remembering more, they are making connections with other religious and non-religious worldviews. As they progress through the curriculum, pupils are given the opportunity to visit places of worship, so that they can recognise and account for ways in which people put their beliefs into action. Key stage assemblies often act as both an introduction to, or reminder of, religious and non-religious festivals. They allow pupils to understand the significance of religious and non-religious beliefs on their everyday lives, within their communities and in the wider world.



R.E. Impact

The teaching and learning approach set out by the Worcestershire Agreed Syllabus, supports our teachers in exploring selected beliefs and religions in a coherent and cohesive way. The three formal elements form the basis of our end of Key Stage outcomes and allow us to set progressive learning outcomes and highlight the knowledge we expect children will gain at the end of each lesson. Using this approach, allows us to formatively assess our children's knowledge and understanding of vocabulary through retrieval activities, before then building on their knowledge and connecting it to their prior learning. Misconceptions are, therefore, identified and addressed, as pupils revisit religious and non-religious worldviews. Classroom activities enable pupils to build up knowledge and understanding, in a variety of ways, allowing pupils plenty of opportunities to achieve the outcomes. By revisiting concepts through different perspectives, our pupils connect ideas and develop a coherent understanding of religion and belief.

Our Religious Education curriculum ensures our children leave Hagley Primary School with an appreciation for the importance of religious and non-religious worldviews in the lives of many people. They develop attitudes such as respect, curiosity and self-understanding and are equipped with the systematic knowledge of a range of religions and beliefs. Our pupils develop the confidence to participate positively in our diverse society and express their critical responses, and personal reflections, with increasing clarity and understanding.