

Religious Education Curriculum

Intent

At Hazel Wood Infant School, we aim to give children a **Journey of Opportunities** that develop a love of learning based upon **independence, creativity, resilience** and **being a team player**. The intent of Religious Education is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain. It introduces children to different religions, religious ways of looking at things and existing in the world may offer in leading one's life, individually and collectively. They learn about the world and the world around them, different faiths, beliefs, celebrations, festivals. It is then a greater understanding of the global community and they can appreciate the way that religious beliefs shape life and our behaviour. Children develop the ability to make reasoned and informed judgements about religious and moral issues to enhance their spiritual, moral, social and cultural development.

Implementation

At Hazel Wood, we follow Hampshire's agreed syllabus, Living Difference IV, and this is followed in both KS1 and the EYFS. All year groups study Christianity but also Hinduism in Key Stage 1. In Year R, they begin to learn about Hinduism in the summer term. Religious Education is taught each half term in Key Stage and Year R in blocks of lessons through the 'cycle of enquiry'. It is made up of the following 5 steps: Communicate, Apply, Enquire, Contextualise, Evaluate. The Living Difference IV approach is a process of enquiry into concepts e.g remembering, celebration, specialness. Children are introduced to terms specific to religions (eg Holi and Hindu Mandir) but the focus for enquiry into concepts will be rooted in their own experience. Pondering Time is included in each block to enable the children to take ownership over some of their own learning. Additionally, visitors are invited in to provide further richness and knowledge to the faith or religion. Overview Studies and assemblies are planned throughout the year to ensure Dharmic religions and other festivals are celebrated and taught.

Impact

When children leave the school, their learning in RE will have contributed to their spiritual, moral, social and cultural development (SMSC). It will have made a significant contribution and have helped them to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain, through practising the skills of tolerance and mutual respect as seen in Fundamental British Values. RE provides us with opportunities to develop children's learning and understanding of people they will meet, work and live alongside. Each half term, teachers complete foundation assessments to assess children's progress and attainment in RE.