



RE *'RE is like an iceberg. As you unpack ideas, you come to understand deeper meaning.'*

Being a theologian

An outstanding level of religious understanding and knowledge.

A thorough engagement with a range of ultimate questions about the meaning and significance of existence.

The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.

A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.

Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.

Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.

The ability to link the study of religion and belief to personal reflections on meaning and purpose.

A wide knowledge and deep understanding across a wide range of religions and beliefs.

Curriculum Intent

At Holly Park, we intend to offer our pupils new and exciting experiences through activities that are designed to build resilience, confidence and self-esteem. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow and make progress as individuals from whatever their starting points may be. The curriculum promotes all forms of equality and fosters greater understanding of and respect for people of all faiths and those of no faith, races, genders, ages, disability and sexual orientations, It keeps pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism. It contributes to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development. It provides both skills-based as well as knowledge-based learning and ensures continuity and progression within the school and between each phase of education. Our curriculum is supported by enrichment days, weeks and extra-curricular activities. We want to make learning fun, practical and exciting to ensure that it is embedded in the long-term memory. The curriculum values prior knowledge and moves on from this point to extend learning. Our curriculum is based upon 4 main principles:

Creativity:

- Is inclusive, exciting and engaging.
- Stimulates creative thinking and problem solving.
- Discovers, nurtures and celebrates children's talents.

Ambition:

- Teaches the essential skills of English and Mathematics across the curriculum.
- Is broad and balanced.

RE Intent

At Holly Park Primary School, we value and celebrate the rich diversity of the community we serve. As such, through the teaching of Religious Education (RE) we seek to promote and encourage respect for all people of different religions and world views.

Children will learn about religions and world views, including beliefs, practices and traditions. Children will be able to gain a deep understanding of religions and world views by being encouraged to ask questions and find evidence to support answers. Children will also learn from religion and will have regular opportunities to discuss their thoughts on issues that will help to develop their sense of belonging and identity, for example human rights, equality, tolerance, morality, charity and kindness. Children will be able to consider what it means to have faith. Strong links will also be made to the British Values, Children's Rights and SMSC development.

At Holly Park we know how relationships with members of local communities and local faith communities can enrich pupils' experiences in RE and we strive to cultivate and maintain these relationships.

By being sensitive to that fact that all pupils have their own backgrounds and individual relationship with RE, we will ensure that the subject is accessible to



Subject Strategy

<ul style="list-style-type: none"> • Teaches resilience and the ability to persevere. • Is well sequenced, progressive and memorable. • Prepares children for the next stage of their education. <p>Curiosity:</p> <ul style="list-style-type: none"> • Reflects our diverse community. • Develops effective communication skills • Fosters enthusiasm and a love of learning. <p>Health:</p> <ul style="list-style-type: none"> • Supports British Values and our school values. • Encourages a mentally and physically healthy lifestyle. • Nurtures and supports social and emotional development. 	<p>all. As a result, RE will help children to reflect on the kind of person they want to be as a member of Holly Park School but also as citizens of the world.</p> <p>Differences were made not to divide but to enrich.’ J.H Oldham ‘RE is like an iceberg. As you unpack ideas, you come to understand deeper meaning.’ anon</p>
<p>RE Implementation</p>	<p>RE Impact</p>
<p>At Holly Park, we deliver Religious Education (RE) in line with the Barnet Agreed Syllabus for Religious Education. We use the Discovery RE Syllabus to inform our planning, which follows an enquiry based approach.</p> <p>We recognise that society is becoming increasingly pluralistic and as such, children will learn about Christianity, Islam, Hinduism, Judaism, Sikhism, Buddhism and other world views.</p> <p>RE lessons are designed to give children many opportunities to make links to their learning in other subject areas including English, PSHE, History, Geography, Art.</p> <p>In EYFS RE sessions will follow a three step process: Interest Me, Help Me Learn and Let’s Think.</p> <p>In KS1 and KS2 RE lessons will follow a four step process: Engagement, Investigation, Evaluation, Expression.</p> <p>In RE, children will:</p> <ul style="list-style-type: none"> • learn through artefacts, sacred texts, stories and from faith leaders and visitors from the local community. 	<p>We want our children to leave Holly Park with the behaviours that they need to succeed in the world. They will be confident and successful lifelong learners.</p> <p>We want to help our pupils to:</p> <ul style="list-style-type: none"> Develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills Acquire understanding, knowledge and key skills relevant to school, adult life and employment in a fast-changing world Be able to use language and number effectively Develop personal moral values, respect for religious values and tolerance of other races, religions and ways of life Understand the world in which they live and the inter-dependence of individuals, groups and nations Appreciate human achievements and aspirations – a sense of ‘awe and wonder’ Know and remember more <p>For the best impact we intend that we have:</p> <ul style="list-style-type: none"> A clearly defined, high quality curriculum Effective delivery The curriculum being taught and learned as intended <p>At the end of a child’s journey at Holly Park, RE will have helped our children to be critical thinkers who are confident to express their own ideas and opinions. Our children will know some of the traditions, practices and beliefs related to the major six religions and other world views. They will be able to talk about the</p>



Subject Strategy

- use their imagination to express their ideas, thoughts and opinions through the expressive arts
- research and explore using their English and Computing skills
- respond to images, art, music, dance, videos
- compare religions and world views through discussion
- use their enquiry and critical thinking skills to ask and answer questions about religions, world views and the world around them.
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Year One- Six, will visit a different place of worship and the order is as follows:

1) A Church 2) A Synagogue 3) A Hindu Temple 4) A Church 5) A Gudwara 6) A Mosque

similarities and differences between them. They will use this knowledge to reflect on who they want to be and how they will behave in different situations. They will understand that we live in a pluralistic society, which provides a fantastic opportunity to learn from each other. In this way, they will demonstrate respect and tolerance towards others.

RE PEDAGOGY

Good Relationships:

Pupils views and opinions within RE are respected

Pupils feel they belong whatever their religious view point

Pupils are treated with kindness whatever their religious view point

High Expectations:

We have clear RE outcomes for our lessons

We use open ended questions which will expand children's thinking and understanding

We address misconceptions and allow for debate

We aim to deepen the children's understanding of world views/religions

Review and Recap:

Lessons are built on previous knowledge

Learning is scaffolded to allow all pupils to access

Talk:

We plan for meaningful opportunities for children to talk about their views and opinions

We use open ended questions to engage pupils with their learning

We allow the time in RE lessons for children to think and talk through their views and opinions and understand that their views and opinions can change throughout the course of the lessons are the topic and that this process is ok and can take time

Modelling:



Subject Strategy

We model appropriate behaviour, we are unbiased and present all Religions and World Views as equal
We show a variety of views and opinions within all Religions and World Views and explain that this is ok
We use a variety of sources to explain and teach Religious and World views

Practice:

We give opportunities for children to be taught about Religions and reflect on what they have learnt
We make sure we adapt activities to allow all children to be able to access the learning
We scaffold our lessons to allow all children to learn and give their opinions/views at their level
We make sure we ask open ended questions to allow children to deepen their understanding and opinions

Assessment:

We will be asking questions throughout the lessons to continue to check on pupils understanding
There will be opportunities for informal and formal talk sessions to allow teachers to know what children have learnt
There will be formal work in books or floor books for children to show their understanding and thoughts
There is an understanding that there is a range of thoughts and opinions and sometimes there will no right or wrong answer
Future lessons are built on where the children are at, they are planned to reserve any misconceptions which have come up or fill any gaps that have been noticed

Feedback:

We will be careful in our feedback to children that we do not make it personal and undermine a child's opinion or thoughts
We will give personal feedback when needed as well as whole class feedback
We will allow for children to reflect on what they have learnt and allow them to identify what they feel are their own next steps