



Religious Education at Hodnet School 2025-2027

*'Enabling all children to flourish in a safe,
nurturing and welcoming learning environment'*

This policy should be read in conjunction with the following policies:

- Curriculum policy
- Early Years policy
- Assessment policy
- Behaviour policy
- SEND policy
- Teaching and Learning policy
- Marking and Feedback policy
- Safeguarding & Child Protection policy

Safeguarding statement of intent:

Safeguarding all our children is of paramount importance to us therefore, all necessary risk assessments are carried out prior to any activity. Enhanced DBS checks are carried out when recruiting new staff or volunteers. When welcoming visitors we check whether they have a DBS and carefully monitor their contact with children according to the regulated activity rules in the DBS guidelines. We are a “Safer School” and at least one member of staff and governors who are involved in the recruitment process have attended “Safer Recruitment Training.” New staff are made aware of all the related Safeguarding documents including the Child Protection policy as part of the induction process and all staff receive Child Protection Awareness training regularly.

Whole School Curriculum Intent

At Hodnet Primary School, we endeavour to provide a broad and balanced, but flexible, curriculum which meets the needs of our children, and enables every child to fulfil their potential. We pride ourselves on our ability to tailor our curriculum to the interests and needs of our children and involve the children in their own learning as much as possible. Our curriculum reflects our school aims for every child; encouraging positive relationships based upon mutual trust and respect whilst maintaining a 'can do' strive for success attitude. Our ambitious curriculum has been designed to follow the statutory requirements for all children from the Early Years Foundation Stage and the National Curriculum. We ensure that children have the opportunity to experience the curriculum and express themselves as an individual.

The key principles behind our [curriculum design](#) are based on these wishes for our children:

To be happy, respectful and kind

To be confident with a strong sense of self-belief

To be resilient

To be excited and inspired by learning

To be an independent learner and a creative thinker

To have high aspirations

To be creative

To have eyes open to a world beyond their immediate surroundings

To be an effective communicator

To have the knowledge and skills they need to succeed

RE curriculum statement of Intent.

In our diverse world it is essential that learners at Hodnet have the skills and knowledge to understand beliefs and faiths and approach difference viewpoints with an open mind. Our RE curriculum enables children to reflect on important questions of identity, faith, meaning and belonging. We celebrate diversity through teaching an acceptance of and respectful tolerance of different faiths. We will equip our learners with a coherent understanding of religious and non-religious views through an exploratory approach. Our progressive RE curriculum engages learners, challenges their thinking and encourages reflection through a big question approach.

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

At Hodnet School we intend to enrich our pupils with Christian values based on the British Values and morals by which our society lives. As we are a Christian country, the dominant faith is Christianity. However, we cover all faiths as set out in the Shropshire Locally Agreed syllabus.

Legal requirements

The national curriculum states the legal requirement that:

'Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- **promotes the spiritual, moral, cultural, mental and physical development of pupils; and**
- **prepares pupils at the school for the opportunities, responsibilities and experiences of later life.**

All state schools ... must teach religious education ... All schools must publish their curriculum by subject and academic year online'.

The RE curriculum is determined by the local Standing Advisory Council on Religious Education (SACRE), which is responsible for producing the locally agreed syllabus for RE. Agreed Syllabuses used in schools (maintained or academy), which are not designated with a religious character must 'reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'. Schools with a religious designation may prioritise one religion in their RE curriculum, but all schools must recognise diverse religions and systems of belief in the UK both locally and nationally.

In brief, legislation requires that:

- in maintained community, foundation or voluntary schools without a religious character, RE is taught in accordance with the local Agreed Syllabus;

RE must be included in the curriculum for all registered pupils, including all pupils in reception classes and sixth form, but excluding:

- pupils in nursery schools or nursery classes in primary schools;
- any person aged nineteen or above for whom further education is being provided at school; and
- any person over compulsory school age who is receiving part-time education.

RE is provided for all pupils and is inclusive and broad minded. Parents do have the right to withdraw pupils from RE: if parents wish to do this, they are encouraged to make an appointment with the head teacher / RE subject leader. Hodnet school does not support selective withdrawal from RE.

RE Curriculum Implementation

We expose our children to enriching experiences, immersing them in progressive knowledge and skills and equipping them with personal characteristics required to succeed in life.

We organise our learning opportunities into a themed based approach on a two year rolling programme. Our themes are broad to enable many learning opportunities to link within the topic.

CYCLE A	Autumn	Spring	Summer
KS1	Castle Adventures	Exciting Journeys	I need a Hero!
LKS2	Stone Age to Iron Age	Europe	Ancient Egypt
UKS2	To infinity and Beyond	WWII	Globe Trotting

CYCLE B	Autumn	Spring	Summer
KS1	London Adventures	Amazing Animals	Spectacular Seashore
LKS2	Made in Shropshire	Roman Invasion	Mighty Mountains
UKS2	Glorious Greeks and More! from 2023 onwards	The magic of the Rainforest	Invaders and Settlers from 2023 onwards

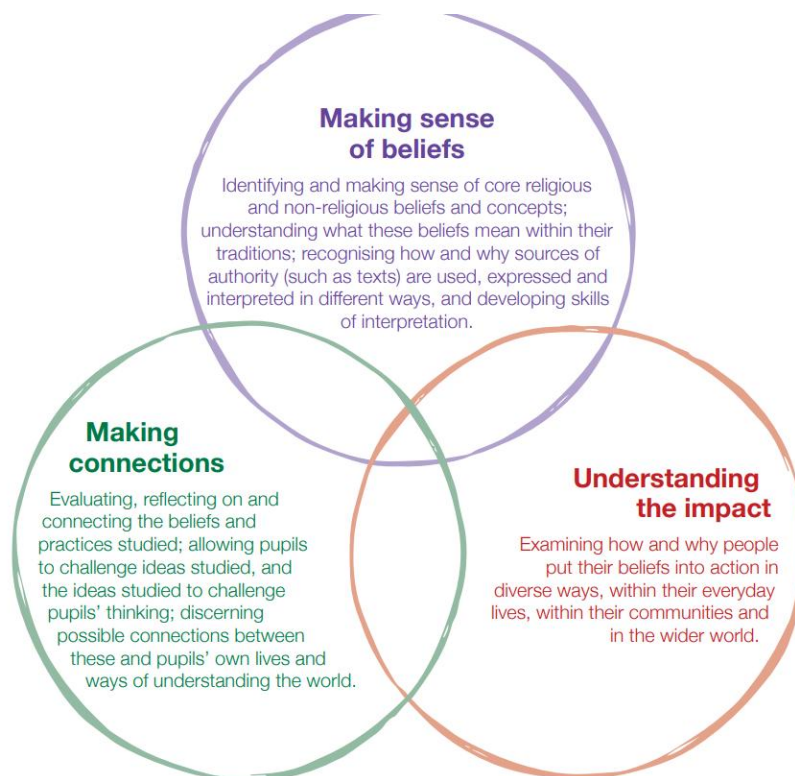
Our RE curriculum using the Shropshire Locally Agreed Syllabus is based around questions to make children think about questions values in the world around them. We cover religions and themes enabling children to make comparisons between different beliefs at the end of each year.

Christianity	Judaism	Islam	Hinduism	Sikhism	General or comparison
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Visit – joint visit to Hindu temple – YR, Y4, Y6

Church - end of term celebration – all classes.

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
R	Being special – where do we belong?	What is Diwali? Why is Christmas special to Christians? *Ch*	Why is the word God so important to Christians? *V*	Why is Easter special to Christians? *Ch*	What places are special to different religions and why?	What stories are special and why? *Ch*
1	Who do Christians say made the world?	What do Christians believe God is like? *Ch*	Who is Jewish and how do they live?	Who is Jewish and how do they live? *Ch*	What does it mean to belong to belong to a faith community?	How should we care for the world and for others, and why does it matter? *Ch*
2	What is the 'good news' Christians believe that Jesus brings?	Why does Christmas matter to Christians? *Ch*	What makes some places sacred to believers?	Why does Easter matter to Christians? *Ch*	Who is a Muslim and how do they live?	Who is a Muslim and how do they live? What makes some places sacred to believers? *Ch*
3	What do Christians learn from the creation story?	What is it like for someone to follow God? *Ch*	How do festivals and worship show what matters to a Muslim?	How do festivals and family life show what matters to Jewish people? *Ch*	What kind of world did Jesus want?	How and why do people try to make the world a better place? *Ch*
4	What is the 'Trinity' and why is it important for Christians?	What do Hindu's believe God is like? *Ch*	What does it mean to be a Hindu in Britain today? *V*	Why do Christians call the day Jesus died 'Good Friday'?	For Christians, when Jesus left, what was the impact of Pentecost?	How and why do people mark the significant events of life? *Ch*
5	What does it mean if Christians believe God is holy and loving?	What does it mean to be a Muslim in Britain today? *Ch*	Why do Christians believe Jesus was the messiah?	Why is the Torah so important to Jewish people? *Ch*	Christians and how to live: 'What would Jesus do'?	What matters most to humanists and Christians? *Ch*
6	Creation and science: conflicting or complementary?	Why do some people believe in God and some people not? *Ch*	Why do Hindu's want to be good? *V*	What do Christians believe people did to 'save' people? *Ch*	For Christians, what kind of king is Jesus?	How does faith help people when life gets hard? *Ch*



RE teaching and learning should enable pupils to ...

A. make sense of a range of religious and non-religious beliefs	B. understand the impact and significance of religious and non-religious beliefs	C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied
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Curriculum Impact

We measure the impact of our curriculum intent by reviewing what we hope to achieve against what we deliver and monitoring that alongside our curriculum aims.

Key concepts progression	By the end of KS1 (yr2) Pupils can...	By the end of LKS2 (yr4) Pupils can...	By the end of UKS2 (yr6) Pupils can...
<u>Making sense of beliefs</u> Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation	<ul style="list-style-type: none"> ✓ Identify core beliefs and concepts studied and give a simple description of what they mean ✓ Give examples of how stories show what people believe (e.g. the meaning behind a festival) ✓ Give clear, simple accounts of what stories and other texts mean to believers 	<ul style="list-style-type: none"> ✓ identify and describe the core beliefs and concepts studied ✓ make clear links between texts/sources of authority and the core concepts studied ✓ offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believer 	<ul style="list-style-type: none"> ✓ Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions ✓ Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts ✓ Give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority

<p>Understanding the impact Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world</p>	<ul style="list-style-type: none"> ✓ Give examples of how people use stories, texts and teachings to guide their beliefs and actions ✓ Give examples of ways in which believers put their beliefs into practice 	<ul style="list-style-type: none"> ✓ make simple links between stories, teachings and concepts studied and how people live, individually and in communities ✓ Describe how people show their beliefs in how they worship and in the way they live Identify some differences in how people put their beliefs into practice 	<ul style="list-style-type: none"> ✓ Make clear connections between what people believe and how they live, individually and in communities Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures
<p>Making connections Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.</p>	<ul style="list-style-type: none"> ✓ Think, talk and ask questions about whether the ideas they have been studying, have something to say to them ✓ Give a good reason for the views they have and the connections they make 	<ul style="list-style-type: none"> ✓ make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly ✓ Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live ✓ Give good reasons for the views they have and the connections they make 	<ul style="list-style-type: none"> ✓ make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) ✓ Reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently ✓ Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make

In 2022/23, we will trial different types of assessment to measure impact including the use of Talking Tubs to enable children to talk about the chosen area demonstrating their new learning. We will begin each new religious unit of learning, the key question, with a cold task to show prior knowledge. We will end each unit of learning with a hot task to evidence learning.

Curriculum sparkles!

At Hodnet we encompass the key drivers of Cultural Capital by ensuring our curriculum has that bit of extra sparkle by including the following enrichment opportunities:

	Weekly magic!	Termly specials!	Visits/visitors	One offs	Extra bits
EYFS	<ul style="list-style-type: none"> • Letter sound learning through themed days/events • Class Library 	<ul style="list-style-type: none"> • Curriculum weeks x3 • Church celebration / concert 	<ul style="list-style-type: none"> • Library • Church • Place of worship 	<ul style="list-style-type: none"> • Family visitors from different faiths 	<ul style="list-style-type: none"> • Diwali party • Chinese New Year celebration

	<ul style="list-style-type: none"> • Picture news 	<ul style="list-style-type: none"> • Music workshops • Curriculum assembly 			<ul style="list-style-type: none"> • Birthday celebrations • Nativity performance
KS1	<ul style="list-style-type: none"> • Picture news 	<ul style="list-style-type: none"> • Curriculum weeks x3 • Church celebration / concert • Music workshops • Curriculum assembly 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Shropshire Sings/choir • 	<ul style="list-style-type: none"> • Drama and visitors, dress up days • Nativity performance •
LKS2	<ul style="list-style-type: none"> • Picture news 	<ul style="list-style-type: none"> • Curriculum weeks x3 • Church celebration / concert • Curriculum assembly 	<ul style="list-style-type: none"> • Shrewsbury museum • Roman Fort 	<ul style="list-style-type: none"> • Shropshire Sings/choir 	<ul style="list-style-type: none"> • Play / performance eg, Joseph or Aladdin • NSPCC
UKS2	<ul style="list-style-type: none"> • Pupil responsibilities • Newsround • Picture news 	<ul style="list-style-type: none"> • Curriculum • Church celebration / concert 	<ul style="list-style-type: none"> • Science museum • Chester Roman fort • Safety scene day 	<ul style="list-style-type: none"> • Shropshire Sings/choir • Swimming gala • 	<ul style="list-style-type: none"> • Play / performance eg, Joseph or Aladdin • Visitors, dress up days • NSPCC