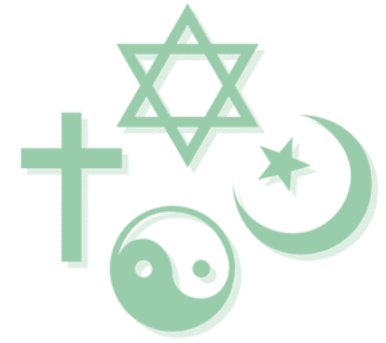









RE

AT

HAZEL LEYS ACADEMY



Islam  
Sikhism  
Hinduism  
Christian  
Buddhism  
Judaism

VALUES	  
INTENT	<p>At Hazel Leys Academy, we aim to provide all pupils with a well-sequenced, knowledge-rich curriculum, centered around a stimulating and inclusive educational environment in which everyone feels safe, respected, and supported to grow and develop to their full potential. Our school's vision is to <b>ignite</b> the spark of curiosity in every child. We want to make them excited about learning new things and discovering the world around them.</p> <p>We encourage them to <b>aspire</b> to great heights, to dream big and believe in themselves. With hard work and dedication, we believe they can <b>achieve</b> anything they set their minds to and become exceptional contributors to their communities. Together, we can <b>ignite, aspire, and achieve</b> amazing things!</p> <ul style="list-style-type: none"> <li>• <b>Ignite.</b> We ignite passions.</li> <li>• <b>Aspire.</b> We inspire aspirations.</li> <li>• <b>Achieve.</b> We achieve greatness.</li> </ul> <p>The principles of our knowledge-rich curriculum are:</p> <ul style="list-style-type: none"> <li>• Knowledge is <b>valued</b> and <b>specified</b></li> <li>• Knowledge is <b>well-sequenced</b></li> <li>• Knowledge is <b>taught to be remembered</b></li> </ul> <p>The content in our curriculum has been carefully chosen by subject experts and has been sequenced in a meaningful way that enables children to make connections and progress from unit to unit, term to term and year to year, supported by additional schemes of work such as Teach Computing, Jigsaw and Primary Languages.</p>   
SKILLS FOR LIFE	<p>The curriculum entitlement supports the development of individual essential skills for life through the Skills Builder aspects:</p> <ol style="list-style-type: none"> <li>1. Listening</li> <li>2. Speaking</li> <li>3. Problem Solving</li> <li>4. Creativity</li> <li>5. Staying Positive</li> <li>6. Aiming High</li> <li>7. Leadership</li> <li>8. Teamwork</li> </ol> 

# HAZEL LEYS ACADEMY CURRICULUM INTENT

## OVERVIEW

At Hazel Leys Academy we use the Discovery Re as a basis for our RE teaching.

Discovery RE is a comprehensive set of detailed medium-term planning for Religious Education from Nursery to Year 6. Enquiry modules covering Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism support the teacher to deliver engaging and challenging RE lessons with confidence.

Christianity is taught in every year group, with Christmas and Easter given fresh treatment each year, developing children's learning in a progressive way.

## INTENT

At Hazel Leys Academy, we believe that it is important for all our pupils to learn from and about religion, so that they can understand the world around them. The aim of Religious Education in our school is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development. This ties in directly with our school values: respect each other, respect yourself, respect our environment and community.

Religious Education is taught throughout the school in such a way as to reflect the overall aims, values, and philosophy of the school.

We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. Our curriculum is designed to encourage creativity, imagination, enquiry, debate, discussion and self-reflection.

## IMPLEMENTATION

At Hazel Leys we follow our locally agreed syllabus using Jigsaw RE. Jigsaw RE is an enquiry-based scheme of work, covering the principal world faiths and humanism in a progressive way from early years to Year 6.

At Hazel Leys, the following religions have been selected for study: Christianity, Islam, Judaism, Hinduism, Buddhism and Sikhism. There are no presumptions made as to the religious backgrounds and beliefs and values of the children and the staff. We value the diverse religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity, and we value the links, which are, and can be made between home, school, and a faith community. We promote teaching in Religious Education that stresses open enquiry and first-hand experiences wherever

possible for both staff and children. Children are encouraged to ask questions as part of their learning through the use of learning owls. This gives the teacher a greater insight into children's thinking as well as providing ongoing assessment opportunities.

In the early years, the learning is closely matched to Development Matters to contribute meaningfully to your child's holistic development. Throughout all the enquiries, the children's spiritual, moral, social and cultural education is carefully considered.

Each enquiry lasts for half a term and begins with a "big" question such as "What is the best way for a Christian/Jew/Muslim etc. to show commitment to God?" The children then start discussing the theme of the enquiry (in this case, commitment) from their own experience. What have they shown commitment to? Brownies? Cubs? Their sporting team? Playing an instrument?

Only when the children fully understand the concept they are considering, do they then move on to investigating what the people following the studied religion or worldview believe about it. They will spend approximately 3 lessons on this, learning in a variety of ways, so they can adapt their responses and come to a measured conclusion. In week 5 they will complete an activity which can assess their learning, by answering their "big" question. The assessment activities are child friendly and can be answered in a variety of ways, as long as the child can justify their view with the knowledge they have gained throughout the enquiry. This demonstrates the level of critical thinking that the children can apply – a valuable skill for them throughout the school curriculum.

The final week in every enquiry gives the children time to reflect on what they have learnt about the concept and apply to it their own lives, thus allowing them to form their own beliefs and identity. For example, learning that Sikhs share their food with all who attend has taught me ..... about sharing that I would like to take forward with me. These lessons are often very creative and children have opportunities to make items to express themselves in ways other than just writing.

Jigsaw RE gives schools a choice of which religions to teach in different year groups. At Hazel Leys Academy we have chosen the following options as we feel these best suits the needs of our children. Please click on the documents below for a full overview.

### IMPACT

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.

-Marking of written work in books.

-Through their R.E. learning, the children are able to make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people's cultures and ways of life. As such, R.E. is invaluable in an ever changing and shrinking world.

## CURRICULUM DESIGN

The aims of the syllabus are for pupils:

- to develop religious literacy.
- to acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented in the United Kingdom.
- to develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures.
- to develop attitudes of respect towards other people who hold views and beliefs different from their own.
- to develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally and in the United Kingdom.

Religions deal with some of the most profound and difficult questions in human life, questions such as:

- What is the purpose of life?
- How should people treat each other?
- How do we explain and cope with death and suffering? Religions approach these issues in complex ways, in ways of life, culture and action, as well as ritual, tradition, story, symbol and belief.

Religious Education must take account of this depth and complexity, helping pupils to an understanding appropriate to their age and aptitude.

Year	Key Learning Sequence	Religious Focus and Connections
EYFS	<p>Communication and Language</p> <ul style="list-style-type: none"><li>• Who is in my family?</li><li>• How do they help me?</li><li>• Talk about celebrations of Halloween/ fireworks/ Diwali/ Birthdays/Christmas</li><li>• Perform the Nativity</li><li>• Helicopter stories</li><li>• Language of cooperation when building together during large scale modelling</li></ul> <p>PSED</p> <ul style="list-style-type: none"><li>• Making relationships</li><li>• Establishing rules and boundaries</li><li>• Celebrating special times</li><li>• How do you feel when you celebrate?</li></ul>	<ul style="list-style-type: none"><li>• Develop their sense of responsibility and membership of a community.</li><li>• Continue to develop positive attitudes about the differences between people.</li><li>• See themselves as a valuable individual.</li><li>• Think about the perspectives of others.</li><li>• about members of their immediate family and community.</li><li>• Name and describe people who are familiar to them.</li><li>• Understand that some places are special to members of their community.</li><li>• Recognise that people have different beliefs and celebrate special times in different ways.</li><li>• Keeping healthy</li></ul>

	<ul style="list-style-type: none"> <li>• Keeping healthy</li> <li>• Cooperation</li> <li>• Caring for others and the environment</li> <li>• Managing our feelings</li> </ul> <p>UTW</p> <ul style="list-style-type: none"> <li>• How do I feel when celebrating?</li> <li>• Similarities/differences Celebrating special times</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperation</li> <li>• Chinese New Year</li> <li>• Caring for others and the environment</li> <li>• Mother's Day</li> <li>• Managing our feelings</li> <li>• Father's Day</li> </ul>
<b>Y1</b>	<ul style="list-style-type: none"> <li>• Christianity</li> <li>• Judaism</li> <li>• Buddhism</li> </ul>	<ul style="list-style-type: none"> <li>• What do Christians believe about God?</li> <li>• What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</li> <li>• Who is God to the Jews?</li> <li>• Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</li> <li>• Is Shabbat important to Jewish children?</li> <li>• Why is the story of the Buddha important to some Buddhists?</li> </ul>
<b>Y2</b>	<ul style="list-style-type: none"> <li>• Christianity</li> <li>• Buddhism</li> <li>• Islam</li> </ul>	<ul style="list-style-type: none"> <li>• - Is it possible to be kind to everyone all of the time?</li> <li>• Why do Christians believe God gave Jesus to the world?</li> <li>• What is the best way for a Buddhist to lead a good life? Right Speech.</li> <li>• How important is it to Christians that Jesus came back to life after his crucifixion?</li> <li>• What is the best way for a Buddhist to lead a good life? Right action.</li> <li>• Who is God to Muslims?</li> <li>• Who is God to Sikhs?</li> </ul>
<b>Y3</b>	<ul style="list-style-type: none"> <li>• Judaism</li> <li>• Christianity</li> <li>• Islam</li> <li>• Sikhism</li> </ul>	<ul style="list-style-type: none"> <li>• What is the best way for a Jew to lead a good life?</li> <li>• Has Christmas lost its true meaning?</li> <li>• Could Jesus heal people? Did He perform miracles or was there some other explanation?</li> <li>• What is 'good' about Good Friday?</li> <li>• What is the best way for a Muslim to lead a good life?</li> <li>• Do Sikhs think it is important to share?</li> </ul>
<b>Y4</b>	<ul style="list-style-type: none"> <li>• Buddhism</li> <li>• Christianity</li> <li>• Islam</li> </ul>	<ul style="list-style-type: none"> <li>• Is it possible for everyone to be happy?</li> <li>• What is the most significant part of the nativity story for Christians today?</li> <li>• Does completing a pilgrimage make a person a better Muslim?</li> </ul>

		<ul style="list-style-type: none"> <li>• Is forgiveness always possible for Christians?</li> <li>• What is the best way for a Buddhist to lead a good life?</li> <li>• Do people need to go to church to show they are Christians?</li> </ul>
Y5	<ul style="list-style-type: none"> <li>• Judaism</li> <li>• Christianity</li> <li>• Sikhism</li> </ul>	<ul style="list-style-type: none"> <li>• Are Rosh Hashanah and Yom Kippur important to Jewish children?</li> <li>• Is the Christmas story true?</li> <li>• What is the best way for a Jew to show commitment to God?</li> <li>• How significant is it for Christians to believe that God intended Jesus to die?</li> <li>• How far would a Sikh go for their religion?</li> <li>• What is the best way for a Christian to show commitment to God?</li> </ul>
Y6	<ul style="list-style-type: none"> <li>• Buddhism</li> <li>• Christianity</li> <li>• Sikhism</li> </ul>	<ul style="list-style-type: none"> <li>• What is the best way for a Buddhist to show commitment to their beliefs?</li> <li>• Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?</li> <li>• Is anything ever eternal?</li> <li>• Is Christianity still a strong religion over 2000 years after Jesus was on Earth?</li> <li>• What is the best way for a Buddhist to live a good life? Right Living and Intention?</li> <li>• What is the best way for a Sikh to show commitment to God?</li> </ul>
<b>SEND – Strategies for supporting access</b> <ul style="list-style-type: none"> <li>• Break down learning – now/then</li> <li>• Adult support – start off then independent (where possible)</li> <li>• Images to support</li> <li>• Specific simple instructions</li> <li>• Differentiation – scaffold</li> <li>• Pre-learning tasks</li> <li>• Re-capping within lessons for all or groups of pupils</li> <li>• Mixed ability groups</li> <li>• Immersive Reader</li> <li>• Definitions – revisit</li> </ul>		<b>Enrichment</b> Educational visits are another opportunity for the teachers to plan for additional Religious Education experiences for the children. We plan these at the beginning of each academic year, and they coincide with festivals celebrated in the church calendar.

## SUBJECT LEADERSHIP AND DEVELOPMENT

### Areas to Develop

- Develop use of knowledge organisers and quizzes
- Continue to develop lesson activities for effectiveness
- Continue to access specialist training from external providers to ensure the best and most current practise.

- Continue to develop academy website
- Develop exemplification folders