

Hatch Warren Junior School – RE Curriculum

Our vision for RE

At Hatch Warren Junior School, we aim to provide a wide range of encounters with religion, which will help children form a view of the world that they can apply to their own experiences. Our purpose is to encourage and develop children's interest and opinions about simple concepts that are common to themselves and religions, and recognise and express their own values and beliefs. Furthermore, we enable children to consider the effects religion has on people's lives.

Intent:

At Hatch Warren Junior School, through our teaching of RE by following Living Difference IV, we intend to introduce children to what a religious way of looking at, and existing in, the world may offer in leading one's life, individually and collectively. By following Living Difference IV, our curriculum recognises and acknowledges that the question as to what it means to lead one's life with such orientation can be answered in a number of qualitatively different ways. These include the idea that to live a religious life means to subscribe to certain propositional beliefs (religion as truth); the idea that to live a religious life means to adhere to certain practices (religion as practice); and the idea that to live a religious life is characterised by a particular way of being in and with the world, with a particular kind of awareness of, and faith in, the world and in other human beings (religion as existence).

Through the teaching of RE, children will develop a mastery of the following **skills** linked into the cycle of enquiry into a concept (where a concept is a term for words that give expression to human experience):

- Communicate – children will be introduced to a concept and will be invited to share their experiences in different ways.
- Apply – they will become aware of the experience of others, starting with others in their own classes.
- Inquire – children will engage with the dimensions, manifestations, words and concepts of religious traditions and practices.
- Contextualise – children will be able to put the concept into the context of one or two religions so that children understand the lived experience of what it means to live a life with a religious or other orientation.
- Evaluate – this is where children will begin to discern value in two ways. First, they understand how people are affected by living within the concepts studied. Second, they will begin to discern how the material encountered might matter in their own lives.

Develop **knowledge** of the characteristic features of rituals, practices, ideas, attitudes and beliefs of men, women and children in the following religions, through the concepts (by following the cycle of enquiry):

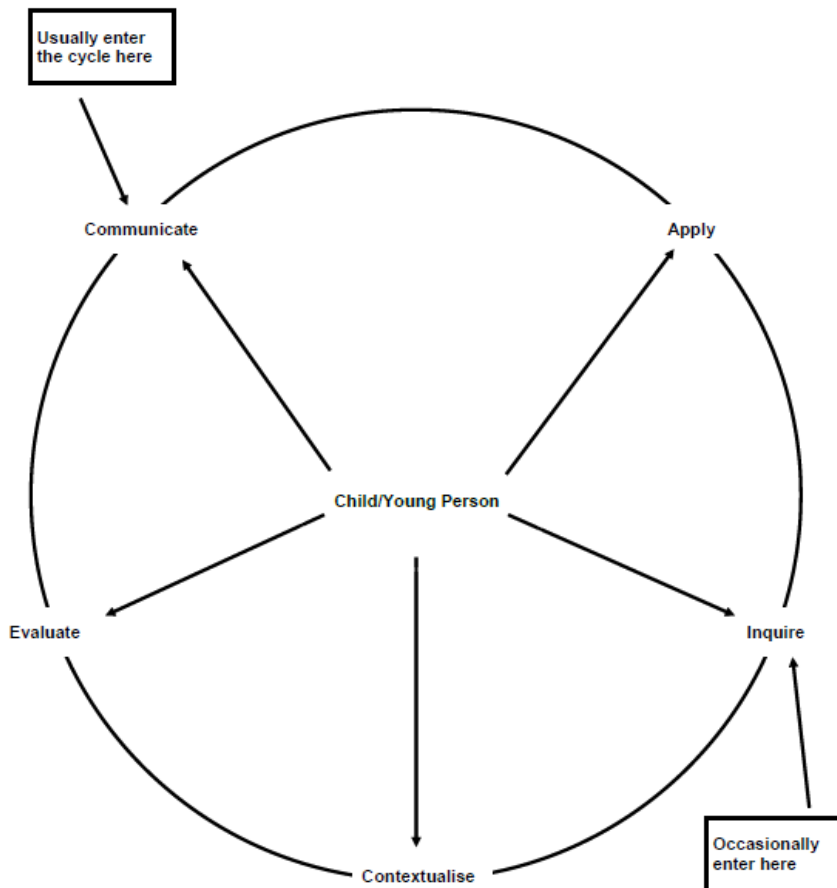
- Christianity (Specialness, Angels, Ritual, Message, Symbol, Holy, Suffering, Temptation, Prophecy, God, Justice, Interpretation and Resurrection)
- Islam (Stewardship, Belonging, God, Umma, Ritual and Peace)
- Judaism (Remembering, Freedom, Specialness, Ritual, Identity and Symbol)

Develop an **understanding** of the following through looking at a variety of concepts (by following the cycle of enquiry):

- Religious rituals
- Religious celebrations and ceremonies
- Religious traditions and stories
- Religious beliefs

Implementation:

How do we help children commit this knowledge and these skills into their long-term memory? What is our approach to the delivery of RE?



By following the cycle of enquiry, which means RE always starts with real and concrete situations and encounters and also makes room for the different ways in which young people experience what they encounter. Each enquiry begins with **Communicate** (or sometimes **Inquire**)