

## Intent

RE in Oriel is an inclusive, accessible and diverse curriculum. The Oriel RE curriculum takes guidance from the Hounslow Widening Horizons RE syllabus, covering Christianity, Islam, Judaism, Hinduism, Sikhism, Buddhism, Humanism and Philosophy. Teachers are encouraged to make RE lessons as cross-curricular as possible, blending skills from English, History, Geography, Art and Design, Music, Drama and Science. Each unit of RE is split into three sections: People and Prophets, Beliefs and Books, and Practices and Places. This ensures that children are immersed in the religions and philosophies they are studying, with enough dedicated time to develop a true understanding of people's faiths and beliefs. This understanding is a vital part of being a citizen of the modern world and being employed in a diverse workforce.

RE is an opportunity not only for children to understand the beliefs and values of others, but to develop their own critical thinking skills and ideas about morality. This links RE at Oriel deeply with PSHCE and British Values, allowing for children to put religious and philosophical ideas in the context of their own lives. RE uses religious stories and parables to make the religious and philosophical idea accessible to learners of all ages, abilities and from all backgrounds. This also links RE intimately with reading and an understanding of the importance of stories in everyone's lives.

At Oriel, we intend to design a curriculum subject which results in children understanding what it means to be a British Citizen or, someone from another country who lives in Britain. To develop an awareness and tolerance of living in a multi-cultural society and being mutually respectful towards the beliefs of others.

## Implementation

Oriel Academy School follows the Widening Horizons Programme of Study for RE and has a scheme of work for each Key Stage. During each Key Stage pupils are taught knowledge, skills and understanding through learning about Christians, Muslims, Hindus, Jewish and Humanist people through three key questions: Believing, Expressing and Living.

Each unit of work identifies prior learning and shows how this is built upon.

Termly Curriculum Learning Overview for RE:

This includes:

The key vocabulary to be learnt, the key questions/knowledge to be explained and the key knowledge/facts to be recalled from the teaching and learning that has taken place.

RE is taught in a block unit within a term to allow suitable links to be made to specific religious festivals taking place. Children gain a deeper understanding of the religion studied through the use of high quality resources/artefacts. Staff are provided with the relevant programmes of study, key vocabulary, key questions and knowledge required to fully access and understand the RE curriculum. Children at Oriel evidence an understanding of the diverse cultural beliefs around them in school, and the implementation of British values in the work they produce and the environment created around them. Investigating, reflecting, expressing, interpreting and empathising are skills used to deepen the understanding and knowledge taught during RE. Curiosity and wonder, commitment, fairness, respect, self- understanding, open-mindedness, critical mindedness and enquiry are all attitudes which are fundamental to RE. These work alongside the British Values implemented within school as a whole. As part of the RE curriculum there will be whole school assemblies, visits from Religious Leaders/Community members from all religions, community walks to our local church and the opportunity for children to discuss and compare the lives of people they have studied from a variety of different religions.

## Impact

Children will make at least good progress from their last point of statutory assessment or from their starting point in Nursery.

**This will be measured by the:**

- Progress from a child's starting point or from the last point of statutory assessment.
- Attainment at each point of statutory assessment.

Children demonstrate a positive attitude towards people of any religion and show an understanding of cultural beliefs different to their own. They demonstrate respectful behaviour to all and this is transferable outside of school in the wider community and beyond.