









## RE at Hyde Park Infant School

 <b>Intent</b>	
<p>In Hyde Park Schools we aim to ensure that children become confident in their own views about belief and worship, able to examine their own worldviews and those of others in an inclusive way that celebrates difference and ways of understanding difference in Modern Britain.</p> <p>The curriculum builds on the rich cultural capital of the surrounding area and beyond.</p> <p>Children are encouraged to think and reflect deeply and to develop and ask penetrating questions.</p> <p>The curriculum encourages children to explore big questions of belief building on knowledge in a coherently sequenced manner across the schools. Collaboration within and between the Junior and Infant Schools ensures that the continuous thread of learning is maintained in this way.</p> <p>Children are encouraged to use their reading skills to access texts that are central to many beliefs.</p> <p>Care is taken to differentiate learning materials and activities in order to remove any barriers to learning, and also to generate challenging, deeper learning experiences in the subject.</p>	
 <b>Implementation</b>	
<p>Teaching is based on Substantive Knowledge; Ways of Knowing and Personal Knowledge.</p> <p>Understanding is introduced and cemented through high quality teaching and access to a range of resources including articles of worship, sacred texts and lived experiences.</p> <p>Reflection on Personal Knowledge is encouraged in every lesson. Children study their own worldviews and explain them to others in a safe environment where rigorous, inquisitive and kind debate is encouraged.</p> <p>Lived experiences and traditions of children and their communities are explored and used as a starting point to increase access, engagement and sharing of lived beliefs.</p> <p>Children explore a range of precise vocabulary which enables them to access and communicate information accurately and efficiently.</p> <p>Reference back to prior learning cements ongoing learning ensures that children are learning more and remembering more.</p> <p>Teaching and planning of RE is monitored via planning reviews, observations etc. and up to date research and ideas are incorporated into planning to inform best practise.</p>	
 <b>Impact</b>	 <b>Progress</b>
<p>RE fosters well-informed, inquisitive learners equipped with the tools to understand issues of belief and how to talk about them in Modern Britain.</p> <p>RE's key achievement is in developing morally, spiritually and culturally responsible young citizens ready to make a positive contribution to their communities.</p>	<p>Our progression map outlines how children in each year study topics across three key strands of Believing, Expressing and Living. These three strands also form the core of Key Stage 2 teaching of RE in the Junior School, providing an ongoing thread from Reception through to Year 6.</p>
 <b>Cross Curricular Links</b>	 <b>Local Link</b>
<p>Children express their ideas in a variety of ways including talking/discussion and opportunities for art and writing. The nature of RE has particular cross-curricular links to PSHRE, History, Art and Music.</p>	<p>Plymouth Centre for Faiths and Cultural Diversity</p> <p>Interaction with parents and other members of the local community.</p> <p>Visits to local centres of worship.</p>