



Religious Education (RE) at Hyde Park Schools



Intent

At Hyde Park Schools, we believe that RE is a vital part of children’s education. It provides them with opportunities to develop understanding about beliefs and faiths that are part of the world they inhabit. Faith, both in an organised form and on an individual level are explored to identify similarities between ourselves and others. This understanding of the similarities that join us rather than the differences that divide us, is an integral part of Hyde Park Schools worldview-based curriculum. At Hyde Park Schools, RE contributes dynamically to children and young people’s education provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. Children gain and deploy the skills needed to understand, interpret, and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values, and experiences while respecting the right of others to differ. Our RE curriculum builds on the rich cultural capital of the local area which contributes to children’s personal development in creativity, independence, judgement, and self-reflection. Moreover, it enables pupils to develop a natural sense of wonder and curiosity about the world around them. Hyde Park Schools’ RE curriculum develops children’s critical abilities and understanding of their own and others’ cultural and religious heritages.



Implementation

At Hyde Park Schools, we teach a thematic based spiral curriculum. Learning is developed across the school based on the three key knowledge areas acknowledged by NATRE and Ofsted: substantive knowledge (facts and other recorded knowledge); ways of knowing (how we know what we know) and personal knowledge (understanding, examining, and articulating our own worldviews). Within our curriculum, four religions form the basis of study: Christianity, Islam, Hinduism, Judaism. Additionally, opportunities to explore, interpret, reflect upon, evaluate and synthesise other organised religions and personal faith are also provided. Opportunities for RE are taught weekly, this ensures that meaningful links can be made to other areas of the curriculum. Reference to prior learning is reiterated to cement ongoing learning. Reiteration also allows children to reflect repeatedly on their beliefs, to make decisions and develop the skills to be open, inclusive, life-long learners and thinkers.



Impact



At Hyde Park Schools, we recognise that, when delivered well, RE education has a positive impact on both academic and non-academic outcomes for children and young people. As a result of their learning in RE, children understand the need to reach back to the sources of substantive knowledge and how that knowledge has been transmitted and interpreted for use in 21st Century Britain. RE cannot be assessed in the same way as most other subjects. It is, however, possible to recognise and evidence progress and attainment in RE through the knowledge, understanding, skills and attributes displayed by the children and young people at our school.



Progress

By adopting a spiral curriculum opportunities are available to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year. The worldview-based curriculum supports a broad range of important issues, which reflect the universal needs of all children and young people. Today’s children and young people live in a rapidly changing world and often confusing world, much of the knowledge gained in RE can help them to make sense of this. 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.



 Cross Curricular Links	 Local Link
<p>The RE curriculum has strong cross curricular links to the primary National Curriculum. It also supports children and young people at Hyde Park Schools in being an informed, responsible, active, confident, happy and safe member of society. The skills, attributes and knowledge that are developed throughout the RE curriculum, underpin learning in all other areas of the Hyde Park Schools' curriculum. Centred upon building a wider view of the world in which they live, RE has curriculum wide influence.</p>	<p>At Hyde Park Schools, we believe that it is important, wherever possible to link to our locality and community. Our school is located in a diverse area and local amenities support the teaching of all religions. The Plymouth Centre for faiths and cultural diversity (PCFCD) also provides support in the teaching RE. Through Hyde Park Schools' collaboration with Plymouth Centre for Faiths & Cultural Diversity we are able to offer opportunities for children and young people to meet speakers from a variety of faiths and cultural backgrounds. Additionally, our links to PCFCD provide opportunities for Hyde Park Schools' learners to visit local places of worship for a variety of faiths.</p>