



RE at Hyde Park Infant School



Intent

In Hyde Park Infant School we aim to allow children to become confident in their own views about belief and worship, be able to examine their own worldviews and those of others in an inclusive way that celebrates difference and ways of understanding those differences in Modern Britain. The curriculum builds on the rich cultural capital of the surrounding area and resources such as the Plymouth Centre for Faiths and Cultural Diversity allowing for the opportunity for off-site visits and visiting speakers. Children are encouraged to participate and work with the local community. Children are encouraged to think and reflect deeply, to develop and ask penetrating questions and to debate kindly. The scheme of work encourages children to explore big questions of belief building on knowledge from the earliest learning in Reception and preparing to bridge into further study in Key Stage 2.

Children are encouraged to engage with religious texts, using their reading skills to access the key texts that are central to many beliefs.



Implementation

Teaching 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). Substantive knowledge is introduced and cemented through high quality teaching materials and access to a range of resources including articles of worship and sacred texts. Ways of knowing is fostered by studying original source material as much as possible and by allowing for communication of a range of real worldview material, including visits from livers of faith and visits to centres of worship. Personal reflection is encouraged in every lesson allowing children an opportunity to study their own worldviews and explain them to others in a safe environment where rigorous, inquisitive yet above all kind debate is encouraged. 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. Reference back to prior learning is reiterated to cement ongoing learning and to make knowledge of the subject "sticky". 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

Our planned curriculum, quality learning activities and access to external opinions and sources of information, foster well-informed, inquisitive learners equipped with the tools to understand issues of belief and how to talk about them. 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. As a result of our carefully planned activities, children are able to confidently explore their own worldviews and those of others in a setting which rewards and encourages thoughtfulness in every sense. RE is critical for developing the morally, spiritually and culturally responsible young citizens that the Schools hope to send out to make a better world.



Progress

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

PSHE- encouragement of a reflective, self-aware, reflective mindset.
Expression of ideas in RE is often carried out through the media of creative writing, drama and/or art.

Plymouth Centre for Faiths and Cultural Diversity
Interaction with parents and other members of the local community.
Visits to local churches (Mutley Baptist, St Gabriels Church), Piety-
Plymouth Islamic Centre, Plymouth Synagogue