



Hurst Park Primary School Subject & Curriculum Leadership Report

SUBJECT / CURRICULUM		Religious Education	Date:
Leader (s)		J Taylor	18.11.2020
	SECTIONS	SUMMARY EVALUATION	
1	INTRODUCTION Why do we teach what we teach?	Hurst Park Primary School, provides Religious Education for all pupils registered at the school, except for those withdrawn at the wish of their parents. Religious Education is part of the basic curriculum but not part of the National Curriculum but is taught in accordance with the Revised Surrey Agreed Syllabus. Religious education contributes dynamically to pupils' and students' education in our school by provoking challenging questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. In RE they learn about and from Christianity and other principal religions in local, national and global contexts, to discover, explore and consider different answers to these questions. They will also, at various points within this Agreed Syllabus, engage with and respond to non-religious worldviews such as Humanism. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. Teaching equips pupils and students with systematic knowledge and understanding of a range of beliefs and practices, enabling them to develop their ideas, values and identities. Religious education develops in pupils and students an aptitude for dialogue so that they can participate positively in our society with its diversity of beliefs. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences, whilst respecting the right of others to differ. Religious education supports pupils and students in developing their sense of identity and belonging and enables them to flourish individually within their communities and as citizens in a diverse world.	
2	CURRICULUM <ul style="list-style-type: none"> • INTENT (Include reference to SEND and disadvantaged pupils) 	Hurst Park Primary acknowledge the important part that R.E plays in the 'wider' curriculum and in the development of the whole child. Staff are encouraged to have an enthusiastic involvement in their teaching of R.E and to see it as an important dimension of human life. Learning in RE is divided into two areas: knowledge and understanding and expressing ideas, beliefs and insights . Pupils should know about and understand religion (and, where appropriate, non-religious worldviews) , so that they can: <ul style="list-style-type: none"> • describe, explain and analyse beliefs, teachings and practices, recognising the diversity which exists within and between religious and non-religious communities and amongst individuals • identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews (including the key texts, the teachings of key leaders, and key thinkers from different traditions and communities) • appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning. Pupils should express ideas and insights about the nature, significance and impact of religion and beliefs , so that they can: <ul style="list-style-type: none"> • explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities • express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues • appreciate and appraise varied dimensions of religion or belief Religious education offers SEND and disadvantaged pupils an opportunity to develop their self-confidence and awareness; <ul style="list-style-type: none"> • understand the world they live in as individuals and as members of groups • bring their own experiences and understanding of life into the classroom • develop positive attitudes towards others, respecting their beliefs and experience • reflect on and consider their own values and those of others • deal with issues that form the basis for personal choices and behaviour 	
	<ul style="list-style-type: none"> • IMPLEMENTATION 	The teaching of RE is in keeping with government requirements, being taught in all classes from EYFS to year 6 for a minimum of 30 minutes per week, following the Surrey Agreed Syllabus. Children learn about Christianity and other beliefs and cultures including Judaism, Sikhism, Buddhism, Hinduism and Islam. They visit a different place of worship each year and have visitors in from different faiths. Children learn to identify similarities in features of religious beliefs. They will learn about religious, spiritual and moral stories. In KS2 they explore, gather, select and organise ideas about religion and belief. Children learn to describe the impact of beliefs and practises on individuals, groups and communities, locally, nationally and globally. Progress in RE is dependent on the development of many skills that children will use to demonstrate their capabilities. These are: Reflection, Empathy Investigation, Interpretation, Evaluation, Analysis, Synthesis, Application, and Expression Pupils are assessed termly using the Surrey Syllabus Assessment materials.	
	<ul style="list-style-type: none"> • IMPACT (Include reference to SEND and disadvantaged pupils) 	Through our RE teaching, children learn to respond sensitively and imaginatively to questions about their own and others' ideas, experiences and feelings.	
3	BROADER CURRICULUM How does this subject promote elements of the broader curriculum,	RE provides opportunities to promote spiritual development through: <ul style="list-style-type: none"> • discussing and reflecting on questions surrounding faith, belief, ethics and morality • learning about and reflecting on important beliefs, practices and experiences which are axiomatic to religious and other traditions and practices 	



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	including SMSC, British Values, Eco-Schools, etc.?	<p>RE provides opportunities to promote moral development through:</p> <ul style="list-style-type: none"> • exploring how beliefs, teachings and sacred texts influence individuals and groups • thinking about matters of ethical and moral concern • studying issues that promote respect of race, religion and belief • distinguishing between what is right and wrong and respecting the civil and criminal law of the UK • considering the importance of rights and responsibilities and developing social awareness <p>Specifically, RE provides opportunities to promote social development through:</p> <ul style="list-style-type: none"> • considering how religious and other beliefs lead to particular actions and concerns. • addressing issues relating to democratic processes, promoting respect for the basis on which the law is made and applied across the UK, whilst exploring potential tensions with religious laws. • investigating social issues from religious and non-religious perspectives. • recognising diversity and difference as well as the common ground between religions and beliefs. • expressing pupils'/students' personal views on a range of contemporary social issues whilst developing a capacity to consider respectfully the views of others • considering how beliefs and concepts are expressed culturally and creatively through the arts and human and natural sciences. • considering how religions and other world views perceive the human value and relations which each other, the natural world and with God. 		
4	SUCCESSSES IN THE SUBJECT IN THE PREVIOUS YEAR Focus should include the contribution of the subject to meeting whole school priorities	<ul style="list-style-type: none"> ▶ Family Assemblies based on different religions ▶ Christian based virtual club posted to Purple Mash Blog ▶ RE themed stories posted to school Blog ▶ RE Deep Dive style observations and in depth analysis of RE provision across the school, resulting in positive feedback and some whole school RE targets 		
5	ACHIEVEMENT Attainment, progress and the quality of learning for individuals, different groups, including SEND pupils, boys/girls, disadvantaged, CLA. Emphasise key skill development across curriculum	Strengths	▶ Grade 2	Areas for Development
		▶ The Surrey Agreed Syllabus ensures clear progression across the school and a rich coverage of a diverse range of religions		▶ Ensure all year groups are giving the expected time requirement for RE
		▶ The syllabus is accessible to all with learning objectives all broken down so as to cater for all learners		▶ Class teachers to ensure adequate differentiation
6	TEACHING Teacher subject knowledge and pupil expectations, engagement, motivation, challenge, progress, independence, reading and literacy skills, assessment and next steps in learning. Marking, feedback.	Strengths	▶ Grade 2	Areas for Development
		▶ All teachers following the Surrey Agreed Syllabus		▶ Subject knowledge of staff – especially new staff/staff new to teaching RE this year.
		▶ Evidence of RE on display in classrooms.		▶ Evidencing the 'expressing ideas, beliefs and insights' objectives as well as the 'knowledge and understanding' objectives.
7	LEARNING BEHAVIOURS Including behaviour in lessons & around the school, attitudes to learning. Pupils' enjoyment and engagement in the subject, views of pupils/parents. Include SMSC	Judgement	▶ Grade 2	Areas for Development
		▶ Teachers report that children are engaged in their learning during RE		▶ Continue to develop RE across the curriculum.
		▶ Almost all pupils view RE positively and enjoy learning about different religions		▶ Look for more creative opportunities to explore RE
8	LEADERSHIP/MANAGEMENT How well leaders demonstrate ambition, vision, high expectations, improve teaching and learning, develop staff, sustain improvement. Appropriate curriculum, equal opportunities, parental engagement	Strengths	▶ Grade 2	Areas for Development
		▶ Following the updated Surrey Agreed Syllabus across the school		▶ To carry out some RE focused staff training
		▶ Staff have observed RE teaching when requested and have been given the syllabus planning for their year group		▶ Explore new RE materials available that may support ideas for covering the syllabus creatively
9	OVERALL EFFECTIVENESS	Overall, pupils achieve well in RE and teaching is good. Some staff request support for creative ideas to cover the RE curriculum but overall are happy with the content of the Surrey Agreed Syllabus.		
10	WHAT IS A GOOD LEARNER LIKE ON LEAVING HURST PARK?	On leaving Hurst Park, a good learner in Religious Education will be able to explore, gather, select, and organise ideas to investigate and describe similarities, differences and connections within and between religions, beliefs, values and practices. Suggest meanings for a range of forms of expression, using appropriate vocabulary, and how these make a difference to themselves and others. Describe the impact of beliefs and practices on individuals, groups and communities, locally, nationally and globally.		
11	KEY AREAS FOR SUBJECT DEVELOPMENT Especially achievement and quality of teaching	<ul style="list-style-type: none"> ▶ A whole school R.E creative arts day to cover an RE block ▶ Staff training on RE assessment with a focus on lesson objectives matching the assessment criteria. To also include ideas of evidencing 'expressing ideas, beliefs and insights.' 		