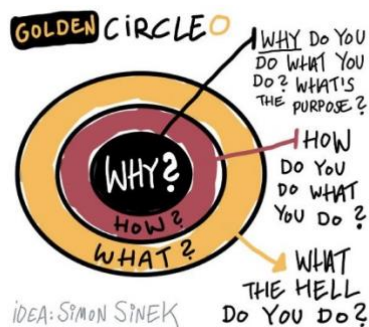


# HIMBLETON CE PRIMARY SCHOOL AND NURSERY



***Nurture, Nature, Knowledge:  
Enabling inquisitive thinkers and inspired  
learners with kind hearts.***

## The Himbleton Approach to the Teaching of Religious Education



# Religious Education

## Intent

### Why do we do what we do?

We believe that our Religious Education curriculum has an enormous part to play in developing awareness of the wider world and preparing our children for life beyond Himbleton. We want our children to have an understanding of, and respect and tolerance for the diversity of beliefs and cultures in the world, the impact that this has on the way in which people live their lives and what can motivate action.

At Himbleton, we follow the Worcestershire Agreed Syllabus for Religious Education which states, **“The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.”**

We are committed to providing our children with an exciting and positive learning environment, in which they have the opportunity to develop their knowledge and understanding of religions while contributing to their spiritual, moral social and cultural development. As a Church of England School, we also use ‘Understanding Christianity’ to ensure that our children have the opportunity to explore Christianity in depth and explore probing questions about life in a safe, secure, respectful environment.

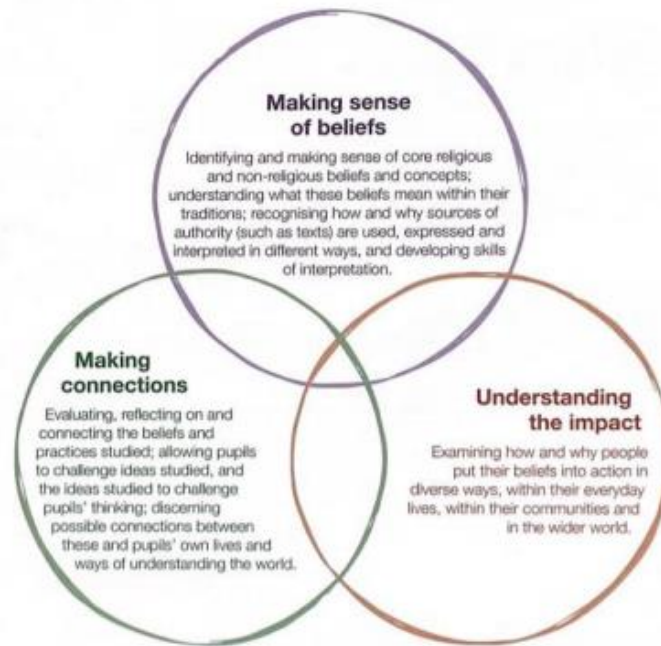


## Implementation

### How do we ensure our intent becomes a reality?

Religious Education taught at Himbleton CE Primary School and Nursery (according to the Worcestershire Agreed Syllabus 2020-2025) ensures pupils encounter core concepts in religions and beliefs in a coherent way, developing their understanding and their ability to handle questions of religions and belief.

At Himbleton, the teaching and learning approach has three core elements which are woven together to provide breath and balance within teaching and learning about religion and beliefs:



RE is taught by studying one religion at a time (systemic units) and then including thematic units, which build on learning by comparing the religions, beliefs and practices studied. Teachers link with key dates and religious festivals, providing opportunities to celebrate festivals and religions with greater relevance and consistency and enhances a cross-curricular approach. (See attached Long Term Overview.)

Children have the opportunity to visit many different places of worship such as St. Mary Magdelene Church, Solihull Congregation Synagogue, Birmingham Central Mosque and the Shri Venkateswara Hindu Temple. To further deepen learning, religious visitors are organised to talk to the children about their faith, festivals and beliefs. These trips and visitors provide the children with opportunities to ask questions and have hands on experiences, and are organised termly, focusing on the topics that the children are studying.

## Impact

### What are the outcomes for our children?

Through our carefully designed curriculum, by the time children leave Himbleton they will:

- 1. Make sense of a range of religious and non-religious beliefs, so that they can:**
  - identify, describe, explain and analyse beliefs and concepts in the context of living religions using appropriate vocabulary.
  - explain how and why these beliefs are understood in different ways, by individuals and within communities.
  - recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation.

**2. Understand the impact and significance of religious and non-religious beliefs, so that they can:**

- examine and explain how and why people express their beliefs in diverse ways.
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world.
- appreciate and appraise the significance of different ways of life and ways of expressing meaning.

**3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:**

- evaluate, reflect on and enquire into the key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses.
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitment clearly in response.
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.

**How do we know that we have achieved these outcomes?**

Our children know that they are respected and valued - there is evidence all around for this, in every aspect of the life of our school. They leave Himbleton knowing that they have a purpose in the world and a responsibility towards one another. This is reflected in the positive impact they have through their responses to charitable work, their contributions to the liturgy of the school and the parish, and in the reflective work they produce in their RE books.

RE is assessed at the school like any other subject, and there are high expectations for the quality of their written work. Ongoing formative assessment is embedded within our curriculum and pedagogy, and half termly summative assessments are completed by teachers at the end of a unit.

**“Enabling inquisitive thinkers and inspired learners with kind hearts.”**

Building on these themes, we believe that our Religious Education curriculum contributes to the outworking of our whole school vision as it has an enormous part to play in developing awareness of the wider world and preparing our children for life beyond Himbleton.