



National Curriculum Aims

Hujjat Primary School is a Free Faith School, and faith schools and academies are able to set their own Religious Education syllabus for their pupils.

At Hujjat Primary School, we broadly follow the Harrow, Standard Advisory Council on Religious Education (SACRE), exploring all world religions with Islam being the main faith and thread of all units taught. The curriculum is designed to encourage deeper thinking through the exploration of 'big questions'. In addition, our bespoke RE lessons are underpinned by our school values: **respect, gratitude, excellence, integrity, service and compassion**. We endeavour for all pupils to develop their knowledge, skills, understanding and attitudes to becoming responsible citizens who show care and respect towards all religions whilst being confident to practice and grow in their own faith with sincerity and pride. We establish high standards for the performance of all pupils in RE, whereby they are continually improving and building upon their understanding of world religions and are able to discuss and express their viewpoints eloquently through excellent knowledge, empathy and consideration.

Intent

At Hujjat Primary School, the intent of our RE curriculum is to help children and young people learn about and learn from religious and spiritual insights, beliefs and practices.

The learning aims to delve into challenging questions about the ultimate meaning and purpose of life, belief-systems, the self and the nature of reality, issues of morality and what it means to be a person with excellent *akhlaq* (manners and virtues).

We aim to develop the children's knowledge and understanding of Islam and all major faiths, enabling them to strengthen their own faith and equipping them to engage in religious and moral discussions and live peacefully alongside others, with an informed, respectful and understanding approach to different views and beliefs.

The curriculum fosters respect, responsibility, tolerance, sensitivity, and acceptance to individuals and communities of different faiths. Drawing on religious beliefs, practices and role models, like Prophet Muhammad, the curriculum nurtures children who are confident to share and practice their faith with sincerity and pride whilst being thoughtful, reflective and socially responsible, seeing themselves as stewards of the Earth – with a duty to care for creation, uphold values and contribute to their community, society and wider world.

Implementation

Our RE curriculum provides a journey of exploration and reflection, taught by teachers and planned by our Faith Advisor, tailoring it to our children at Hujjat Primary School and ensuring sensitivity and accuracy of content. The topics are thoughtfully designed and sequenced so pupils have the opportunity to learn about all the major religions, but also have the opportunity to build on prior knowledge and learning and develop a deeper understanding and practice of faith and the universal values of compassion, respect, integrity, gratitude, excellence and service.

As a Muslim faith school, we pride ourselves on the numerous faith links throughout the curriculum. Lessons are planned to ignite curiosity, encourage meaningful discussion, promote personal reflection and support spiritual development. In doing so, pupils develop a strong sense of identity, whilst also deepening their thinking and inquiry skills and appreciation and practice of beliefs and values that shape both their own lives and the wider world.

Impact

Our R.E. curriculum is designed to have an impact on pupils' spiritual, moral, social and cultural development.

Children leave Hujjat Primary school with a sound knowledge of Islam and other major world faiths, including Christianity, the Baha'i Faith, Buddhism, Hinduism, Islam, Jainism, Judaism, Sikhism and Zoroastrianism.

Through learning about their own and other religions, children develop a strong sense of identity and a confidence to practice and share their faith with sincerity and pride. They cultivate respect for other faiths and worldviews, underpinned by compassion, curiosity and an open mind, enabling them to engage in meaningful discussions and flourish within a multicultural society, locally, nationally and internationally.

Our curriculum equips children to ask courageous questions, think deeply, and advocate for positive values and change in their school, community, and wider society. Through Religious Education, we nurture children who are not only secure in their religious identity but are also equipped to live peacefully and purposefully alongside others as compassionate citizens of the future.

The children will foster respect for, and sensitivity to, individuals and communities of different faiths and beliefs by promoting discernment and combating prejudice. They understand the spiritual, moral, social and cultural dimensions of Religious Education along with the British Values and using the skills and knowledge they have developed, are encouraged to engage in respectful dialogues with one another reflecting the HPS values, rooted in the Islamic faith.

Ultimately, we hope that our R.E. curriculum contributes positively to preparing children for their future and life-long learning, nurturing reflective, thoughtful and socially responsible individuals who are confident in their faith whilst understanding, appreciating and contributing positively to the world around them.

Knowledge and Skills

The following religions will be drawn upon: Islam, Christianity, Baha'i faith, Buddhism, Hinduism, Islam, Jainism, Sikhism and Zoroastrianism and Humanism. More material will be covered from Islam than others.

In Early Years, children learn similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. They begin to explore religious concepts such as charity and draw from religious role models such as Prophet Muhammad and Prophet Isa.

In Key Stage 1 and Key Stage 2, children will follow learning outcomes by addressing the Big Questions, devised in line with the SACRE guidance. Children will be able to talk of belief systems, name and describe some festivals and celebrations, use correct names for artefacts, discuss their feelings and what is important to them and compare beliefs in Islam and other world religions. Pupils will also understand how to make *good* choices in life, explore stories from Islam and other religions focusing on what they are teaching; identify symbols of different faiths, share experiences, understand and discuss morals, develop an understanding of how our actions affect others and learn about teachings of religious figures from the Quran and other holy books.

Creativity

At HPS our curriculum for RE is planned to gain knowledge, ignite curiosity, promote discussion, personal reflection, spiritual development, enable a sense of belonging, develop identity and enable deeper thinking and inquiry.

We believe creativity allows children to acquire knowledge and understanding with greater impact, making links to prior knowledge and creating new understanding. Through evaluative and critical thinking children will apply their growing knowledge to develop a sense of responsibility, respect, awareness, tolerance and understanding towards people who have different beliefs to their own and appreciate a diverse society.

Children are encouraged to share their opinions and express themselves in a range of ways enabling them to realise their own strengths and feelings and develop a sense of identity and confidence to practice and share their faith. RE home learning projects, trips and visitors, festival themed days and outreach projects focusing on the values explored in R.E. will further encourage children to be creative and present and express their research and findings.

Assessment

At HPS we understand the importance of assessment to inform the tracking of pupil progress, planning next steps, reporting and involving parents and pupils as part of this. It is an integral part of the Teaching and Learning process.

Teachers make assessments through:

- regular marking of work
- analysing errors and picking up on misconceptions
- questions and answers throughout the lesson
- facilitating and listening to discussions
- making observations

Children will be assessed three times a year against the key learning outcomes set for RE. As topics are taught, lessons are personalised to classes and cohorts and any identified misconceptions can then be addressed accordingly by teachers. RE lessons also elicit retrieval activities to assess how effectively knowledge and skills have been embedded and mastered by our pupils.

Our Curriculum follows our school values: service, gratitude, excellence, compassion, integrity, respect