



National Curriculum Aims

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

At HPS, we broadly follow the Harrow, Standard Advisory Council on Religious Education (SACRE) **Big Questions**, with Islam being the main faith and thread of all lessons taught. 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, including Islam. 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	Implementation	Impact
<p>At HPS, 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.</p> <p>The learning aims to provoke challenging questions about the ultimate meaning and purpose of life, belief-systems, the self and the nature of reality, issues of right and wrong and what it means to be a person with excellent akhlaq (manners and virtues) in Islam.</p> <p>We aim to develop the children's Knowledge and understanding of Islam and other major world faiths, including Christianity, Baha'i Faith, Buddhism, Hinduism, Jainism, Judaism, Sikhism and Zoroastrianism.</p> <p>We aim to enhance awareness and understanding of religions and beliefs, teachings, practices and forms of expression and its impact in society.</p> <p>Children foster respect, responsibility tolerance, sensitivity, and acceptance to individuals and communities of different faiths and beliefs to develop harmony and combat prejudice.</p>	<p>Our curriculum for RE is explicitly taught weekly by class teachers and Senior members of staff, and where appropriate, links are made with other subjects. Our curriculum for RE follows an enquiry-based approach, teachers plan units of work tailored to the children of HPS. The topics have been carefully sequenced, so that children have the opportunity to also learn about all the major religions through their learning journey, but also have the opportunity to build on prior knowledge and learning.</p> <p>Lessons are planned to ignite curiosity, promote discussion, personal reflection, spiritual development, enable a sense of belonging and identity, deepen thinking and inquiry.</p>	<p>The impact is to ensure that children at HPS will have a sound knowledge of Islam and other major world faiths, including Christianity, the Baha'i Faith, Buddhism, Hinduism, Islam, Jainism, Judaism, Sikhism and Zoroastrianism.</p> <p>Children will have a sense of identity and belonging and the ability to flourish within multicultural societies, locally, nationally and internationally</p> <p>We hope that it offers preparation for adult life, employment and lifelong learning.</p> <p>The children will foster respect for, and sensitivity to, individuals and communities of different faiths and beliefs by promoting discernment and combating prejudice.</p> <p>Furthermore, children will understand the spiritual, moral, social and cultural dimensions of Religious Education along with the British Values.</p> <p>Children are encouraged to have important and ongoing dialogues with one another with humility and respect, and relating their discussions to the HPS values.</p>

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. Activities will initiate questions such as: Who is prophet Muhammed (s) and Prophet Isa (as)? Their similarities, and prophetic values.

In Key Stage 1 and Key Stage 2, children will follow learning outcomes by addressing the SACRE Big Questions. 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 these to Islamic beliefs. Pupils will also understand how to make *good* choices in life, understand stories from other religions and link it to Islam; 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.

At HPS 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.

Opportunities to express themselves in a variety of ways will be developed. Children are encouraged to share their opinions in a range of ways thus pupils realising their own strengths and feelings, a sense of achievement and boosting confidence. RE home learning projects, festival themed days 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 SHINE Curriculum follows our school values: service, gratitude, excellence, compassion, integrity, respect