



Highgate Religious Education Subject Intent

Character & Curiosity: Our religious education curriculum aims to build children's awareness and understanding of a wide range of views and beliefs. We aim to develop children's tolerance and respect of others through studying a range of religions, practices and celebrations. Children will learn about both religious and non-religious viewpoints. We encourage children to ask questions to extend their understanding and to share their own opinions and beliefs whilst demonstrating respect for others. We aim to develop awe and wonder through sharing religious stories and parables such as 'The Good Samaritan', 'Rama and Sita' and 'The Prophet and the Tiny Ants'.

Cultural Capital: Children will learn about a range of world religions to develop their cultural awareness and understanding. They will also learn about the work of inspirational religious figures, such as Desmond Tutu, Annie Besant and Mahatma Gandhi.

Skills: Our curriculum includes the study of a range of religions through key questions such as 'Who is a Muslim and how do they live?', 'What do Christians learn from the Creation story?' and 'What does it mean to be a Hindu in Britain today?' Through these enquiry questions, children are encouraged to share their personal knowledge and beliefs, whilst learning about the beliefs of others and how different religions express and share their beliefs. They will learn to study and analyse artefacts, holy texts and religious stories and parables to deepen their understanding of other religions. They will also learn to make links between religions and beliefs through comparison units of study such as 'What makes some places sacred?' and 'How and why do people mark significant events of life?'.

Knowledge: The knowledge in our religious education curriculum is organised and sequenced so that knowledge and concepts build over time. The knowledge taught in each unit is built upon in subsequent units and children will revisit prior knowledge during each unit of study. In EYFS, children will begin to learn about basic religious concepts and are introduced to Christianity. Through KS1 this knowledge will build further where children are introduced to the religions of Christianity, Islam and Judaism, learning about who they are and how they live. As the children progress through KS2, knowledge builds and deepens over time and they will learn about key events and concepts from each religion, including Hinduism and Humanism.

Links across the Curriculum: The Highgate religious education curriculum builds on from prior learning; we have designed this so that children are able to activate their prior learning and background knowledge to build and deepen their learning. Children will revisit religions studied in KS1 as they move into KS2. Additionally, there are links across subjects: the children learn about the rise of Islam in Baghdad in history which deepens their prior knowledge of Islam from religious education. We also make links to subjects such as PSHE through learning about discrimination and prejudice. Children also learn about mutual respect and tolerance of other religions and beliefs through the No Outsiders programme, where they learn about who we share the world with and accepting people who are different from themselves.

Early Years Foundation Curriculum: In EYFS, the children are introduced to the religion of Christianity through stories such as the nativity and the Creation story. They also learn about basic religious concepts such as special times, places and events. These build the foundation for future learning in KS1 and KS2.

SEN: At Highgate we are a fully inclusive school and believe that all children should be able to access a broad and balanced curriculum. Adaptive teaching is used to ensure all children can access all learning. Children are provided with scaffolds such as pictorial strips to aid their writing, word mats and mixed ability pairings. Children are able to use alternative methods of recording in their religious education lessons to demonstrate their knowledge and understanding through the use of mindmaps and labelled diagrams.