Religious Education at Oak Hill Academy West London
an Aspirations Academy

Intent

At Oak Hill Academy, the aim of Religious Education (RE) is to guide children to develop their knowledge of different religions and worldviews, and to develop the understanding and skills to engage with them respectfully. Our curriculum develops knowledge, understanding and awareness of Christianity and the other major world religions represented in Great Britain as well as ethical non-theistic worldviews such as Humanism. Furthermore, our curriculum teaches pupils to appreciate the way that belief shapes life and behaviour, develops the ability to make reasoned and informed judgements about religious and moral issues, and enhances their spiritual, moral, social and cultural development.

RE at Oak Hill links deeply with Wellness and British Values, allowing our children to put religious and philosophical ideas in the context of their own lives. We intend to design RE as a curriculum subject which results in children having an awareness and tolerance of living in a diverse society and being mutually respectful towards the beliefs of others.

Implementation

At the beginning of each half-term at Oak Hill, a *Whole School Big Question* is introduced during the RE lessons. This is a topical, essential enquiry question that hooks children into their units of study to spark meaningful connections with prior learning and develop creative thinking. The question links closely to the allocated attainment target (learning about and from religion). Using elements of the Agreed Syllabus for RE in the London Borough of Hounslow called *Widening Horizons*, we have developed a prorgessive curriculum that allows pupils to develop a deep understanding of the following religions and worldviews as units of work, across three half terms: **Christianity, Judaism, Islam, Sanatana Dharma (Hinduism), Dhamma (Buddhism), Gurmat (Sikhism), Humanism and Philosophy.**

RE is taught in block units within a term, to develop pupils' ability to know more and remember more in the transitions from monothestic religions, polythestic religions, ethical non-religious traditions and worldviews.

During teaching, we focus on each group's unit of work including:
- Reference to the Whole School Big Question and other, leading Big Questions about what they will be learning and what they have been taught in previous year groups, to show how this builds upon their previous learning.
- Opportunities to provide feedback and consolidation from previous learning, using a variety of teaching strategies, including circle time.
- A range of religious stories and reading.
- Realistic and relevant information, and specific key vocabulary and its meaning.
- Opportunities for the children to work interactively, using other curriculum areas e.g. music, drama, art, with the teacher acting as the facilitator.
- Individual reflection/thoughtfulness on the learning.
- Opportunities for mindfulness, positive mental health and well-being.

Our RE curriculum promotes community spirit through whole-school assemblies, visits from Religious leaders/Community members, community walks to our local church and visits to other places of worship. For our assemblies, we invite parents and carers to celebrate with the pupils, and children are encouraged to come into school in traditional clothing to cultivate the diversity in our community.

Impact

Our progressive RE. curriculum helps children and young people:
- to be members of diverse, local, national and international communities.
- to discover fundamental things about being human.
- to explore faith, spirituality and awareness of themselves and others.
- to develop a deeper sense of their own beliefs and values through reflection.
- to ask challenging and ultimate questions within a context of mutual trust and respect.

. The children of Oak Hill Academy enjoy learning about other religions and why people choose, or choose not to follow a religion. Through intellectual and emotional engagement, pupils consider those around them, what they do and do not believe and how this impacts them in terms of their own acceptance and tolerance.