



Shining Together Through Courage, Connection and Curiosity.

Guided by Christian values, we inspire every child to let their light shine through a love of learning.

'Let your light shine for all to see' Matthew 5:16

Religious Education

Intent

At Huby, we believe that **Religious Education (RE)** is a core academic subject that empowers children to become **religiously literate, deeply reflective, and open-minded citizens**. RE is a vital means through which children explore the big questions of life, make sense of diverse worldviews, and develop a profound understanding of their own beliefs and those of others. We want our children to develop a genuine love of inquiry and to recognise that understanding religion and worldviews is crucial for navigating, respecting, and making a difference in our diverse global community.

Our RE curriculum is highly ambitious and carefully designed to equip children with the systematic knowledge, specialised vocabulary, and critical thinking skills they need to explore theological, philosophical, and human concepts. Grounded in the **Understanding Christianity** framework and the **North Yorkshire (NYCC) Agreed Syllabus**, our curriculum provides a coherent, spiralled progression of learning. Pupils develop a robust understanding of core Christian concepts alongside a respectful, thorough knowledge of principal world religions and non-religious worldviews.

We want every child to **shine as a theologian, philosopher, and social scientist**. Through RE, children develop the **courage** to express their own beliefs while engaging with challenging questions of meaning and purpose. They foster the **curiosity** to investigate sacred texts, diverse traditions, and ultimate questions, building the empathetic **connection** required to communicate meaningfully across religious and cultural boundaries. Guided by our Christian values, we inspire every child to appreciate the value and dignity of every person's lived experience and story.

Ultimately, we want our pupils to leave Year 6 with a rich, nuanced understanding of faith and worldviews, coupled with the critical capacity to evaluate information and articulate their own insights with clarity. We want them to have the insight and empathy to **let their light shine for all to see (Matthew 5:16)**, standing as confident, compassionate advocates for understanding and unity in the wider world.

Implementation

Our Religious Education curriculum is systematically sequenced from the **Early Years Foundation Stage (EYFS) to Year 6**, ensuring that knowledge, vocabulary, and skills build progressively over time.

We use **Understanding Christianity** as our primary resource for teaching the Christian faith, which constitutes approximately two-thirds of our RE curriculum. This is seamlessly interwoven with the **NYCC Agreed Syllabus** to structure our units on world faiths (including Judaism, Islam and Hinduism) and non-religious worldviews (such as Humanism), ensuring a broad, balanced, and legally compliant curriculum.

The Disciplinary Approach to RE

Across all key stages, learning is structured around three distinct disciplinary lenses to ensure academic rigor:

- **Theology (Thinking through believing):** Exploring the core beliefs, teachings, and sacred texts of a religion, examining what its followers hold to be true.
- **Philosophy (Thinking through thinking):** Engaging with ultimate questions of existence, morality, truth, and meaning, allowing pupils to evaluate justifications and reason critically.
- **Human/Social Sciences (Thinking through living):** Investigating how people live out their faith or worldview in diverse communities, looking at the practical impact of beliefs on individuals and society.

Lesson Design and Pedagogy

RE lessons at Huby maintain a consistent structure that prioritises critical thinking, retrieval, and reflection. Lessons balance:

- Explicit teaching and retrieval of key concepts and precise, subject-specific vocabulary.
- Encountering sacred texts, stories, artefacts, and high-quality visual stimuli.
- Structured respectful discussion and debate opportunity.
- Teacher modelling of analytical thinking and philosophical questioning.
- Independent application through text analysis, continuous prose, artistic expression, or reflective journaling.

Progression Across Key Stages

EYFS

In EYFS, children begin to explore the concepts of specialness, belonging, and celebration. RE is integrated into the *Understanding the World (People, Culture and Communities)* and *Personal, Social and Emotional Development* frameworks. Children encounter Bible stories, share celebrations from their own lives, and discover the features of our local church. Vocabulary is modelled in meaningful contexts, encouraging children to voice their curiosity about the world around them.

Key Stage 1

In KS1, pupils focus on foundational concepts. Using *Understanding Christianity*, they explore core concepts such as *God*, *Creation*, *Incarnation*, and *Salvation*. Through the *NYCC Agreed Syllabus*, they begin systematic studies of Judaism and Islam. Learning focuses on retelling stories, identifying symbols, naming sacred places, and recognising how religious practices shape daily life.

Key Stage 2

In KS2, learning deepens in complexity and abstraction. Pupils revisit Christian concepts via an expanding spiral curriculum, tackling deeper theological themes like *Gospel*, *Kingdom of God*, and *Fall*. They broaden their worldviews knowledge by studying Hinduism alongside non-religious worldviews. Pupils are taught to evaluate text contexts, contrast different denominational practices, and debate complex ethical questions, taking increasing ownership of their theological reasoning.

Inclusion and Adaptation

We maintain high expectations for every pupil, ensuring the RE curriculum is accessible yet challenging for all. Teachers adapt teaching by providing:

- Structured sentence stems and targeted vocabulary banks for written responses.
- Graphic organisers, concept maps, and writing frames to scaffold complex ethical arguments.
- Multi-sensory resources, including high-quality artefacts, art, and music.
- Deep-dive extension questions that challenge higher-attaining pupils to compare perspectives across different worldviews.

Spiritual Development in RE

Spiritual development is deliberately woven through our RE curriculum. Rather than treating it as an afterthought, we endeavour to plan opportunities for spiritual growth using the **Windows, Mirrors, Doors, and Candles** framework. This enables teachers to guide children from an initial spark of curiosity out into the wider world, back inward for self-reflection, and finally upward to consider the transcendent.

WINDOWS – Looking Outward: Curiosity & The World

RE acts as a window, giving pupils a clear view into the beauty, complexity, and variety of human belief and creation. We use this lens to ignite children's innate **curiosity** about the world.

- **Pupil Opportunities:** Children marvel at the architecture of sacred spaces, engage with the poetry of sacred texts, and ponder the vastness of creation. They ask deep questions about how different communities express wonder, celebrate life, and find beauty in their rituals.
- **Classroom Practice:** Analysing religious artwork, listening to sacred music, and exploring the intricate design and purpose of religious artefacts.

MIRRORS – Looking Inward: Courage & Reflection

RE provides a mirror, prompting pupils to reflect on their own lives, values, identities, and choices. It requires **courage** to look deeply within and articulate what you believe.

- **Pupil Opportunities:** Children examine their own personal responses to big philosophical concepts like forgiveness, suffering, and truth. They evaluate the choices made by historical and religious figures and compare those paths with their own moral boundaries and actions.
- **Classroom Practice:** Structured times for personal reflection and the opportunity to engage in open, safe debates where pupils can formulate and express their own emerging worldviews.

DOORS – Looking Across: Connection & Empathy

RE opens doors, encouraging children to step through their own experiences to build strong **connections** with other people, cultures, and perspectives.

- **Pupil Opportunities:** Children actively develop empathy by standing in the shoes of someone with a different faith or worldview. They grapple with social justice issues, community cohesion, and our shared human responsibilities, learning to see that every individual's story has profound worth and value.
- **Classroom Practice:** Engaging with faith visitors, embarking on visits to diverse places of worship, and hot-seating characters from religious texts to thoroughly understand their internal motivations.

CANDLES – Looking Beyond: Values & The Transcendent

RE lights candles, creating clear opportunities for pupils to think deeply about meaning, purpose, faith, and the intangible elements of life. This lens directly anchors our core **Christian values**.

- **Pupil Opportunities:** Children look beyond the material world to explore ultimate questions: *Why is there suffering? What happens when we die? What is truth?* They explore the profound impact of love, hope, and compassion, viewing these concepts through both Biblical perspectives and their own lived experiences.
- **Classroom Practice:** Pausing for moments of stillness, conducting deep-dive ethical analyses of right and wrong, and connecting global initiatives to the school's vision of letting our light shine for the common good.

Impact

The impact of our Religious Education curriculum is clearly seen in pupils who:

- Talk and write confidently, articulately, and accurately about a wide range of religious and non-religious worldviews.
- Apply precise theological, philosophical, and sociological vocabulary to analyse texts and explain concepts.

- Show high levels of religious literacy, demonstrating an understanding of the diversity *within* faiths as well as between them.
- Approach deep, challenging questions with resilience, intellectual curiosity, and an open mind.
- Demonstrate the courage to respectfully present and defend their own viewpoints while actively listening to opposing arguments.
- Build meaningful connections with others, showing deep empathy and respect for different backgrounds and choices.
- Realise that their choices, actions, and voices have real value and can make a positive difference in their local community and the wider world.

Assessment and Monitoring

Assessment in RE is used dynamically to check what pupils know, understand, and remember, steering subsequent teaching sequences. Teachers use ongoing formative assessment (such as retrieval quizzes, questioning, and class dialogue) alongside summative markers at the end of each Understanding Christianity and NYCC unit to track progress against age-related expectations.

The Subject Leader regularly evaluates the health and impact of the RE curriculum through a robust monitoring schedule:

- **Pupil Voice:** Regular discussions with children from across all year groups to assess their retention of knowledge, theological vocabulary, and their enjoyment of the subject.
- **Book Looks / Work Scrutiny:** Reviewing learning journals and books to evaluate the progression of knowledge, depth of written work, and quality of responses to the disciplinary lenses.
- **Learning Walks & Lesson Visits:** Observing RE teaching in action to ensure high-quality delivery, active exploration of the spiritual framework, and consistent pedagogical practice across the school.

By the end of Year 6, every child leaves Huby with a secure anchor of knowledge, a compassionate heart, and a keen intellect. They stand fully prepared for the next stage of their education, ready to go out into the world and continue to **let their light shine for all to see**.