



Statement of Intent for Religious Education at Hogarth Primary School

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Intent

The religious education curriculum at Hogarth Primary School is tailored to meet the unique needs and goals of the school's educational community. The primary intent of this curriculum is to provide a comprehensive and engaging learning experience for students, ensuring they develop a deep understanding of various world religions and nonreligious views and their significance in today's diverse society.

At Hogarth Primary School, the religious education curriculum is designed to foster respect, tolerance, and cultural awareness. It aims to introduce students to the major world religions while also exploring the importance of secular and non-religious worldviews. The goal is to equip students with the knowledge and understanding needed to interact with people from different backgrounds and beliefs, promoting social cohesion and harmony.

The curriculum at Hogarth Primary School is structured to encourage critical thinking, reflection, and the development of moral and ethical values. Students are encouraged to question, analyse, and discuss religious concepts and their real-world implications. By doing so, they not only gain a deep appreciation for diversity but also learn to make informed, ethical decisions in their lives.

In alignment with the school's vision, the religious education curriculum at Hogarth Primary School is committed to promoting inclusivity, empathy, and open-mindedness. It fosters a learning environment where students can explore their own beliefs, engage in meaningful dialogue, and grow into responsible, compassionate citizens who contribute positively to their communities and the broader world.

Implementation

At Hogarth Primary School, we follow SACRE the Essex agreed syllabus. Religious Education will follow a consistent structure. Religious Education is a component of the basic curriculum, to be taught alongside the National Curriculum in all maintained schools. It will be taught according to our locally Agreed Syllabus, which is the statutory order.

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

RE supports the aims of the school curriculum which is to be balanced and broadly based. The purpose of RE is to develop religious literacy. The essential outcomes for RE are therefore related to the knowledge and understanding of religion and worldviews.

We explore 'looking through a lens' in the following areas:

Theology

This area of focus is about asking questions that believers would ask. We have called this thinking through believing. It requires pupils to think like theologians, or to look at concepts through a theological lens.

Pupils will:

- Explore questions that arise from inside religions and worldviews.
- The questions that a believer would ask.
- Investigates the role of key texts and key traditions.
- Looking at concepts ontologically.
- It looks at where beliefs come from.
- Examines the claims made by religious and nonreligious people.
- Thinking like theologians.

Human and Social Sciences

We have called this thinking through living. It is about asking questions that people who study lived reality or phenomena would ask. It requires pupils to think like human and social scientists, or to look at concepts through a human/social science lens. Pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives

Pupil will explore:

- The lived reality of religion and worldviews.
- The diverse nature of religion and worldviews.
- The diverse ways in which people practice and express beliefs.
- The ways in which beliefs shape individual identity.
- The impact on communities and society - and vice versa.

Philosophy

We have called this thinking through thinking. It is about asking questions that thinkers would ask. It requires pupils to think like philosophers, or to look at concepts through a philosophical lens. Pupils will explore questions and answers raised through considering the nature of knowledge, existence and morality.

Pupils will:

- Grapple with questions (and answers) about knowledge, existence and morality.
- Explore how and whether things make sense.
- Be encouraged to create questions of morality and ethics.
- The process of reasoning lies at the heart of philosophy.
- Taught the process of how we try to answer them.
- Study the works of great philosophers is part of developing an understanding of philosophy.

Impact

Effective teaching and learning of the areas outlined in the SACRE Essex Agreed Syllabus will provide the children at Hogarth Primary School with cultural awareness of different faiths,

traditions and cultures, fostering tolerance and respect for diversity. We aim for the teaching of religious education at Hogarth to contribute to the pupils moral and ethical development by teaching them about values and virtues. We aim for all pupils to be critical thinkers and pupils are able to explore and discuss complex religious and philosophical topics. The pupils at Hogarth will be religiously literate enabling them interact with people from different backgrounds and beliefs, promoting social cohesion and harmony.