



Hillside Primary School

Religious Education Curriculum Intent

At Hillside Primary School, our Religious Education (RE) curriculum is designed to place the needs, identities, and aspirations of our pupils at the heart of their learning. Our bespoke curriculum is ambitious and inclusive, empowering every child to think like a theologian, philosopher, and social scientist, fostering a deep respect for the diverse beliefs that shape our world to help them **"Be the BEST they can be."**

Our RE curriculum intent is underpinned by our four key attitudes for learning, ensuring pupils develop the empathy and critical thinking needed to thrive in a multi-faith and non-religious modern world:

- **Believe**
- **Engage**
- **Succeed**
- **Try**

We deliver a high-quality RE curriculum—rooted in the Jigsaw RE enquiry-based model—that equips pupils with Substantive Knowledge (religious facts, texts, and traditions) and Disciplinary Knowledge (the ability to analyse, interpret, and evaluate). Our curriculum is anchored by six 'Big Ideas' that build progressively, helping pupils construct a mental schema of how faith and worldviews influence human experience.

BELIEVE: Building Confidence & Belonging

- **Identity & Belonging (Big Idea):** We foster an environment where children believe in the value of their own voice. By exploring Jigsaw RE's focus on "The Personal," children first understand their own "insider" perspective before looking at the wider world.
- **Vocabulary for Success:** We believe vocabulary is the gateway to understanding complex worldviews. Pupils progress from simple terms like 'Faith' and 'Kindness' in EYFS to mastering tier-3 terminology such as 'Covenant', 'Secularism', 'Dharma', and 'Atheism'.
- **Inclusive Achievement:** Through the Jigsaw RE approach, we ensure all pupils—regardless of faith background or SEND needs—believe they can access the "Big Questions" of life through scaffolded discussion and sensory learning.

ENGAGE: Curiosity & Connection

- **Practices & Lifestyles (Big Idea):** We spark curiosity by investigating how beliefs are lived out in the real world, from the rituals of Salah to the celebration of Diwali.
- **Theological Enquiry (Disciplinary):** Following the Jigsaw RE 4-step process (Engagement, Investigation, Evaluation, Expression), pupils engage as active investigators. They move from asking "Why is this object special?" in KS1 to "How do religious texts influence modern ethics?" in KS2.

- Local Identity: We connect our learning to the local community. By visiting local places of worship in Gloucester—from the Cathedral to local Mosques and Gurdwaras—children see faith as a living part of their own city's story.

SUCCEED: Precision & Mastery

- Beliefs & Teachings (Big Idea): Success is rooted in an accurate understanding of core tenets. Pupils move from knowing religious stories to mastering the complex theology behind them, such as the Five Pillars of Islam or the concept of Salvation in Christianity.
- Interpretation (Disciplinary): Mastery is shown when pupils can explain why people within the same religion might disagree or practice differently, demonstrating an understanding of diversity within faith.
- Substantive Mastery: Pupils succeed when they can compare worldviews with precision, such as contrasting the concept of God in monotheistic faiths with dharmic traditions or humanistic perspectives.

TRY: Resilience & Hard Thinking

- Ethics & Values (Big Idea): Pupils embrace "hard thinking" to tackle complex moral dilemmas. They "try" out different philosophical stances to understand concepts of justice, peace, and the environment.
- Critical Reflection (Disciplinary): We cultivate a culture where children are not afraid to challenge ideas and be challenged. They learn that "trying" to understand a perspective different from their own is the first step toward social cohesion.
- Meaning & Purpose (Big Idea): Children develop resilience by grappling with the "Big Questions" of existence, such as "Why do people suffer?" or "What happens when we die?", understanding that different worldviews offer different answers.

Hillside RE 'Big Ideas': Substantive Concepts & Vocabulary

Our Big Ideas act as the "connective tissue" across the year groups, ensuring knowledge is retained and layered.

Big Idea	Essential Knowledge	Vocabulary Examples
Beliefs & Teachings	Core stories, sacred texts, and concepts of the Divine.	<i>Monotheism, Parable, Torah, Incarnation.</i>
Practices & Lifestyles	How people pray, worship, and live out their faith daily.	<i>Ritual, Pilgrimage, Salah, Kosher.</i>
Expression & Language	How faith is expressed through art, music, and symbolism.	<i>Calligraphy, Iconography, Symbol, Liturgy.</i>
Identity & Belonging	The sense of community and the "Ummah" or "Sangha."	<i>Initiation, Community, Commitment, Secular.</i>
Meaning & Purpose	Philosophical questions about life, death, and the soul.	<i>Reincarnation, Salvation, Enlightenment, Philosophy.</i>
Ethics & Values	Concepts of right and wrong, social justice, and global care.	<i>Stewardship, Compassion, Covenant, Morality.</i>

Working as a Theologian: Disciplinary Progress (Jigsaw RE Aligned)

Strand	KS1	Lower Key Stage 2 (Y3/4)	Upper Key Stage 2 (Y5/6)
Enquiry	Talk about what is important to them and others.	Use a range of sources to find out about a religion.	Evaluate how sources of authority impact a believer's life.
Interpretation	Identify symbols and what they mean.	Explain how different people might interpret the same story.	Analyse how different worldviews influence modern ethical issues.
Comparison	Spot similarities between different celebrations.	Contrast the ways different religions express the same core value.	Explain the diversity of practice <i>within</i> a single religion.
Reflection	Say what they find interesting about a religious person.	Reflect on how a religious teaching might influence their own choices.	Justify their own viewpoint on "Big Questions" while respecting others.

RE Curriculum: A Knowledge-Rich Sequence

Year	Autumn	Spring	Summer
EYFS	Which stories are special?	Which people are special?	Which places are special?
Y1	Christianity: What do Christians believe God is like?	Judaism: What is the Torah and why is it special?	Big Question: How should we care for others and the world?
Y2	Islam: Does praying at regular intervals help a Muslim?	Christianity: How important is it to belong to a community?	Judaism: How do Jewish people show their commitment to God?
Y3	Hinduism: How can Brahman be everywhere?	Christianity: What is the "Good News" Jesus brings?	Sikhism: How does a Sikh show commitment?
Y4	Buddhism: What is the "Middle Way"?	Islam: How does the Qur'an guide Muslims?	Christianity (Local): Why is the Gloucester Cathedral significant?
Y5	Hinduism: How do beliefs about Karma impact life?	Christianity: How do the miracles of Jesus impact believers?	Humanism: How can we be good without God?
Y6	Islam: How does faith help when life gets hard?	Christianity: Is Christianity still a strong religion today?	Ethics: Can religion help to build a fairer world?

