

Religious Education

Intent

The intent for RE is based on our curriculum driver: Be Brave. This driver will be evident in every RE session and staff and children will be able to explain how they are being brave. We will offer a range of engaging and intellectually stimulating activities and experiences through story, music, drama, art and poetry, allowing space for dialogue between peers and members of different worldviews. These will allow children to explore and reflect on the impact that faith has on the lives of others. Our intent is that pupils:

- Discover how people's religious beliefs impact their daily life and the decisions they make.
- Develop knowledge and understanding of different worldviews including Christianity, Islam and Humanism whilst appreciating and respecting other worldviews, cultures and religious traditions.
- Develop an understanding of what 'belonging' means to us and members of faith.
- Develop skills of enquiry.
- Express their own ideas around key questions which all human beings face.
- Have respect for other people's views and beliefs and celebrate diversity in society.
- Reflect and respond to religious ideas, stories and values.

By following the Agreed Syllabus, RE will also contribute to a whole range of school priorities. Study of religious and world views will also promote spiritual, cultural, social and moral development, and will support pupils' understanding of British Values such as acceptance and respect for others who hold different world views.

Implementation

In Foundation 2, we follow the EYFS Statutory Framework and we introduce the subject of RE through the specific area 'Understanding the World'. In Foundation 2 and Key Stage 1, we follow the Nottinghamshire Locally Agreed Syllabus for RE. To reflect both our school community and the diversity of modern Britain, our curriculum primarily explores Christianity and Islam, while also introducing pupils to Hinduism and Humanism at appropriate points throughout Key Stage 1. Throughout the year we follow units of work which are mainly planned around key enquiry questions.

	F2	Year 1	Year 2
Autumn Term	• Which people are special and why? • What times are special and why?	• Who celebrates what and why? • How do we show we care for others? Why does it matter?	• What is it like to belong to the Christian religion in Nottingham today? • What do Christians believe about God and humanity?
Spring Term	• Which places are special and why? • Which stories are special and why?	• Stories of Jesus: What can we learn from them? • Why does Easter matter to Christians?	• Who are the Humanists and what is their way of life? • Who is a Muslim and how do they live?
Summer Term	• Who are we and where do we belong? • Wonderful world: How can we care for life on earth?	• In what ways are churches and mosques important to believers? • What makes some people inspiring to others?	• Christian and Muslim stories: How and why are some stories important in religions? • How do people answer life's big questions?

Our units have been carefully sequenced to enable children to remember more and know more. In Reception, children begin by exploring special people, special times, special places and special stories before considering questions about belonging and caring for the world. As children move through Key Stage 1, they build on these foundations by studying religious celebrations, places of worship, stories, beliefs and communities, as well as encountering Humanism as a non-religious worldview. This carefully planned progression supports pupils in moving from their own experiences towards a deeper understanding of religion, belief and diversity in the wider world.

Longitudinal learning is a fundamental part of RE and underpins every lesson. The two longitudinal aims in RE are:

- To show respect when reflecting on religious ideas.
- To respond thoughtfully to questions.

These aims are carefully developed through authentic experiences, including the use of our persona dolls, Grace and Abdul, visits to places of worship and engagement with faith visitors. These experiences enable children to explore different beliefs and worldviews first-hand, fostering curiosity, empathy, respect and an appreciation of diversity within modern Britain.

As children encounter Grace and Abdul across different units, they gain insight into how beliefs influence everyday life, celebrations, places of worship, stories and communities. The consistent use of these characters strengthens continuity across the curriculum, supporting children to recall previous learning, make meaningful links between units and develop a deeper understanding of Christianity and Islam over time. This approach enables children to develop empathy, challenge assumptions and build respectful attitudes towards people from different religious and cultural backgrounds, preparing them for life in a diverse society.

The Reception RE curriculum has been carefully sequenced to begin with children's own experiences before gradually introducing wider religious concepts. Children first explore special people, helping them understand relationships, friendship and those who care for us. They then learn about special times, linking their own experiences of celebrations to Christmas and Diwali. This provides a natural introduction to religious festivals. Having explored people and celebrations, children move on to special places, including churches and mosques, before learning about special stories and why the Bible is important to Christians. The unit 'Who are we and where do we belong?' encourages children to reflect on their own identity, belonging and community while introducing religious ideas about belonging to a faith community. Finally, children explore Our Wonderful World, bringing together learning about God, creation, care and responsibility through the natural world and how we can look after it. This progression supports children in moving from the familiar to the unfamiliar, from their personal experiences towards religious beliefs, practices and worldviews.

Across Key Stage 1, pupils build upon the foundations established in Reception. In Year 1, pupils deepen their understanding of Christianity and Islam through the study of festivals, stories, places of worship and inspiring people. In Year 2, pupils extend this knowledge by exploring religious beliefs in greater depth, encountering Humanism as a non-religious worldview, and considering how beliefs influence the way people live and answer life's big questions. Knowledge is carefully revisited and built upon to support long-term retention.

In Key Stage 1, children record their learning in RE scrapbooks which belong to our persona characters, Grace and Abdul. Children regularly add photographs, artwork, vocabulary, reflections and evidence of learning to these books. The scrapbooks act as a cumulative record of learning and an important retrieval tool, enabling children to revisit previous units, recall key knowledge and make meaningful links across the curriculum. Through regularly returning to Grace and Abdul's books, children strengthen their understanding of how beliefs influence everyday life, celebrations, places of worship, stories and communities.

The quality of teaching and learning in RE is monitored and moderated throughout the year. Lessons are designed to promote collaborative and active learning through practical and meaningful experiences that enable all children to succeed. Assessment is informed by our RE knowledge progression framework. In Year 1, evidence of learning is gathered through class scrapbooks, discussion, photographs, observations and recorded work. In Year 2, some units conclude with assessment tasks which allow teachers to evaluate pupils' understanding of key concepts, vocabulary and prior learning. Assessment information informs future

teaching and ensures knowledge builds progressively across the curriculum. Through regular retrieval, reflection and opportunities to apply prior learning, pupils strengthen their understanding over time, enabling them to remember more and know more.

Impact

By the end of Reception, pupils will have begun to understand that different people have different beliefs, celebrations, stories, places and communities. They will be able to talk about special people, places, times and stories, recognise key features of Christianity and Islam, and use a growing range of religious vocabulary appropriately.

By the end of Key Stage 1, pupils will know about key beliefs, stories, celebrations, symbols and practices within Christianity and Islam and will also have encountered aspects of Hinduism and Humanism. They will be able to make simple connections between beliefs and the ways people live, worship and celebrate. They will recall and use subject-specific vocabulary, ask thoughtful questions, recognise similarities and differences between worldviews, and explain their ideas with increasing confidence.

Children will understand that people may hold different beliefs and values and will demonstrate respect when discussing religious and non-religious worldviews. Through regular opportunities for reflection, discussion and enquiry, they will develop the knowledge, vocabulary and skills needed to engage positively with the diverse world around them.

By the time pupils leave Woodthorpe Infant School, they will have developed curiosity about religion and worldviews, confidence in expressing their own ideas, and empathy and respect for the beliefs of others. These attributes will prepare them well for further learning in Key Stage 2 and for life in modern Britain.

RE and SEND

For pupils with SEND, adaptations may be made in RE which are based on the child's individual needs. We ensure that pupils with SEND are appropriately challenged in RE by:

- Using teaching methods which match the needs of children.
- Chunking content into smaller steps and ensuring the curriculum is designed to reduce excessive or unhelpful demands on working memory.
- Ensuring adaptations are based on individual needs and aim to retain ambition for pupils with SEND.
- Understanding that, for pupils with more complex SEND needs, it may be appropriate to have different curriculum expectations.