



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. 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 Christianity and Islam whilst appreciating and respecting other world views, 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 the children in our school community, we have chosen to focus our teaching on Christianity and Islam. Throughout the year we follow units of work which are mainly planned around key enquiry questions. These include:

	F2	Year 1	Year 2
Autumn Term	<ul style="list-style-type: none"> • Who are we and where do we belong? • What is Christmas and why is it special? 	<ul style="list-style-type: none"> • How do we show care for others? • How do Christians celebrate Christmas? 	<ul style="list-style-type: none"> • What makes some people inspiring to others? • Why does Christmas matter to Christians?
Spring Term	<ul style="list-style-type: none"> • Which places are special and why? • Which stories are special and why? 	<ul style="list-style-type: none"> • What does it mean to belong? • Who celebrates what and why? 	<ul style="list-style-type: none"> • Who is Muslim and how do they live? • What do the symbols of Easter mean?
Summer Term	<ul style="list-style-type: none"> • What is special about our world? • Which people are special and why? 	<ul style="list-style-type: none"> • What can we learn from religious stories? • How are places of worship important for believers? 	<ul style="list-style-type: none"> • How and why are some stories important in religions? • Questions that puzzle us!

Our units have been carefully sequenced to enable the children to remember more and know more. Children will first begin to explore and reflect on religious beliefs linked to their own lives, friendships and community. They will then deepen their knowledge by exploring what it means to belong for Christians and Muslims, exploring places of worship, sacred texts and religious festivals.

Longitudinal learning is a fundamental part of the learning in RE and underpins every lesson. It is incorporated into each RE lesson and is supported by regular routines and activities. The longitudinal learning in RE is, 'to show respect when reflecting on religious ideas'.

At the start of each session, the children revisit and recall prior learning in that unit through persona dolls (Grace and Abdul), their bag of artefacts, resources and group discussion. The quality of teaching and learning in RE is monitored and moderated throughout the year. Lessons are designed to promote collaborative and active learning using practical and meaningful experiences to enable opportunities for all children to succeed.

Impact

All children will be exposed to high quality teaching and learning that contributes to deep learning and changes being made to their long-term memory. We assess this against the RE knowledge progression framework we have created for our school. As a school, we understand that deep learning takes place when knowledge and skills are revisited regularly. The children will be given the opportunity to apply their existing knowledge and skills. New learning will be taught all the time whilst revisiting prior learning. In this way, learning will take place over an entire Key Stage, enabling the children to revisit learning and reflect regularly whilst adding new ideas, knowledge and skills. By the end of their time at Woodthorpe Infant School, our children will have developed skills needed to develop their own beliefs and values, whilst showing respect and empathy for others. These skills are important for Key Stage 2 as well as living in our diverse society.

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.