

R.E.



Learning happily together

Subject Intent

At Lowe's Wong Infant School, our R.E. curriculum follows the *Nottinghamshire Agreed Syllabus*. We believe that R.E. has a significant role in developing our children's spiritual, moral, social and cultural growth. It is our intention that children will take part in lessons that promote respect, open mindedness towards others with different faiths and beliefs, and equip pupils with the knowledge and skills to aid their understanding of different beliefs and practices in our multi-cultural society.

At Lowe's Wong Infants we aim to engage pupils in RE through an enquiry question-based approach, where pupils are encouraged to express ideas, ask and answer challenging questions and feel comfortable to talk about their own and others' beliefs in an open and safe manner. Through these experiences, our children will develop their own sense of identity and gain insights and knowledge to equip them as responsible citizens, ready to contribute positively to our society and the wider world.

The aims of RE in the Nottinghamshire Agreed Syllabus will ensure that our children will have opportunities to:

- Know about and understand religions and worldviews, which will allow children to recognise the diversity, which exists in our community and in wider society.
- Express their ideas and insights into religions and worldviews.
- Gain and deploy skills for learning from religions and worldviews.

Subject Implementation Plan

Timetabling

In EYFS and Key Stage 1 the units from the Agreed Syllabus are timetabled on Year group's long-term plans.

An R.E. learning overview is provided detailing the units to be covered throughout the year as part of our yearly topic cycle.

In EYFS and Key Stage 1 it is recommended that 36 hours of tuition of R.E. takes place each year (e.g. 50 minutes a week or some short sessions implemented through continuous provision) At Lowe's Wong we endeavour to fulfil this as we teach the R.E. units throughout the year.

In KS1 R.E. is taught in discrete one-hour slots when the units are taught.

How R.E. is taught

At Lowe's Wong Infant School, we use the Nottinghamshire Agreed Syllabus as the basis for our RE curriculum.

In EYFS RE is taught through the seven areas of learning. It is planned from 6 key RE based questions. RE is then delivered through planned, purposeful play and through a mix of adult-led and child-initiated activity. Children are given opportunities to develop curiosity, experience special stories, special people, special places and special times. Children will consider who they are and how they belong, along with, how they can care for living things and the earth. Children will encounter Christianity and other faiths found in their own classroom.

Learning in parallel F2 classes should mirror each other.

In Key Stage 1 the children will study Christianity and Judaism. Aspects of other religions can also be taught if the year group topics lend themselves to this and if other religions and beliefs are represented in the local area.

In Year 1 children will cover units 1.1 Celebrations and Festivals, 1.2 Myself and Caring for Others, 1.3 Beliefs and Teachings and 2.3 Belonging.

In Year 2 children will cover units 1.4 Symbols in religious worship and practice, 2.1 Leaders, 2.2 Believing and 2.4 Story.

Teaching different units to different year groups ensures progression and allows knowledge and skills to be built on prior learning.

Learning in parallel classes should mirror each other as the same units are being taught at the same time. This can be flexible if a teacher feels a lesson objective has not been met by the majority, another lesson maybe needed to address this.

At Lowe's Wong RE units of work are taught as part of our enquiry-based question approach. This allows RE to be taught as a separate subject but strong links to subjects such as English, History, Art and Drama and PSHE are encouraged.

Lessons are planned so children can investigate RE in many ways. For example, through artefacts, discussions, using drama to express feelings or ideas, responding to images, stories, art, music and dance, meeting visitors from local religious communities and visiting local places of worship.

Resources within our local community are used whenever possible so all children at Lowe's Wong can gain first hand experiences. We regularly visit Southwell Minster and Southwell Methodist Church; local religious leaders are welcomed into school to talk with the children in lessons.

Resources

Resources are based in the Gallery or in the subject lead's classroom.

SEND

All children will have equal access to the RE curriculum. Adaptive Teaching is used to meet children's needs, and this may include adult support or adapted provision to access the learning in the classroom.

Marking, feedback and assessment

Teachers to at least acknowledge work with a tick or a stamp. All work on paper should be RAG rated as detailed in the Marking Policy.

Comments should be written when appropriate to develop understanding and knowledge i.e. encouraging the correct vocabulary.

Feedback should be followed up straight away or as soon as possible after the lesson.

Recording work

A clear learning objective and date (this can be the short date) should be on each piece of work.

Work completed should be recorded in the children's English/Topic books.

Work can be evidenced using display, photos and in floor books (especially any practical/ discussion-based lessons)

High levels of presentation are expected – good punctuation, spelling and handwriting as well as any pictures drawn and coloured.

Learning Environment

Any resources used should be of good quality and there should be enough to support all children that may need to access them.

New vocabulary learnt could be on display along with examples of children's work if a relevant display is on show in a classroom.

Equality and Diversity

All children have access to a diverse R.E. curriculum. Lessons and resources should represent people from different backgrounds, cultures and religions. All children should be given equal and equitable opportunities (adaptive teaching methods)

Curriculum Enrichment

We use resources within our local community whenever possible for visits – local churches and local church leaders.

Many faith stories are delivered within worship and in RE lessons.

Through the celebration of different Faiths within school.

Behaviour

It is expected that all children should demonstrate the 3 things for good behaviour during RE lessons – good sitting, good listening and good looking.

Depending on the RE activity, teachers will use the visual prompt cards – Talking Turtles, Whispering Whales and Silent Snails to determine the level of noise for a particular activity. Good behaviour will be rewarded in line with the school's behaviour policy.

It is expected that teachers will respond to any misbehaviour promptly during RE lessons by following the school's agreed behaviour policy of reminders, warnings, reflection and time outs.