

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 Notts Agreed Syllabus are timetabled on year group's long-term plans.

An R.E. learning overview is provided from the RE syllabus detailing the units to be covered throughout the year as part of our yearly enquiry theme cycle.

In EYFS and Key Stage 1 it is recommended that 36 hours of tuition of R.E. takes place each year. 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 per week 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 following the guidance given in the Understanding the World strand of Development Matters, however opportunities for R.E. are also provided under the 6 other strands. In EYFS, R.E. is planned from 6 key RE based questions suggested by the Notts Agreed Syllabus. 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 R.E. is taught following the Notts Agreed Syllabus. The children study Christianity and Judaism. Aspects of other religions can also be taught if the year group enquiry themes lend themselves to this and if other religions and beliefs are represented in the local area or in the year groups.

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 1.4 Symbols in religious worship.

In Year 2 children will cover units 2.1 Leaders, 2.2 Believing, 2.3 Belonging 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.

Key vocabulary and knowledge will be shared with parents/carers through our Sticky Knowledge sheets that are sent home at the start of each half term.

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 Red Room.

SEND

All children have equal access to the R.E. Curriculum through quality first teaching. Support is given where required to ensure all children can participate in a broad and varied curriculum as part of an adaptive teaching strategy.

Some examples of this are:

Allow sufficient time for the children to talk through and share their ideas (with an adult when available or through talk-partners)

Discuss and display key vocabulary together with its meaning in the classroom - practise saying it together and refer to it regularly during the lessons.

Use visual aids where appropriate to help learners to identify equipment, materials and products. Introduce each piece of equipment – name it, explain what it does, and model how it can be used or applied.

Take time to model and demonstrate each element of a process to allow learners to develop their understanding through a step-by-step approach. Repetition of the process is required to maximise the capacity to build up conceptual understanding.

Allow for movement breaks for those who have additional sensory needs or struggle with attention to give them time to self-regulate. These learners could be given jobs such as handing out resources.

Use alternative methods to record children's knowledge.
Additional adults may be used to provide scaffolding if appropriate.
Adapted books and resources (large print, braille & audio-books) are available for the Educational Library Service.

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 can be written when appropriate to develop understanding and knowledge i.e. encouraging the correct vocabulary.
Teachers use their marking, informal observations and discussions with the children in R.E. to complete a class data sheet at the end of each term on our Excel Assessment tracker in KS1 and on Scholar Pack in EYFS. This data will be analysed by the R.E. lead and findings shared with staff.

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 Learning Journey books in FS and in RE books in KS1.
Work can also 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 Collective 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. Children will be taught how to handle the R.E. resources and equipment with care and are expected to help tidy up after any practical lessons.