

Religious Education (RE)

at Banks Lane Infant and Nursery School

Working together, nurturing excellence.

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My vision as subject leader for Religious Education in Banks Lane Infant and Nursery School...



fun *engaging* *creative*
promotes curiosity *cross-curricular links*
discussion / enquiry based *promotes respect*
memorable

That children feel comfortable and confident to explore their own personal beliefs and those of others in a safe space. That RE at Banks Lane contributes dynamically to children's experiences as we believe that it is vital for all our pupils to learn from and about religion, so that they can understand the diverse world around them. Through Religious Education, pupils develop their knowledge of different faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures.

Curriculum plans – *How are knowledge and skills built across throughout school?*

Banks Lane Infant & Nursery School
Religious Education – Long term Plan curriculum overview.

Year Group:	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Religious Observances:	Diwali	Halloween, Advent, Christmas, Hanukkah	Epiphany			
Nursery:	Children in Nursery will explore Religious Education through role play, storytelling, continuous provision and themed days such as celebrating Diwali and other religious events and celebrations.					
Reception: Discovering	F5: Being Special – Where do we belong? (Living)	F4: What times are special and why? (Expressing)	F1: Which stories are special and why? (Believing)	F2: Which people are special and why? (Believing)	F3: What places are special and why? (Expressing)	F6: What is special about our world? (Living)
Year 1: Exploring Christianity explored in great detail – Touch on other religious during theme days such as Diwali	1.1 Who is a Christian and what do they believe? Part 1 (Believing)	1.6 How and why do we celebrate special and sacred times? (Expressing)	1.7 What does it mean to belong to a faith community? (Living)	1.5 What makes some places sacred? (Expressing)	1.1 Who is a Christian and what do they believe? Part 2 (Believing)	1.8 How should we care for others and the world and why does it matter? (Living)
Year 2: Exploring Explore other religious in great detail but refer back to and compare to Christianity.	1.3 Who is Jewish and what do they believe? (Believing)	1.6 How and why do we celebrate special and sacred times? (Expressing)	1.7 What does it mean to belong to a faith community? (Living)	1.2 Who is a Muslim and what do they believe? (Believing)	1.4: What can we learn from sacred books? (Believing)	1.8 How should we care for others and the world and why does it matter? (Living)

Children in Early years will encounter Christians and people of other faiths, as part of their growing sense of self, their own community and their place within it.

Year 1 will focus on Christianity to give them a strong grounding and a secure understanding of a Religion. Whilst still being exposed to other religions during festivals and celebrations.

Once the children have a secure understanding of one Religious, they will then build on this in year 2, exploring Judaism and Muslims whilst comparing it to their previous experience and knowledge of Christianity.

Curriculum Plans – *What are the plans for progression of vocabulary?*

	FS2 (Discovering)	KS1 (Exploring)
The general language of religious study	Religion Special books Special places Special stories Prayer	Religion, celebration, festival, symbol, thankful, faith, belief, wise sayings, rules for living, co-operation, belonging, worship, holiness, sacred, creation story
Christianity	Christmas Bible Church Jesus	Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel
Judaism	Moses Passover Torah Synagogue	Jewish, synagogue, Torah, bimah, Chanukah/Hanukkah, Ark, Judaism, Shabbat, mezuzah, Tenakh
Islam	Allah, Prophet Muhammad, Qur'an, Mosque	Muslim, Islam, Allah, Prophet, mosque, Eid, Qur'an, moon and star, Ramadan, tawhid.
Non-religious worldviews	Non-religious	Humanist, Golden Rule, non-religious

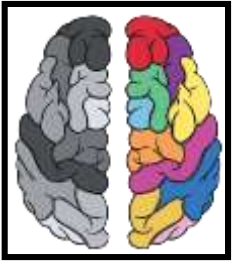
This is the progression of Vocabulary as taken from the Stockport agreed syllabus. The table shows how learning across the age groups develops and uses the language of religious study and of particular religions in increasing depth and complexity. The selected terminology is a brief minimum that features in the plans and can continue to coherent progression.

The vocabulary is then broken down further into specific year groups on our school overview.

E.G Year 1 is the Christianity vocabulary.

Year 2 is building on the Christianity whilst introducing Judaism and Islam.

Curriculum plans – *What are the plans for retention of knowledge and skills? Linking learning and remembering learning.*



Children will be part taking in Can you Still's? At the start of each lesson to recall prior knowledge and experiences.

Children will build on prior knowledge of religions already taught by comparing them to different religions. Children will make references to similarities and differences between religions.

If lessons are delivered such as previously mentioned, they should be more memorable for children to recall.

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Pedagogy – How are lessons structured?

Entrance / exit points related to the topic.

Lesson 1: Hook - something that is going to engage them in the topic or get them talking / wondering. In the first lesson you will introduce the enquiry question for the term. This could be as simple as pupil discussion which could be recorded as a mind-map.

Children could generate ideas which are recorded as a shared mind-map and then put in pupil books. In addition, it can be nice to begin a unit with an activity that introduces some of the key ideas without explicitly linking to religious ideas.

These mind maps could then be annotated at a later date to help with assessment at the end of the unit.

Lesson 2 onwards...

This is the section of the unit where pupils will gain the knowledge, they need to answer the enquiry based question. This will be where you main enquiry question is broken down into smaller steps. These might take the form of a greater focus into learning about the religion which could also consist of a visit to a place of worship, a visit from a religious representative or a video clip about that religion. This will probably take about three lessons if the unit is 6 weeks or may be more if the unit is longer.

Final Lesson:

In the final week you could develop a task which enables pupils to share how their ability to answer question has developed. This could be: using a different colour to further be annotating the mind-map which they started at the outset of the unit. It could be giving them the entrance task again to see if they are able to give a greater amount of detail for your exit task. There should be an opportunity to reflect on the learning which has taken place and develop a personal response.

Assessment – Measuring progress, knowledge, skills and challenge

Assessment for learning happens in each lesson feeding back to pupils about what they can do well and what they need to do next.

Some people include an activity part way through a unit that might give more information about what a pupil knows and understands. These are ordinary activities that give information on pupil progress.

Within this lesson teachers consider how pupils might demonstrate the learning outcomes. All sorts of strategies can be used for assessment, the task could be written but could also take the form of: a piece of annotated artwork, a play or drama freeze frame or a debate. This could be evidenced with photographs and a teacher or pupil comment and recording the children's oral responses and uploading them to name a few.

As part of our school improvement plan we use DEAL and this lends its self extremely well to Religious education and creative ways in which to access and measure progress.

Assessment – Measuring children's progress, key findings

Inclusion – *Challenge and adaptation*

Re in my opinion is a very inclusive subjects and allows for all pupils to access it and be challenged in the subject.

The 'Five Keys' planning model to support SEND

- 1. Connection – what links can we make with our pupils' lives? Creating a bridge between pupils' experiences and the religious theme.*
- 2. Knowledge – What is the burning core of the faith? Selecting what really matters in a religious theme, cutting out peripheral information.*
- 3. Senses – What sensory elements are in the religion? Looking for a range of authentic sensory experiences that link with the theme.*
- 4. Symbols – What are the symbols that are most accessible? Choosing symbols that will encapsulate the theme.*
- 5. Values – What are the values in the religion that speak to us?*

Making links between the values of the religious theme and the children's lives. This simple but profound approach enables teachers to use this agreed syllabus as a source of information for religious themes and concepts, but then to plan RE so that pupils can explore and respond, promoting their personal development by making connections with core religious concepts and their own experiences.

Policy

- Policy is in the process of being slightly updated due to the new syllabus.

Strengths:

- **Schemes of work:** All staff are using the new SACRE and have been given a copy of their scheme for their Key stage along with access to the whole scheme to see where children have come from / what they have learnt together with what the children will be learning going forward.
- **Subject leader** – From a Religious school background with an enthusiasm to ensure the lessons are engaging, memorable and fun for the children. Clear progression of the skills and the reasons behind them.
- **Links to school improvement DEAL and has already started to be used within classes such as conscious alley**

Next steps:

- **Monitoring:** Pupil voice, learning walks, book looks / evidence gathered – **by the end of Autumn 2 to have some greater evidence.**
- **Audit of Resources that we have able in school and also look at places we can visit / visitors that come to school to enrich the RE curriculum.** (Liaise with the RE network to see what other schools are using / have been successful for them)
- **Outcomes:** Evidence gathered, pupil voice and more of a ‘buzz’ regarding RE noticeable in and around school.
- **Staff meeting to further provide staff with information and direct them to materials that can support them with their own subject knowledge.**
- **EYFS – Work closely with EYFS to ensure that there is a consistency between EYFS and KS1.**