

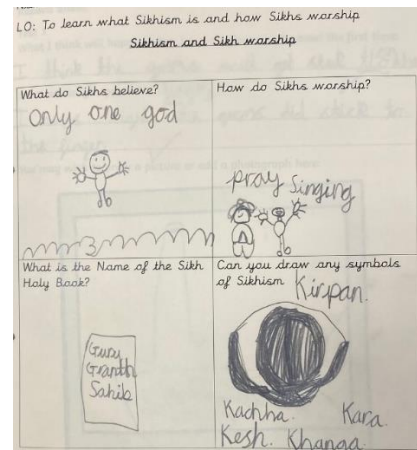
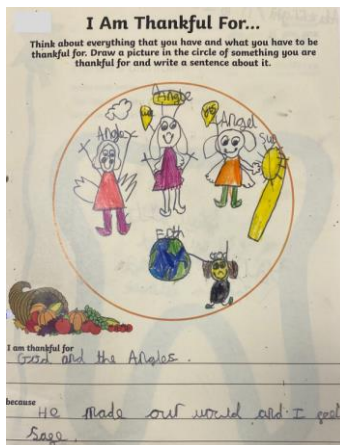


RE

“The whole and wholesome development of each child in a happy, caring and stimulating learning environment”

Together we grow and learn

May Bank Infants School RE Curriculum Intent Statement



Intent

The RE curriculum at May Bank ensures that every child has access to a broad, balanced and enhanced curriculum which supports the culture, climate and values of the school. Our curriculum is accessible to all children in our school. Our curriculum starts with the child and everything surrounding the child (their home, family, friends, and school). We learn about things associated with our home and locality, extending to the country in which we live, the wider world beyond us and the cultures and diversity the world contains. The role of Religious Education at May Bank is to help prepare and equip all pupils for life and citizenship in today's diverse world, through fostering in each pupil an increasing level of religious literacy. We want to give our children the knowledge, critical thinking skills, open minded and respectful attitudes with which to investigate the words of religion and beliefs, and to make their own decisions about what this means to them, whilst empathizing with what it means to those who hold those beliefs. For our pupils this means they will have an established and growing knowledge and understanding of beliefs, practices, spiritual insights and secular world views. They will know and understand that everyone has different values and beliefs and be respectful of those differences. The development of personal, social and emotional skills underpins the RE curriculum. We nurture positive mental and physical wellbeing and give children the opportunities to understand themselves as learners and to persevere and become resilient over time. Social, Moral, Spiritual and Cultural development are integral elements of RE and are underpinned across all other curriculum areas too. We want our children to become confident learners with tolerance and respect for each other and the environment. We teach children how to keep themselves and others safe. Our curriculum develops knowledge, skills and attitudes that enable children to respond to the challenges of a complex and ever-changing world. The Statutory

Framework for the Early Years Foundation Stage and The Staffordshire Agreed Syllabus for Religious Education form the bedrock to the RE curriculum. We also promote British Values throughout the RE curriculum to ensure our children are aware of their rights and responsibilities as British citizens and are prepared for life in modern Britain.

Implementation

The yearly overview for each year group and medium term planning for curriculum content (concepts, knowledge and skills) indicates what we want pupils to know and be able to do, at different stages in RE. It builds in progression: both across a year group and a key stage.

The content of our RE curriculum is structured and sequenced to make meaningful connections as the children progress through the school. In the EYFS, RE is delivered through the Staffordshire Agreed Syllabus and also through 'Understanding the World – People and Communities' development points taken from Development Matters in the Early Years Foundation Stage. Classroom observation and discussions with the children shape the starting point and direction of learning within each programme of study.

Child voice is important and children share what they know and equally what they would like to find out. A series of lessons builds conceptual understanding, knowledge and skills over time. Through the Staffordshire Agreed Syllabus, the curriculum is implemented through three main aims. The first being that the children EXPLORE religious beliefs, teachings and practice; ENGAGE with fundamental questions and evaluate their personal responses to such questions; REFLECT on the reality of religious diversity and on the issues raised by living in a diverse world. There are no presumptions made as to the religious backgrounds and beliefs and values of the children and the staff. We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely.

All religions and their communities are treated with respect and sensitivity and we value the links which exist between home, school and a faith community. Our teaching promotes open enquiry and first hand experiences where possible. We have established links with our local church which we visit at important times of the year in the Christian calendar or to link with a particular topic in RE such as visiting the church to baptize the baby dolls when learning about baptism. We are also fortunate that members of the local church also visit our school to lead assemblies. We have a variety of artefacts from a range of religions which the children are encouraged to handle and explore as part of their learning. We encourage children and their families to demonstrate and share their beliefs, through coming in to talk to the class or sharing photographs of special celebrations. The teaching of British Values is interweaved with our RE teaching and is explicitly planned to ensure that all aspects are appropriately covered and embedded across the school.

The learning environment is organised to ensure children develop their knowledge and continue to know more and remember more. Topic walls and interactive displays are used across schools and teachers and children make reference to these during lessons. Topics related to RE are often also covered in whole school assemblies and our learning is also further enhanced by theme days where a particular culture or religion may be celebrated using art, dance, drama or visitors for example to enrich the children's experiences.

Evidence is gathered in class RE Portfolios to document examples of work in the emerging, expected and exceeding elements of the Early Learning Goals in EYFS and whether children are attaining expected standards at the end of the KS1 curriculum. These are used to make assessment judgements at the end of each term. Curriculum monitoring takes place regularly across the school and assessment of children's learning is used to plan future learning and ensure progression. Not all

learning in RE will be written work which can be recorded in a book or folder as much of our RE learning will involve children handling artefacts, exploring texts, using play, discussions or drama to express feelings and ideas, responding to images, games, stories, art, music and dance, meeting visitors, making visits to religious places of worship where possible and is not making use of videos and the Internet.

The subject is closely monitored throughout the year to ensure curriculum coverage, progression, assessment and improvements. Baseline assessment and prior assessment are used at the start of each academic year to gain an understanding of children's prior knowledge and understanding. Prior knowledge is also gathered at the start of each programme of study and used to plan and shape the future lessons. Teachers ensure progression in RE throughout Key Stage One by using a subject progression grid which is updated every term to show progress. This is used to track progress throughout the year and analysed at regular intervals to ensure that children are making at least expected progress in RE.

Impact

Children at May Bank enjoy learning about other religions and they join in enthusiastically in their RE lessons and activities. As a consequence of our well planned RE curriculum and the children's wider experiences in our school, our children leave May Bank with a good awareness and understanding of diverse religions both in Britain and around the world. Our children are able to make links between their own lives and between those of others in their community and the wider world.

Our children are inquisitive young learners that develop an acceptance of others in the world around them. The children are able to hold mature, reflective discussions where they convey their own thoughts, ideas and opinions articulately and they listen and respond respectfully to the contributions of others. As a result of the learning climate we create and the way that children's views are valued and sensitively handled, our children are happy and confident to share their ideas and beliefs knowing that they will be respected.

Our well-planned curriculum, alongside our skills progression grids, results in the children make good progress with their RE development from their own individual starting points. As a consequence of this, by the end of their time at May Bank the vast majority of our children have met the requirements of the National Curriculum objectives in RE and are well prepared for their future learning at their next school. The teaching of RE at May Bank ensures that our children develop an understanding of other people's cultures and ways of life which prepares for their lives as responsible and respectful British citizens in our ever changing world.

“No one is born hating another person because of the colour of his skin or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.”

Nelson Mandela

**‘In a gentle way, you can shake the world.’
Mahatma Ghandi**

