



## **Religious Education**

### **Intent**

At Westfields Infant School, we want children to develop the knowledge, skills and competencies to access the next stage in their learning. In addition to this, we actively encourage and motivate the children to develop positive attitudes, skills and habits so that they are well equipped for the future.

At Westfields Infant School, our religious education (Rurriculum has been developed based on the [Statutory Framework for the Early Years Foundation Stage](#) where the foundation of religious knowledge and skills are evident in 'Understanding the World' and the [Living Difference IV Agreed Syllabus for Hampshire](#).

*“Living Difference IV seeks to introduce children and young people to what a religious way of looking at, and existing in, the world may offer in leading one’s life, individually and collectively. It recognises and acknowledges that the question as to what it means to lead one’s life with such an orientation can be answered in a number of qualitatively different ways. This entails teachers bringing children and young people first to attend to their own experience and that of others, to engage intellectually with material that is new and to discern with others what is valuable with regard to living a religious life or one informed by a non-religious or other perspective.”*

Living Difference IV Purpose Statement

Aims of our RE curriculum are to give children opportunities to develop their own knowledge and understanding of world religions, allowing them to develop their personal beliefs which influence their everyday actions and choices. It also allows them to interpret and respond to a variety of concepts, beliefs and practices within religions and to their own and others cultural and life experiences. This takes the form of encountering religious stories, festivals, artefacts, places of worship, rituals and beliefs.

Through our RE curriculum, children are provided with opportunities to promote their spiritual, moral, social and cultural (SMSC) development. It also promotes British Values, particularly the mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith, giving children an understanding of the wider community and an understanding as to why people have different views and values which should be respected by all.

### **Implementation**

Following the Living Differences IV Agreed Syllabus for Hampshire from Reception through to Key Stage 1, each unit of learning is delivered on a half-termly basis.

The children are taught RE through concepts that are familiar to them and that they have already met through their own life experience so far. These include concepts such as Thanking, Remembering and Change as well as Golden Thread concepts such as Love and Belonging. We follow a 5 step Cycle of Enquiry (Communicate, Apply, Inquire, Contextualise and Evaluate) and

explore concepts with the children from their first-hand experience before applying them to religious ideas.

Through lessons and topics, children develop knowledge and understanding about:

- The key elements of Christianity, including: the birth of Jesus, his life on earth, the people Jesus met and key festivals.
- The key elements of Judaism, including: religious festivals and values in the Jewish community.

All concepts looked at in Key Stage 1 are common to all people or shared by many religions.

Collective worship takes place daily, either the whole school together in the hall or in classes and we have a weekly celebration assembly to acknowledge the fantastic learning that has been going on in school. We also have special assemblies throughout the year to link with key festivals or special events with school or at the local church, such as Harvest Festival, Easter Assembly and our annual Nativity performances. We have a strong link with one of the local churches, St Peters C of E church in Yateley. Members of the church visit the school each term to lead assemblies, teaching about the Bible or a key Christian event. Our Year 2 classes visit the church at Christmas and their Christmas Nativity takes place within the church.

Whilst Christianity is the main religion taught as part of the Living Difference IV agreed syllabus, with Judaism as an in-depth study too, we also celebrate festivals and important days from different faiths and cultures, such as Diwali, Chinese New Year and Ramadan. We are fortunate to have parents who visit classrooms to share their religion and to further enrich our RE curriculum, we also take part in World Religion Day which provides our children with further opportunity to learn about other world religions.

We also have a variety of other opportunities for first-hand experiences, exploring relevant resources and artefacts, making cross-curricular links to enhance and deepen the children's learning and engagement in RE.

## **Impact**

The impact of our Religious Education learning can be seen within books, on classroom and whole school displays and by speaking to the children themselves. We measure the impact regularly through:

- Whole class and verbal feedback
- Recapping prior learning at the beginning of each lesson and plenary activities
- Teacher assessment, self-assessment and peer assessment of learning
- Completion of the Religious Education Foundation Subject Assessment document at the end of each unit, identifying children not achieving expected standard and those exceeding
- Subject monitoring e.g. pupil conferencing, book monitoring and planning monitoring

By the time our children leave Westfields Infant School, they have enjoyed learning about other religions, understanding why people choose, or choose not to, follow a religion. Through their learning, children are able to make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people's cultures and ways of life. They leave Westfields Infant School able to show a mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.