

## Wallace Fields Infant School & Nursery

### *Subject Story for Religious Education*



#### Intent:

At Wallace Fields Infant School & Nursery, our vision is to provide children with a range of opportunities and experiences in Religious Education (RE) so they develop a broad understanding of the subject. We follow the Agreed Syllabus for RE in Surrey Schools. The curriculum intends to encourage all children (through studying Christianity and other principal religions) to explore their own and others' questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. At Wallace Fields we feel the best way to do this is to enrich learning by children having first hand experiences through trips, visits and workshops. These practical, hands on experiences encourage curiosity, develop understanding and instil the tolerance needed to thrive in our diverse community. These approaches help to promote *British Values* and *Spiritual, Moral, Social and Cultural* (SMSC) development. They also support all children to develop their spiritual, moral, social and cultural development by reflecting on their own beliefs and values whilst respecting the rights of others to differ.

*The Surrey agreed syllabus for Religious Education aims that all children:*

- *Demonstrate an appreciation of the nature of religion and belief and the important contribution of religious and spiritual insights and values to the individual's search for meaning in life, whilst acknowledging that this may also come from a non-religious perspective.*
- *Develop knowledge and understanding of Christianity, and of the other principal religions and beliefs represented in Great Britain, both through their history and their contemporary diverse expressions.*
- *Develop interest in and enthusiasm for the study of religion & beliefs and enhance their own spiritual, moral, social and cultural development.*
- *Develop the ability to make reasoned, informed and creative responses to religious and moral issues.*
- *Recognise the influence of beliefs, values and traditions on the individual, on culture and on communities throughout the world.*

#### Implementation:

Lessons for each year group are planned collaboratively using our Progression Overviews to ensure that children develop the necessary skills needed to deepen their understanding and knowledge in RE. In **Reception and Nursery**, teachers also use the area in development matters titled, 'Understanding The World' to teach a broad and rich RE curriculum. Learning objectives and success criteria are taken from the Surrey Syllabus to ensure teachers can assess children's learning and understanding.

We teach RE at least three times a half term. However, this may change throughout the year as, where appropriate, as RE is also taught when religious festivals and celebrations occur in the annual calendar, to ensure children have meaningful experiences. Working in this way allows the school to invite local communities in to deliver workshops and assemblies, putting the learning into context.

In **Key Stage 1**, teachers use 'Task Time' as a way to embed knowledge in RE. Children have opportunities to show their RE knowledge whilst working independently. In **Early Years**, RE is explored through 'Discovery Time' where the children will independently access the activity. RE is also taught through exciting and engaging assemblies, which are planned in line with the annual religious festivals calendar.

## Progression across year groups:

- In **EYFS**, RE is explored through 'Understanding the World'. Children explore what makes them special and unique and begin to talk about where they belong e.g. family, clubs, etc. Children talk about different communities that others may belong to, learning about key events that may take place.
- In **Year 1**, children explore different religious festivals including why they are celebrated and important. Children begin to explore Christianity and Judaism. They are able to explain how each festival is celebrated, identifying the key components to each festival. In addition, the children talk about their own lives e.g. any family traditions they may have and say why they are important to them.
- In **Year 2**, children continue to deepen their knowledge around key religious festivals in today's society. Children build on their knowledge of Christianity and Islam and begin to explore these religious festivals in greater detail. Children can recall the key aspects of each festival and look at comparing the similarities and differences between them. Children are able to give their own opinions, whilst being respectful of others' beliefs.

## Impact:

- ✓ Children develop an understanding of different religions and key beliefs in everyday society. Children use key vocabulary when talking about each religious festival.
- ✓ Children are able to make sense of the world around them, including their place in it.
- ✓ Children develop tolerance and respect for those around them.
- ✓ We will be able to see that the children know more and remember in more in RE, through evidence in their learning journals and pupil voice. We will also see they are able to recall prior learning and apply it. Children will then start their next year of learning with the necessary skills and knowledge to build upon.

## If you were to walk into a RE lesson at WFIS & Nursery you would see:

- ✓ Children expressing their own views, whilst being respectful and understanding of those around them.
- ✓ Children using specific vocabulary to talk about different religious festivals and beliefs.
- ✓ Children being reflective when looking at other religions in today's society.

## British Values and Spiritual, Moral, Social and Cultural Learning in RE:

**British Values in RE:** RE lessons reinforce messages of tolerance and respect for others. Children have the opportunity to visit places of worship that are important to different faiths. Children also have visits from people of other faiths come to talk to them. In addition to this, we actively promote diversity through celebrations of different faiths and cultures.

**Social:** Children will learn to discuss their views with others and show appreciation and tolerance of other viewpoints, whether they are similar or different to their own. This will support their social development for the present and the future.

**Moral:** Children will learn to be tolerant and understanding members of both the school and local community through the opportunities we provided them in RE lessons and workshops.

**Spiritual:** Children will be learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices. Children also have the opportunities to consider how beliefs and concepts in religion may be expressed through the creative and expressive arts such as drama and dance.

**Cultural:** Children will learn to be open and respecting through encountering people, literature, the creative and expressive arts and resources from differing cultures.

## Pupil Voice:

**Nursery:** "I go to nursery every day and go to ballet on a Wednesday."

**Reception:** "People believe in different religions, my friend goes to Church every week."

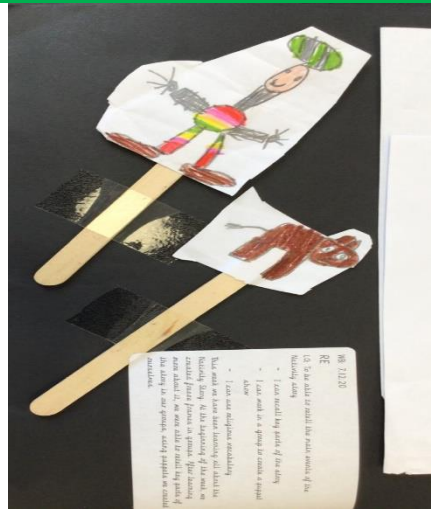
**Year 1:** "The Bible is an important book for Christians, they use the Bible to learn."

**Year 2:** "Christians believe God is helpful, they believe that God is light."

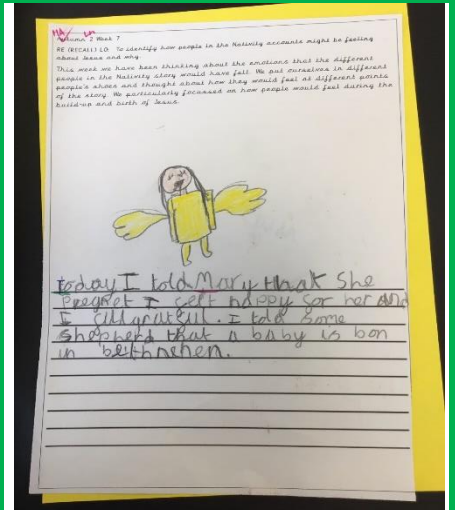
## Outstanding Learning Outcomes:



Reception – Creating a freeze frame from the 'Nativity' story.



Year 1 – Re-telling the 'Nativity' story using props to help.



Year 2 – Identifying how people in the Nativity story might be feeling about Jesus.

### Successes in 2021-22:

- ☺ **Progression Grids:** Since their introduction, teachers are consistently using the progression grids to support them in planning. This way, it is clear what has already been covered in RE and what is yet to be covered. They have made it much simpler to identify evidence in the children's learning journals of their knowledge and understanding of RE.
- ☺ **Reception and Year 1/Year 2 performances:** We had two separate performances relating to the nativity story which were a huge success. Children were able to demonstrate their understanding of the story through acting and singing. Children followed up the performances with additional learning activities in class.

### Priorities for 2022-23:

- ⇒ **Curriculum Coverage:** Ensure that RE coverage continues to be taught, addressing any gaps that the children may have before they move up to the next year group following the school closures. Through monitoring of learning journals and observations, ensure that learning is evidenced clearly.
- ⇒ **Local Links:** Ensure that children are getting to experience various different places of worship based on the religion that they are learning about.
- ⇒ **Technology:** Technology will be used to enhance the teaching of RE for all children.