

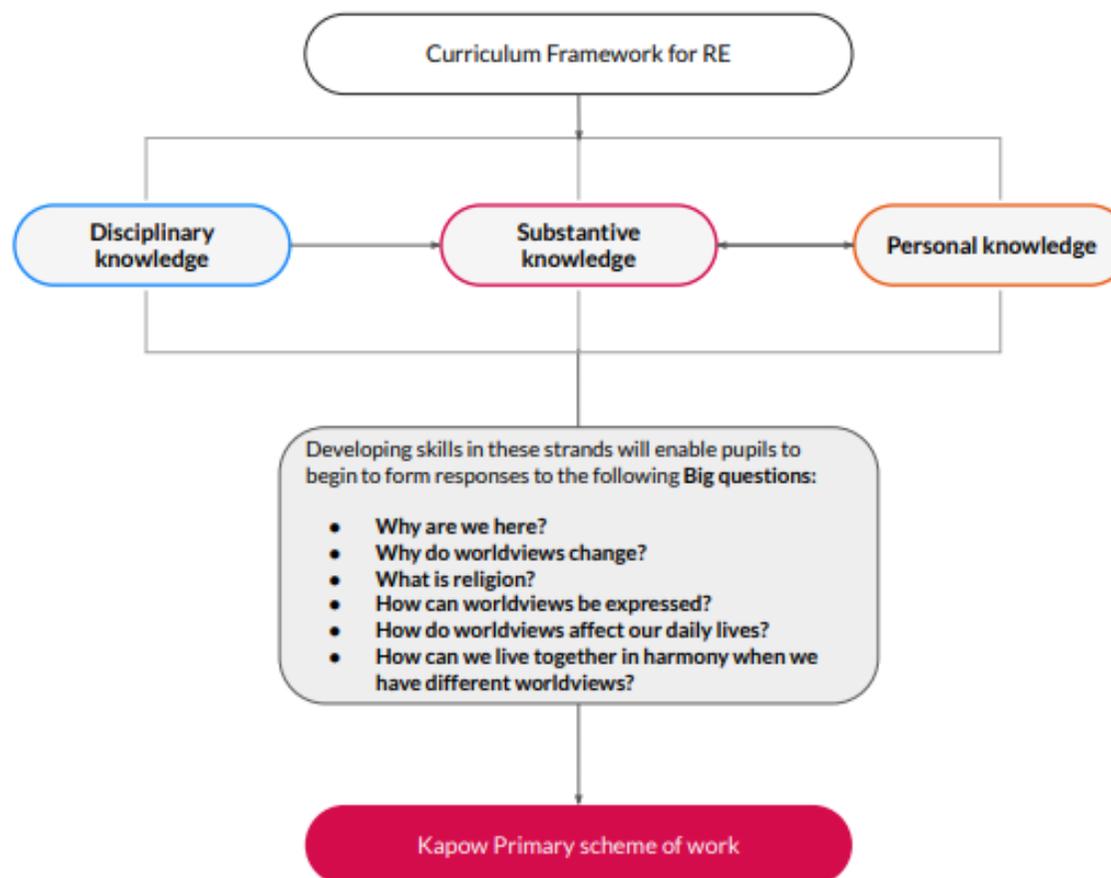


RE

Introduction

At Joydens Wood Infant School we use Kapow Primary to support the delivery and implementation of our Foundation Subjects. The RE curriculum aims to support pupils in progressing through each of the RE strands which are: substantive knowledge, disciplinary knowledge and personal knowledge.

How is the RE scheme of work organised?



National Curriculum - there is not a National Curriculum for RE

The National curriculum states that: 'Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils; and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Intent

At Joydens Wood Infant School the RE curriculum aims to develop deep thinkers who are open-minded about religion and worldviews. We aim to ensure that our RE curriculum is relevant to pupils, reflecting and preparing them for life in modern Britain. Children will secure a deep understanding of concepts in order to be able to make connections, ask and respond to challenging questions, learn to respect and appreciate worldviews that are different to their own and consider their personal preconceptions, responses and views. Our RE curriculum meets the government guidance which states that RE must reflect that 'the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'.

Implementation

At Joydens Wood Infant School the RE curriculum follows three strands which are interwoven across all units to create lessons that build children's conceptual knowledge and understanding of religion and worldviews. The curriculum follows a spiral model where units and lessons are carefully sequenced so that previous knowledge is returned to and built upon. Children progress by developing and deepening their knowledge and understanding of different concepts by experiencing them in a range of contexts. Children begin to explore RE in PSED (Personal, Social and Emotional Development) within the EYFS framework, enabling them to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. In KS1 children will begin to develop their awareness of religion and worldviews, supporting them in building knowledge they can refer to throughout their learning. Each unit includes overarching 'big questions' which will be revisited throughout KS1, allowing children to apply breadth and depth of their learning across various concepts.

Impact

Pupils will be equipped with a range of disciplinary skills and knowledge to enable them to succeed in their education. They will be prepared for life in modern Britain, being able to interact with others from different religions and cultures in a respectful, knowledgeable and open-minded way. They will be enquiring learners who ask questions and make connections. They will be more confident to explore their personal worldview and have the skills to appreciate, evaluate and respond to religious, philosophical and ethical questions.

Assessment in RE

The RE curriculum can be constantly monitored through both formative and summative assessment opportunities. Teachers assess pupils against the learning objectives using a range of assessment tools, including a unit quiz and a knowledge catcher.

Long Term Plan

*From Kapow Primary's Long Term Plan

	Autumn	Spring	Summer
EYFS PSED & Understanding the World	Kapow Units can be used throughout the year to support teachers in targeting the Development Matters statements		
	<p><u>Early Learning Goals</u></p> <p>Self-Regulation ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> ● Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly <p>Managing Self ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> ● Explain the reasons for rules, know right from wrong and try to behave accordingly; <p>Building Relationships ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> ● Show sensitivity to their own and to others' needs. <p><u>Understanding the World</u></p> <p>People Culture and Communities ELG Children at the expected level of development will: •</p> <ul style="list-style-type: none"> ● Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; ● Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; ● Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 		
Year 1	<p><u>Respectful R&W</u></p> <p>By discussing whether they believe or do not believe certain statements to be true, children learn what</p>	<p><u>What is God's job?</u></p> <p>Investigating the roles of God through stories and sacred texts, children examine the actions of God and what this means to some different people.</p>	<p><u>How do we know that new babies are special?</u></p> <p>Finding out about different ceremonies to welcome home a new baby through interviews, role play, videos and pictures. Children explore some of the</p>

	<p>believing in something means. The 'wonder box' is introduced as a way of sharing challenging questions.</p> <p><u>How did the world begin?</u> Exploring a range of creation stories in imaginative ways, children present their own ideas about creators and creation using art and language. They consider how creation stories help some people to understand what God is like.</p> <p><u>What do some people believe God looks like?</u> Looking at Islamic art, Hindu avatars and images of the Christmas story, children explore how different people understand God on Earth. They consider these representations when creating their own artwork and talk about why putting ideas about God into words and pictures is challenging.</p>	<p><u>Why should we care for the world?</u> Building on their understanding of creation stories, children study quotes and religious stories about the relationship between humans and nature. They investigate why different people believe it is important to care for Earth.</p>	<p>symbolism in these ceremonies. They plan and take part in a ceremony to welcome a new cuddly toy to the class.</p> <p><u>Why should we care for others?</u> Listening to stories from the Christian and Muslim worldviews and considering what these stories say about caring for others and how they impact people's lives. Children recognise the different ways people can show they care, and use toy money and role play to explore charitable giving</p>
<p>Year 2</p>	<p><u>Respectful R&W</u> Exploring big questions relating to Religion and worldviews, children experience agreeing and disagreeing and come up with a class set of guidelines for showing respect in R&W lessons.</p> <p><u>Why do we need to give thanks?</u></p> <p><u>What do candles mean to people?</u></p>	<p><u>How do we know some people have a special connection to God?</u> Building on their understanding of how people perceive God on Earth, children listen to stories from diverse perspectives about the early lives of significant religious figures. They explore how we recognise that some individuals have a special connection to God by searching for clues in religious stories and comprehending the symbolism within them.</p> <p><u>What is a prophet?</u> Asking questions about the religious stories they read, children find out more about significant people like Abraham, Jonah, Moses, Jesus, Muhamud and Guru Nanak. They look for clues in religious stories and art to understand their characteristics and the promises they shared with humanity. By investigating different perspectives and drawing connections, children create their own definition of a prophet</p>	<p><u>How do some people talk to God?</u> Thinking about the importance of communication in relationships, children look at the different ways people pray and why they think this is important. Exploring the objects that some people use during prayer and expressing their ideas about worship through art.</p> <p><u>Where do some people talk to God?</u> Building on their learning about prayer and worship, children look at buildings within their local area and beyond. Through investigating they find out what the features of the buildings might show about people's beliefs about god. Children design their own place of worship based on their learning.</p>

Substantive Knowledge

Progression of skills		
EYFS	Year 1	Year 2
N/A	<p>Similarities and differences</p> <ul style="list-style-type: none"> • Commenting on similarities and differences between religions and worldviews. • Commenting on similarities and differences within religions and worldviews. • Enjoying seeing diversity in images and videos used. <p>Making links</p> <ul style="list-style-type: none"> • Making links between religious and non-religious beliefs and practices. <p>Responding respectfully and empathetically</p> <ul style="list-style-type: none"> • Talking about their own experiences in relation to their learning. • Respectfully sharing opinions about what is important to them and what is important to others. • Listening to others' ideas and comparing them to their own. • Beginning to use correct vocabulary when talking about their learning. 	<p>Similarities and differences</p> <ul style="list-style-type: none"> • Exploring similarities and differences between religions and worldviews. • Exploring similarities and differences within religions and worldviews. • Commenting on examples of diverse people and groups cooperating. <p>Making links</p> <ul style="list-style-type: none"> • Making links between religious and non-religious beliefs, practices and symbols. • Commenting on links with prior learning when encountering new content. <p>Responding respectfully and empathetically</p> <ul style="list-style-type: none"> • Responding sensitively to people whose experiences are different to theirs. • Commenting respectfully on things that they notice which may be surprising or different. • Showing respect when looking at evidence about other people's ideas and beliefs. • Using correct vocabulary when talking and beginning to use in written work.

Disciplinary Knowledge

Progression of Skills		
EYFS	Year 1	Year 2
N/A	<ul style="list-style-type: none"> • Exploring stories or scriptures • Looking at artefacts • Interviewing others • Debating and discussing • Interpreting art • Dramatising, role-play or dancing • Experiencing • Looking at photographs and imagines • Using first-hand accounts 	<ul style="list-style-type: none"> • Exploring stories or scriptures • Looking at artefacts • Interviewing others • Using surveys • Debating and discussing • Interpreting art • Listening to music • Dramatising, role-play or dancing • looking at photographs and images • Using videos or audio footage • Using first-hand accounts

Personal Knowledge

Progression of skills		
EYFS	Year 1	Year 2
N/A	<ul style="list-style-type: none"> • Talking about simple ideas and things that puzzle them about belief in god. • Using art to show their ideas about identity and belonging. • Sharing opinions respectfully about what is important to them and what is important to others. 	<ul style="list-style-type: none"> • Asking questions about what puzzles them about religious and non religious stories and texts they have read. • Expressing creatively their own ideas about the questions: Who am I? Where do I belong? • Understanding that others may have different ideas from their own and responding respectfully.

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| | <ul style="list-style-type: none">• Expressing their own ideas and opinions based on personal experience and the beliefs of family members.• Using various art forms to express their ideas.• Asking their own questions about the world around them.• Discussing their ideas about what is right and wrong. | <ul style="list-style-type: none">• Expressing their own ideas and opinions, including considering worldviews studied. Explaining how they have expressed their ideas through art.• Asking thoughtful questions relating to their learning.• Explaining why they feel something is right or wrong and comparing their ideas to others. |
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