

Our Religious Education Curriculum

Intent

Our Religious Education curriculum at West Earham Infant and Nursery School has been designed and recently updated in a way that supports all children to develop a sense of religious literacy whereby they are able to apply what they have learnt to the wider world around them. Through varied enquiries, our children develop an understanding of diverse religions and cultures, allowing our children to become more inclusive and accepting of others. Our children will understand the importance of varying beliefs and opinions and will be understanding and accepting of different beliefs and cultures. As our children become religiously literate they will have the ability to engage in balanced and well-informed discussions about religion and worldviews. Our RE curriculum is about enabling pupils to become free thinking and critical participants, who can make well informed judgements about important matters of religion and belief which shape the world in which they live in. Our goal at West Earham Infant and Nursery School is not to teach our children to be religious but teach them how to better understand religion in the wider world and become accepting and inclusive members of society.

Religious Education at West Earham Infant and Nursery School aims to:

- Develop Children's Religious Literacy so children can take what they've learnt and apply it to the world around them.
- Teach children that there isn't just one way of looking at RE and there is not just one way of looking at religion. Children will understand the importance of varying views, opinions and beliefs in society.
- Encourage children to investigate and enquire knowledge rather than just teaching factual information.
- Facilitate academic engagement by creating a sense of wonder and excitement so that children are engaged and invested in each enquiry topic.

Implementation

- We follow the SACRE Norfolk Agreed Syllabus (2019) which builds on the enquiry-based pedagogy and aims to raise expectations of both teachers and pupils in terms of the scholarly study of religion and worldviews.
- RE is taught primarily through learning about different religious festivals and teachings in the Christian, Islamic, Sikh, Hindu and Jewish Faiths.
- Our curriculum represents the major religions in the school (Christianity and Islam) as well as a less familiar religion to provide contrast and broaden knowledge and experiences (Judaism, Hinduism and Sikhism).
- Religious Education is taught through a multi-disciplinary approach. We teach RE through a balance of **theological**, **philosophical** and a **human/social science** approaches. This develops children's skills to engage in life in an increasingly diverse society, appreciating and respecting different beliefs and viewpoints.
- In EYFS, RE is taught in line with the EYFS Statutory framework 2021. Children will work towards the following statement from the framework: '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.'
- In EYFS, RE teaching will prepare children for the multi-disciplinary approach. Children will begin to explore religion and worldviews in terms of important people, times, places and objects. The children listen to, and discuss, religious stories which may raise puzzling

- Develop children’s knowledge and understanding of a vast range of religions and worldviews.
- Encourage children to express their own ideas and offer insights in an environment which they feel safe.

and interesting questions. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression.

- In EYFS, RE enhancements and continuous provision encourages children to be curious, think independently and raise questions
- In KS1, we create a multi-disciplinary approach by exploring a balance of enquiry topics to include **theology**, **philosophy** and **human/social science**.
- In KS1, Active RE is taught for 12 weeks to stimulate children’s engagement and curiosity by learning through physical activity.
- In KS1, our enquiry questions encourage children to be curious, think independently and raise questions.
- Teachers ensure a safe learning environment so all children feel they are able to express their thoughts, opinions and beliefs without judgement.
- Teachers adapt and extend the curriculum to match children’s interests and needs, current events, the use of any support staff and the resources available.
- Key religious language and key vocabulary is modelled throughout lessons enabling our children to be familiar with and use vocabulary accurately.
- Teachers in Reception and Key stage 1 plan enhancing trips and visitors to enhance our children’s learning experience.
- Teach RE in a positive, interesting and engaging way for all children.

- | | |
|--|--|
| | <ul style="list-style-type: none">● Provide opportunities for children and families to share their own religious experience so that children are able to relate their knowledge to real life events.● Provide opportunities for children to use skills from other curriculum areas e.g. literacy, PSHE, PE, computing to enhance and extend RE. |
|--|--|

Our children will experience:
 Walking around the local area
 Inviting parents/carers to share special activities
 Periods of stillness, reflection and mindfulness
 A birthday celebration in assembly or class
 Christmas Decoration Morning with their families
 Active RE sessions for 6 weeks (KS1)
 World Religion Day

Cross curricular opportunities:
 Geography- the children can assess a map of the route to the church.
 History- linking to language that teaches chronology and the concept of time.

Visits/Visitors:
 Church visit to St Elizabeth's Church (Reception))
 Synagogue visit/Visitor (Yr 1)
 Muslim Visitor (Yr 2)
 Trip to the Cathedral (Yr 1 & Yr 2)
 Visitor from local vicar (St Elizabeths)

EYFS

Expectation: Christianity and at least one other religious belief or worldview

Christianity:
 Harvest
 Christmas
 Shrove Tuesday
 Ash Wednesday
 Easter

Hinduism:
 Holi Festival
 Diwali

Sikhism:
 Diwali

Islam:
 Ramandan
 Eid

Chinese New Year

All taught through key questions outlined in syllabus:

Theology/Thinking through believing	Philosophy/Thinking through thinking	Human/Social Sciences/Thinking through being
Questions you might ask: <ul style="list-style-type: none"> What does this religion/ belief mean? How do we say this religion/ belief? What is this religion/ belief about? Why might people tell this story? What does the word 'God' mean? What is a belief? Why is this sacred book important? Recognise simple religious beliefs or teachings. Talk about some aspects of a religious or belief story. Introduce key theological vocabulary such as 'God'. Recognise religious and belief stories through small world play. Talk about sacred texts. 	Questions you might ask: <ul style="list-style-type: none"> What purpose/ goal? Is it real? What is right/What is wrong? What is 'good'? What do we mean by 'true'? Raise puzzling and interesting questions about religious and belief stories. Raise puzzling and interesting questions about the world around them. Talk about what concerns them about different ways in which people believe. Say what matters to them or is of value. Use their senses to investigate religion and belief.	Questions you might ask: <ul style="list-style-type: none"> How do people celebrate? What might people use this artefact for? What ceremonies and festivals have you taken part in? What happens in [place of worship]? What do these symbols mean? Identify simple features of religious life and practice in a family context. Recognise a number of religious words. Know where some religious workplaces are located. Name some religious symbols. Name some religious artefacts. Talk about religious events that they see or hear about e.g. festivals, ceremonies. Talk about what people wear because of their beliefs. Visit a local place of worship. Talk to someone who holds a particular religious belief.

Year 1

Expectation:
 (Christianity, Judaism, Hinduism & Encounter Humanism)

Autumn 1: What do my senses tell me about the world of religion and belief? (Hinduism)

Autumn 2: How does a celebration bring a community together? (Christianity, Judaism)

Spring 1: Active RE (Christianity)

Spring 2: What do Jewish people remember at passover? (Judaism)

Summer 1: How did the universe come to be? (Christianity, Hinduism & Humanism)

Summer 2: What might Christians learn from the story of Abraham? (Christianity)

Year 2

Expectation:
 (Christianity, Islam, & Encounter Sikhism and Humanism)

Autumn 1: Why is light an important symbol for many religious believers? (Christianity, Sikhism)

Autumn 2: What does the nativity story teach Christians about Jesus? (Christianity)

Spring 1: How do Christians belong to their faith family? (Christianity)

Spring 2: Active RE

Summer 1: What does it mean to belong to a religious community? (Christianity, Islam)

Summer 2: What is 'good' and what is 'bad'? (Islam, Humanism)

West Earham Infant & Nursery School				
	Nursery	Reception	Year One	Year Two
Progression	<p>RE is non-statutory in Nursery. However:</p> <ul style="list-style-type: none"> By using familiar concepts, resources and themes, we enable our children to talk about their families, cultures and explore the concepts of values they believe in or experience. Listen and respond to a range of stories that engage them including faith stories. Begin to understand what is right and wrong and why. Begin to consider the consequences of their words and actions for themselves and others. <p>UTW: 25-30 months:</p> <ul style="list-style-type: none"> Through self-initiated play experiences, using a range 	<ul style="list-style-type: none"> People and communities: ‘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.’ Share their own beliefs, ideas and values. Listen and respond to a range of stories that engage them including faith stories. Engage with artefacts, people and places. Talk about prayer and worship and experience times of quiet and stillness. Develop an awareness of their own value and that of others. Understand what is right and wrong and why. Consider the consequences of their words and actions for themselves and others. 	<p>Where beliefs come from: Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview e.g. the nativity story, the Golden Rule, the life of Moses.</p> <p>How beliefs relate to each other: Recognise that narratives, stories and texts used by at least one religion or worldview contain a range of beliefs e.g. belief (or not) in God, covenant, dharma, sewa.</p> <p>How beliefs shape the way believers see the world and each other: Give an example of how XXX (name of religion or worldview) use beliefs to guide their daily lives e.g. the idea of stewardship/looking after the world.</p> <p>Questions of knowledge, meaning and existence: Ask questions about the world around them and talk about these questions.</p> <p>How and whether things make sense: Give a simple reason using the word ‘because’ when talking about religion and belief.</p>	<p>Where beliefs come from: Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief e.g. how the story of Moses links beliefs about being a chosen people.</p> <p>Recognise different types of genre from within one text e.g. parables and guidance in the Bible.</p> <p>How beliefs relate to each other: Recognise the connections between beliefs within at least one religion or worldview e.g. the links between the Jewish covenant and being a chosen people.</p> <p>How beliefs shape the way believers see the world and each other: Give examples of how XXX (name of religion or worldview) use beliefs to guide their daily lives e.g. how beliefs about God shape worship or prayer life.</p> <p>Questions of knowledge, meaning and existence: Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them.</p>

	<p>of familiar materials and resources, is able to communicate things of personal significance about their lives, beliefs and culture.</p> <p>31-36 months:</p> <ul style="list-style-type: none"> ● Can remember and share recent events they have been part of. <p>37-42 months:</p> <ul style="list-style-type: none"> ● Talks about and responds to events/ experiences and interests in their lives, building on relevant vocabulary. <p>43-48 months:</p>	<p>UTW:</p> <p>49-54 months:</p> <ul style="list-style-type: none"> ● Able to talk with increasing awareness about the similarities of themselves and other families, their roles and routines. Beginning to develop an awareness of some of the differences between these. ● Can talk about festivals and celebrations that are marked within their own culture. Through discussions, exploration of books, songs, rhymes and role play they have a growing awareness of their own uniqueness and differences of other families. <p>55-60 months:</p> <ul style="list-style-type: none"> ● Talks about similarities and differences between themselves and others and among families and communities. ● Explore some similarities and begin to recognise some differences in religious beliefs and cultural 	<p>Issues of right and wrong, good and bad: Using religious and belief stories to talk about how beliefs impact on behavior e.g. deciding what is right and wrong.</p> <p>The diverse nature of religion: Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews.</p> <p>Diverse ways in which people practice and express beliefs: Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area.</p> <p>The ways in which beliefs shape individual identity, and impact on communities and society and vice versa: Recognise that beliefs can have an impact on a believer's daily life, their family or local community.</p>	<p>Talk about what people mean when they say they 'know' something.</p> <p>How and whether things make sense: Give a reason to say why someone might hold a particular belief using the word 'because'.</p> <p>Issues of right and wrong, good and bad: Using religious and belief stories or teachings, make connections between peoples' beliefs about right and wrong and the actions they carry out as a result of these beliefs.</p> <p>The diverse nature of religion: Recognise that when people talk about 'religion' they can mean different things e.g a set of beliefs, a way of life...</p> <p>Diverse ways in which people practice and express beliefs: Identify evidence of religion and belief (e.g beliefs, stories, symbols, artefacts and practices) especially in the local area.</p> <p>The ways in which beliefs shape individual identity, and impact on communities and society and vice versa: Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community. e.g during a festival or celebration.</p>
--	---	---	--	---

		<p>communities. Have a developing awareness of life and how it differs in other countries.</p> <p>60-66 months:</p> <ul style="list-style-type: none">● Based on learning opportunities provided can state some similarities and differences between different religious and cultural communities in this country. <p>By 67+:</p> <p>Understands that different people around the world have different beliefs, attitudes, customs, traditions and roles in society and why it is important to treat them with respect.</p>		