

Religious Education

Kindness

Respect

Resilience

Independence

Community

Bravery



Vision

At Willow Bank Infant School our aim is to ensure the RE which is taught, enhances children's awareness and understanding of religions, beliefs and teachings of those around them. We want our children to develop their ability to reflect and explore their own beliefs. The children will not only learn RE facts but also think about what they have learnt and how they can apply it to their own lives. For example, Joseph was a strong and brave Jewish leader, how can we be strong and brave?

Intent – We aim to...

The school's RE curriculum will start with where the child is in EYFS, move on to Christianity in Year one and Judaism in Year Two. Due to the children who make up our school community, we will also learn a little bit about Hinduism through Diwali and Islam through special books, Eid and the mosque. Our learning is based on the Berkshire RE syllabus 6 enquiry questions for KS 1 and in EYFS, themes such as New Life and topics such as Chinese New Year.

Implementation – How do we achieve this?

At Willow Bank we follow our own scheme of work based on the Pan Berkshire RE Syllabus.

Lessons take the format of starting with a hooking in activity, to engage the children in the lesson. This may be a drama performed by the adults, it may be a discussion about thinking pictures or a mystery object. The children are encouraged to talk about what they have seen and noticed. The learning is then introduced and the activity then follows. The activity could be for example work in their RE books, drama, artwork or discussion groups. The lesson finishes with a plenary and a reflection.

We encourage the children to share their own traditions and values with their peers, while recognising and respecting each other's views.

Our children also have opportunity to visit Woodley Baptist Church and St Johns Church to enhance their learning. We welcome speakers to school who share their faith beliefs with the children. We are fortunate as we have a good range of RE resources and artefacts. We aim to make RE fun and the lesson memorable to embed the learning and create the foundation of a understanding of their wider community.

The 6 enquiry questions

- 1) How do some religions demonstrate that everyone is special?
- 2) Why are religious celebrations important to some people but not to others?
- 3) Does everyone believe the same things about God?
- 4) Why do symbols and stories play important roles in religions?
- 5) Why do some people follow religious leaders and teachings?
- 6) How do some people's religious beliefs encourage them to care for the world?

RE Steps of learning

The children revisit the enquiry questions and build on their previous knowledge. For example, Creation (Question 6) is first introduced in EYFS but then revisited in more depth in Year 2. Symbols (Question 4) are introduced in Year One and then revisited through Judaism in Year 2.

Key concepts

*What can we learn about religion? For example to know Christians go to Church to worship
What can we learn from religion? For example, the Quran teaches Moslems to look after animals
(The ant and the camel story), how can we look after animals?*

Recognising a range of beliefs and none beliefs

At Willow Bank Infants we live in a community of different faiths and beliefs. We recognise that not all people have a faith. When we are teaching and talking about a particular faith, we use the language for example, Christians believe that..... Children are encouraged to talk about their home life and what they celebrate with family, be it a birthday, a festival or a wedding but recognising home celebrations can take a variety of forms.

Implementation ctd. – How do we achieve this?

Assessment

RE is not formally assessed as RE would not have interventions. The reflections at the end of each lesson will help a teacher gauge the general understanding of the lesson. Termly deeper thinkers are recognised in all year groups at the end of each term. This is to help teacher identify children for report writing and parent evenings. End of unit summative assessment for Year 1 and Year 2 for RE happens through teacher assessment for attainment knowledge and reflection based on Basic, Advancing and Deeper thinkers. This teacher assessment is passed on to the next year group so teachers know what level the children are working at.

Lowest 20%

RE as a foundation subject is pitched so all children can access the learning and activity. If children need support in the follow up activity such as writing in their books, support would be given if needed. The majority of the RE activities are practical or if book work, open ended, so the child can work at their own level.

Professional development

As RE co – ordinator I attend the three yearly meetings hosted by the SACRE for Wokingham Primary and Secondary teachers. Occasionally when extra courses or workshops are run, then I will attend if they are relevant.

SEND and Disadvantaged Progress

All lessons are taught with SEN pupils, EAL pupils and most able pupils in mind. Resources are provided where necessary to scaffold and there are additional challenge questions for more able learners to apply and deepen their learning.

Cultural capital, inclusion and diversity

At Willow Bank we are lucky to have staff members who are happy to talk about their faith. We have strong links to our local church St Johns where the youth worker or vicar can visit us and talk about their faith and role in the church. We also visit ST Johns Church in Year One and the Baptist Church in Year Two as they are both in our community.

Curriculum links

RE can promote learning across the curriculum in many areas,: Literacy, Art, Music, Geography, History, PSCH. It also promotes spiritual, moral ,social and cultural development as well as thinking skills.



Impact – How will we know we have achieved?

End of year summative assessment

2023 – 2024 Year 1
12% Advancing
70% Basic
18% pre Basic

2023 – 2024 Year 2

11.6% Deeper thinkers
71.6% Advancing
11.6% Basic
4.9% pre Basic

Lesson observations, book reviews, talking to children about RE and noting children who can link RE concepts , talking regularly to teachers delivering RE lessons, collecting photos of evidence

Noting children who tell you their own personal experiences outside an RE lesson but who link it to what they have been learning about. For example, children sometimes attend church with families for a Christening and are excited to tell you . Or those children who attend Quran lessons and who can share their personal learning experience.