

The RE Curriculum at Yeadon Westfield Infant School

Intent

At Yeadon Westfield Infant School we believe that **all** pupils are entitled to a full, stimulating, and well-structured curriculum based on the Leeds Agreed Syllabus for Religious Education and the EYFS Statutory Framework 2021. We believe the teaching of RE should develop a child's ability to respect each other's views and values and should prepare them for the future. We aim to build their resilience to help them develop an appreciation for and to celebrate cultural diversity and to inspire them for the future.

As an infant and nursery school, we are very much centred on the first steps in this journey.

Foundation Stage:

Children will encounter religions and other world views through the Understanding of the World curriculum. They will listen to and talk about stories from a range of different religions and world views. They focus on the Christian religion through Christmas and Easter. Children will be introduced to subject-specific words and use all their senses to encounter beliefs and practices. They will be encouraged to ask questions and talk about their own feelings and experiences.

Key Stage 1

Children will develop their knowledge and understanding of religions and world views, recognising local, national and global contexts. They will use basic subject-specific vocabulary. They will start to raise questions about beliefs and find out about questions of right and wrong and begin to respond with their own views.

Specific time is allocated each week for RE lessons, and we believe RE is of paramount importance for our children in order to respect each other's views and values.

We believe that following a rigorous and child centred curriculum from the beginning of nursery allows us to ensure **all** pupils are given the opportunities they need to make progress across the areas for learning and the acquire the skills and knowledge in the National Curriculum, whether they are disadvantaged, have special educational needs, or have delays or gaps in learning.

Implementation

We have chosen to develop a curriculum that focuses on sequential learning building on the foundations already laid in the previous learning. Each stage of the children's learning journey is clear, misconceptions can be addressed, and gaps addressed: knowledge is carefully and systematically built up and mastery opportunities can be provided at every stage. Nursery children have access to areas of provision to develop their learning and this is built on in reception. There is huge emphasis on language acquisition throughout. Enquiry and investigation should be at the heart of learning in RE. The Curriculum, at Yeadon Westfield Infants, is designed to ensure that each and every child achieves and is successful. There will be active participation in acquiring a range of RE skills, involving individual, group and class work. We have a range of visitors to come and talk to our children and have formed a close relationship with a local church. We have regular trips to varying places of worship. Opportunities will also be identified across the curriculum so that the children can develop and apply their skills in all aspects of learning and not simply in subject isolation.

Foundation Stage

Development Matters and ELGs 2021

Understanding of the World: Past and Present

People, Cultures and Communities

The Natural World

| RE in Year 1 | RE in Year 2 |
|---|--|
| <p>1:1 Which books and stories are special?</p> <ul style="list-style-type: none"> • Listen to stories • Talk and respond to stories/books • Explain and explore <p>1:2 How do we celebrate special events?</p> <ul style="list-style-type: none"> • Talk/find out about celebrations • Name/notice meanings of celebrations • Explore and respond <p>1:3 What does it mean to belong to a Church / Mosque?</p> <ul style="list-style-type: none"> • Explore places of worship • Talk/notice objects, symbols and special places • Explore/talk details <p>1:4 How and why do we care for others?</p> <ul style="list-style-type: none"> • Talk about caring • Respond with ideas about how to care for others. • Ask questions/express ideas about stories <p>1:5 Who brought messages about God and what did they say?</p> <ul style="list-style-type: none"> • Name some figures in the Old Testament • Retell stories • Make links | <p>2.1 How is new life welcomed?</p> <ul style="list-style-type: none"> • Find out and talk, recognise similarities and differences, respond sensitively to feelings • Ask and respond to questions • Describe different ways people welcome new life • Suggest reasons for the different ceremonies • Explore some different beliefs <p>2.2 How can we make good choices?</p> <ul style="list-style-type: none"> • Explore and talk about different rules • Re-tell and explore a range of stories • Begin to express ideas • Make links between their own values and religious values and rules <p>2.3 How and why do people pray?</p> <ul style="list-style-type: none"> • Explore and find out why prayer is important • Recognise similarities and differences • Ask questions, respond , describe and express own opinions • Begin to express their own ideas <p>2.4 How can we look after the Planet?</p> <ul style="list-style-type: none"> • Ask and respond to questions about the world and creation • Begin to express and explore ideas about how to care for the planet <p>2.5 What did Jesus teach and how did he live?</p> <ul style="list-style-type: none"> • Retell some of Jesus’ parables and find out about key events in his life • Express ideas about Christians and their beliefs |

Assessment

By the end of each key stage, pupils are expected to know, apply and understand the knowledge, skills and processes specified in the programme of study. Assessment will be based on pupils’ progress towards the end of key stage statements set out in the Leeds Agreed Syllabus 2019 -2024.

- all lessons will provide opportunities for formative assessment.
- children in Early Years will be assessed against the statements in Development Matters and the EYFS Statutory Framework.
- end of year reports contain information about how the children have progressed through the year including their strengths and areas for development

Monitoring is carried out to ensure staff and children are confident with teaching and learning. Staff keep up to date with developments in RE with work being done in the ALPT, RE newsletter , information from subject leader and advice from the Department of Education.

Impact

At Yeadon Westfield Infants we want every pupil to achieve and demonstrate a number of key skills. We want them to begin to reflect on their own thoughts and to ask questions for themselves, to be able to review their own experiences and learn how to respond to them and the world around them and to become inspired to learn from others and discover the value of empathy. We strive to equip them with the opportunities, challenges and responsibilities that come from living in a rapidly changing, multicultural world. We want all our children to have a positive attitude towards people and respect everyone's beliefs.

Learning is expected to be of high quality with children putting in their best effort. Children should enjoy RE lessons and be keen to challenge themselves regardless of stage of development. They should leave our school ready for the next stage of their learning in KS2.