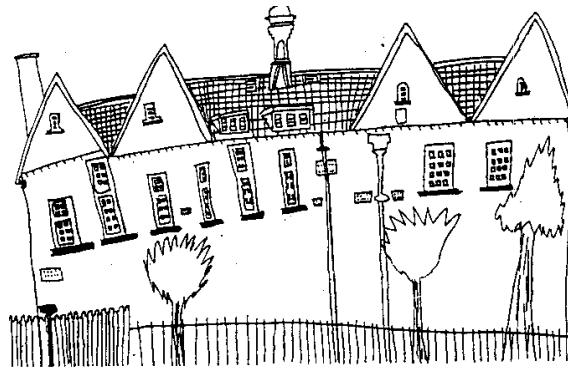


Religious Education at Letchmore Infants' and Nursery School



Subject Journey



Subject Intent Statement

We aim for pupils to become religiously and theologically literate, enabling them to engage in life in an increasingly diverse society.

Implementation

There are eight key areas of learning as identified in the Hertfordshire Agreed Syllabus (2023-2028). These key areas aim to enable pupils to develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses. Through coverage of each of these eight key areas, pupils develop their religious and theological literacy so they can engage in life in an increasingly diverse religious and secular society. Within the Early Years the Hertfordshire Agreed Syllabus is used alongside the Statutory Framework for the Early Years foundation stage (understanding the world).

There is statutory content for each key stage.

In EYFS: Children will encounter Christianity and religions and beliefs represented in the class, school or local community and beyond. RE will support a growing sense of the child's awareness of self, their own community and their place within this.

In KS1: Christianity and at least one other Abrahamic religion and to be studied in depth (Judaism and/or Islam), or the predominant principal faith represented in the school. Pupils may also learn from other religions and worldviews in thematic units.

	Nursery	Reception	Year One	Year Two
Beliefs and Practices	Celebrate joyous occasions; Harvest and Christmas.	Explore how we prepare for a joyous occasion; focus upon the festival of Diwali, Christmas and Hanukkah. Prepare for a nativity performance and think about the best gifts we can give.	Explore how different religious communities celebrate the fruitfulness of the Earth. Explore the Christmas and Easter stories learning about its significance and meaning to Christians.	Explore the practices and symbolism linked with a Muslim prayer mat. Consider the Easter story thinking about the events Christians are remembering and believing when they celebrate.
Vocabulary:	Occasion, festival, belief, Harvest, Christmas	Occasion, festival, belief, Diwali, Sikh, Christmas, Christian, Hannukah, Jewish.	Belief, practice, worship, significance, Christian, fruitfulness, thankful.	Belief, practice, ritual, Muslim, Christian, Islam, Christianity.
Symbols and Actions	Explore religious artefacts through our senses. Focus upon the cross as a Christian symbol. Talk about religious and cultural practices including dress and food (Diwali).	Explore places of worship, religious artefacts, religious symbols and their meaning. Learn about what Christians do at Easter and investigate the symbols associated with Easter.	Explore the symbol of light in Christianity and Islam. Explore the symbols and actions in a Baptism.	Explore the symbolism of water in both the Christian and Islamic faiths. Discuss similarities between communities.
Vocabulary:	Symbol, action	Symbol, artefact, Christian, Easter.	Symbol, action, artefact, Christianity, Islam.	Religious meaning, similarities, symbol, artefact, Christian, Islamic, faith, community.
Sources of Wisdom	Listen to religious stories; Birth of Jesus, Easter. Retell stories from holy	Explore Jesus' birthday story. Explore new life through the Easter story.	Explore the Bible and Qur'an. Investigate what makes them sacred and holy	Consider The Lord's Prayer, the tradition of this, and wider

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	books using small world role play.	Listen and talk about some fables, stories and prayers.	and how they should be cared for. Share faith stories from these sacred texts and explore the morals.	moral aspects of this.
Vocabulary:	Story, religion	Story, fable, religion, prayer, Jesus, Easter, Christmas.	Religious, moral, sacred, wisdom, Bible, Qur'an	Scared, source, moral, traditions, Christian, Christianity
Identity and Belonging	Celebrate belonging to a family and community. Develop curiosity and begin to ask questions about their own and other people's home and community life.	Explore what is important to them and their families and link this to learning in RE (this could include events such as weddings).	Explore what is important to us and our families. Talk about groups we belong to and the role of leaders, Learn about different naming ceremonies.	Talk about how Christians and Muslims express who they are and show belonging to their faith community.
Vocabulary:	People, family	Important, matter, RE	Express, individual, group, leader, Christian, Christening, baptism.	Christian, Muslim, community, faith group, leader (vicar/priest & Imam)
Prayer, Worship and Reflection	Begin to participate in periods of stillness and reflection.	Explore simple prayers and provide opportunities to reflect. Experience stillness.	Explore different Christian and Islamic religious artefacts. Discover their meaning and how they are used in prayer and worship. Participate in periods of stillness and reflection.	Explore the ways in which a festival brings people together in worship. Investigate a place of worship and explore prayer, worship and reflection. Consider shared actions when praying between Christians and Muslims.
Vocabulary:	Stillness	Stillness, reflection, prayer	Stillness, reflection, worship,	Reflection. Prayer, worshippers,

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			worshippers, Christian, Muslim/Islam	Christian, Muslim/Islam
Human Responsibility and Values	Think about how we can look after each other.	Explore how we show concern for each other & the world.	Explore ways to live happily together with stories and real life examples. Consider the responsibility we have to look after our world.	Explore the meaning of community and the people within it. Ask questions about why we care for each other and the world.
Vocabulary:	Other, look after	Concern	Care and concern, world around us	Care and concern, humanity
Justice and Fairness	Explore ways to help others when they need it. Read stories about the Prophet Muhammed and learn how he cared for animals.	Consider right from wrong and fairness. Question what are kind and unkind ways of treating each other.	Think about the influence of rules. Explore moral stories and what they help us to understand.	Explore how care and concern can be expressed. Learn how people of faith can influence the world through their actions. Consider how faith stories can provide a guide to what is right or wrong.
Vocabulary:	Right, wrong	Right, wrong, fair	Rules, morals	Influence, moral, concern, guide
Ultimate Questions	Explore what makes the world so wonderful through art, music and religious stories.	Explore the Christian belief that God made the world. Question what makes the world wonderful, how can we look after it and who and where is God.	Reflect on 'big' questions using how and why to express their own opinions.	Explore what many Christians and Muslims believe about how the world was made. Ask and answer how and why questions about belonging, meaning and truth, using their own opinions and ideas.

Vocabulary:	Wonder	Wonder, curiosity, imagination.	Opinion, belonging	Meaning, truth, belonging, idea, opinion, Christian, Muslim
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Whole School	<ul style="list-style-type: none"> • Visits from local vicar to enhance assemblies. • Visits to places of worship. • External providers delivering workshops. • Nativity performances. • A strong values culture. • Collective worship as part of daily assemblies.
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Through experiencing the eight key areas of Religious Education it is intended that pupils will develop their religious and theological literacy. Below are the expected learning outcomes for pupils.

	Expected learning outcomes by the end of Early Years Foundation Stage	Expected learning outcomes by the end of Key Stage 1
Beliefs and Practices	Talk about different ways of living, including beliefs and festivals.	Describe at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life, and explain some meanings behind them using appropriate vocabulary.
Symbols and Actions	Communicate orally and through creative media about people, places and religious symbols and artefacts.	Identify at least three examples of symbols and actions and explain how and why they express religious meaning; describe some similarities between communities.
Sources of Wisdom	Listen and respond verbally and creatively to religious stories, fables, some prayers, reflections and wise sayings.	Retell and suggest meanings to some religious and moral stories; think, talk and ask questions about some sacred writing and sources of wisdom and the traditions from which they come.
Identity and Belonging	Show awareness of things and people that matter to them and link this to learning in Religious Education.	Talk with others about how groups express who they are and how individuals belong to communities including faith groups. Describe what a leader does and why.
Prayer, Worship and Reflection	Communicate through talk or gesture about prayer. Respond to their experience of periods of stillness and reflection.	Talk with others about prayer. Respond to their experience of periods of stillness and reflection.

Human Responsibility and Values	Talk about how people show concern for each other and the world around them.	Re-tell stories and share real life examples of how people show care and concern for humanity and the world; think, talk and ask questions about why people do this.
Justice and Fairness	Explain in simple terms what makes something right, wrong and fair.	Explain the influence of rules. Re-tell moral stories and explain how these show what is right and wrong, just and fair.
Ultimate Questions	Use imagination and curiosity to develop their wonder of the world and ask questions about it.	Ask and respond to a range of 'how' and 'why' questions about belonging, meaning and truth expressing their own ideas and opinions.

Religiously and theologically literate pupils should...	Share their family traditions and the joy of celebrations, beginning to explore those of other belief communities. Respond, through talk, gesture and play about religious stories, objects, people and practices. Use some basic religious vocabulary and use their imagination and curiosity to develop their interest in the world around them. Ask questions about the meaning and importance of what they are learning.	Notice and respond sensitively to some similarities between different religions. Explore and develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. Use appropriate vocabulary to think, talk, ask and answer big questions about religion and belief. Begin to articulate key beliefs, practices and experiences at the heart of the religions and between communities. Reflect on and respond to some of the big questions about life, such as 'why do we celebrate certain things?'
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Assessment is recorded and monitored on the above outcomes using the Sticky Knowledge Grids in KS1 and through progression against the ELG's in EYFS.

Provision for vulnerable groups and children with SEND:

Class teachers will make adaptations to the curriculum appropriate to the needs of individual children. Learning activities and outcomes will be differentiated to ensure **all** pupils are able to participate fully and make progress. Resources will be adapted as appropriate to ensure **all** pupils can access **all** aspects of learning. Adaptations may include: use of visual and concrete resources, use of a whiteboard for recording, pre-teaching key vocabulary and concepts, assessment of understanding and progress through discussion and role play rather than through what a child has recorded. This list is not exhaustive and class teachers will work in collaboration with the child,

parents / carers, SENCo, LSAs and external professionals to understand and respond to the children's individual needs.

Hertfordshire recommend using the Five Keys planning model for SEND. This involves:

1. Connection - create a bridge between pupils' experiences and the religious theme.
2. Knowledge - selecting what really matters in a religious theme, cutting out peripheral information.
3. Senses - look for a range of authentic sensory experiences that link with the theme.
4. Symbols - choose symbols that encapsulate the theme.
5. Values - make links between the religious theme and the children's lives.

Progression through Child Initiated Learning

In addition to taught RE lessons we also provide a range of experiences and opportunities through Child Initiated Learning (CIL). This gives the children an opportunity to embed their learning and move it to their long-term memory. CIL opportunities may include follow up activities, craft or discovery activities related to the theme, exploration of books and resources, or visitors and experience days.

Glossary

Religious literacy: focuses on the human experience of religion and belief and the development of skills for expressing these experiences.

Theological literacy: focuses on the big concepts upon which religions are founded, such as God, creation and the afterlife and the development of skills for expressing these concepts.

Worldview: Understanding that everyone has their own view of the world from their perspective.

From the CoRE Final Report "A worldview is a person's way of understanding, experiencing and responding to the world. It can be described as a philosophy of life or an approach to life. This includes how a person understands the nature of reality and their own place in the world. A person's worldview is likely to influence and be influenced by their beliefs, values, behaviours, experiences, identities and commitments.