



INTENT—We aim...

For **every child** to begin to make sense of religion and to be given the opportunity to **make early connections** between RE and their own thoughts and beliefs.

To give all children the **confidence** and opportunity to **explore big questions** and feel confident ask different questions.

To give all children the chance to **explore and develop their ideas** about RE in a **safe non-judgmental environment**.

For every child to be **exposed to rich subject focused vocabulary** which they begin to understand and use.

For every child to **understand** that everyone can **believe different things** and that's it ok to have a different opinion to others.

To build **community links** that allows children to have hand on experiences with places, objects and people.

IMPLEMENTATION—How do we achieve our aims?

At Hamstel Infant School and Nursery we promote, encourage and provide opportunities for all children to talk about themselves and their families, including special events that are **meaningful** to them, to talk about what they believe and why and how it makes them feel. We provide children with the **skills** to listen to others with **respect**, to ask questions about what they don't understand and to accept everyone for who they are. The RE curriculum will promote **inquisitive minds, respect, tolerance** and understanding for all those around them including themselves. Our **Hamstel Headlines** are our **key principles that drive the quality of the teaching and learning of Religious Education** throughout the school.

Festivals



Children are exposed to different **religious festivals** throughout the year from a range of different religions. They will discover how and why different people **celebrate** and why their religion is important to them. Children will begin to learn the different ways of life and have the opportunity to explore and discover the meanings behind them.

Religious Stories



All children have the opportunity to **hear and learn** from a range of religious **and moral stories**, and explore and discuss some sacred writings. Children have the opportunity to comment and ask questions about religious stories, how it made them feel and why it is important to others.

Places of Worship



Children have the opportunity to **discover** what makes a place a place of worship, how places of worship are used and when, why they are special and what happens in the place of worship. Where possible we aim to give children first hand experiences of a place of worship within the **local community**.

Religions

Children will learn about different religions, peoples beliefs and worldviews. They will **engage and ask questions** to **deepen their understanding** of key religious concepts and non-religious ethical worldviews.

Enrichment Opportunities

We have strong **community links** with many local Churches and also have many different religious visitors come to our school to share more about their faith and celebrations. This enables the children to **further enhance their learning experiences** and understanding of different faiths first hand.



Oracy and Vocabulary

Through well **planned and sequenced** lessons and discussion opportunities, all children are exposed to and learn **new, rich and subject specific vocabulary**. All children are encouraged to express their thoughts, feelings and beliefs using their new subject vocabulary both through talk and written work. Key subject specific vocabulary is **modelled** through talk, stem sentences and questioning and put into context for children.

SMSC and British Values

All RE lessons **promote** the spiritual, moral, social and cultural development of children and the understanding of British Values enables our children to learn and to think for themselves.

Collective Worship and Assemblies

Collective Worship and **assemblies** are carefully planned for using our assembly **long term plan**. This gives children the opportunity to think about and discuss **'big'** questions in a safe and valued space.

Assessment

At Hamstel we use the **progression grid and connected grids**, to identify children's knowledge and understanding of **Religious Education** to support planning and adapt accordingly to support and move children's learning on. We use **our identified expectations for the end of EYFS and KS1** to ensure children develop their knowledge of Religious Education. **Assessment checkpoints** are used in EYFS to inform judgements of **Religious Education**, using observations as a key method and across the whole school we have as **embedded formative assessment strategies**. Some effective strategies used are thumbs up thumbs down, 3 tick answers and think share pair. This instant feedback helps address any gaps and misconceptions as well as supporting moving the child on. **Prior knowledge** is reviewed at the start of each lesson and **explicit success criteria's** are referenced throughout all lessons to support all children.



EYFS

Within the EYFS children will be exposed to a **rich and varied environment** which enables them to learn through **playing ,exploring and investigating**. Carefully planned teaching and experiences for children to explore, discover and experience will enable them to pursue their own learning and find answers to questions. Children are encouraged to **develop their own ideas, make links between ideas and develop strategies for doing this**. They will continue to develop a positive sense of themselves and others and will understand and value the differences of individuals and groups.

Planning and Sequencing

Carefully structured lessons show **progression** from Nursery to the end of Key Stage 1. Teachers plan, using our **connected grids, progression grids and medium term planning**. Thought provoking and challenging questions about the meaning and purpose in life, beliefs about God, what religion is and means and issues of right and wrong are included in our plans. This will support children's **understanding and knowledge** of Religious Education and give them the tools to develop and express their thoughts, feelings and beliefs respectfully. We incorporate the Three Key Strands , **Believing, Expressing** and **Living** using the **Southend Agreed Syllabus for Religious Education** as our vehicle for supporting our content.

IMPACT—How will we know we have achieved our aims?

Children will be able to **talk** about different religions and what religion means to others. They will be able to **talk about their thoughts, feelings and beliefs**.

Children will be engaged in lessons and **confident to investigate** and **explore the answers to questions** as well as **asking questions to find out more**.

Children will be **able to use subject specific vocabulary** . They will be able **to talk about religion with increasing confidence** and embed **new vocabulary** in their written work and their speech.

Children will be **accepting and inclusive to their peers**. Children will be engaged in exploring and investigating different beliefs and cultures and be able to talk about them.

Children will be able to **communicate** about visiting religious places and their experiences when meeting different religious people from the **community**.

