



| Curriculum Intent | Religious Education (R.E.) Intent |
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| <p>Everyone at Brookland Infant and Nursery School recognises that our curriculum has to be broad and balanced, offer children opportunities to grow and make progress from whatever their starting points may be. We believe that childhood should be a happy and investigative time, where curiosity and a thirst for new experiences and knowledge is nurtured. We want our children to develop the necessary skills, knowledge and understanding to think and act in ways that will enable them to engage in the culture in which they live and to understand and appreciate the cultures of others. We believe that learning should be memorable, hands on, active and challenging. We also want to develop children's specific subject knowledge, understanding and skills. We want all our children to become confident and successful lifelong learners.</p> <p>Our curriculum is based upon 4 main principles:</p> <p>Creative:</p> <ul style="list-style-type: none">• Inclusive, exciting and engaging.• Stimulates creative thinking and problem solving.• Develops effective communication skills.• Discovers, nurtures and celebrates children's talents. <p>Ambitious:</p> <ul style="list-style-type: none">• Ensures children seek out and enjoy challenges.• Teaches resilience and the ability to persevere.• Promotes independence and motivation.• Develops the ability to self-reflect and know how to move forward.• Fosters enthusiasm and a love of learning. <p>Curious:</p> <ul style="list-style-type: none">• Encourages questions to be asked to extend thinking.• Enables ideas and experiences to be connected to help make sense of the world we live in.• Supports British Values and our School Values.• Practical, memorable and fun. <p>Healthy:</p> <ul style="list-style-type: none">• Encourages a mentally and physically healthy lifestyle.• Nurtures and supports social and emotional development.• Encourages collaboration with others. | <p>At Brookland Infant & Nursery School, our core vision is that all children will 'Be Kind, Grow Together, Learn Forever' and we think this is key to our teaching of Religion and worldviews.</p> <p>We value and celebrate the rich diversity of the community we serve. As such, through the teaching of Religious Education (RE) we seek to promote and encourage respect for all people of different religions, those of none and world views. We want to help the children to develop and extend their knowledge and understanding of Christianity and other world faiths, of ethical beliefs and develop a positive attitude to living in a religiously diverse society.</p> <p>Children will learn about religions and world views, including beliefs, practices and traditions. Children will be able to gain a deep understanding of religions and world views by being encouraged to ask questions and find evidence to support answers. Children will also learn from religion and will have regular opportunities to share their own experiences and be enriched by those of others. This will help children to grow in confidence in their own faith and respect those with a faith different from their own. They will continue to develop their sense of belonging and identity.</p> <p>We provide learning opportunities to encourage curiosity, develop understanding and instil the concept of acceptance that is needed to thrive in our diverse community. Children will be able to consider what it means to have faith. Strong links will also be made to the British Values, our Brookland Values and SMSC development.</p> <p>By being sensitive to that fact that all children have their own backgrounds and individual relationship with RE, we will ensure that the subject is accessible to all. As a result, RE will help children to reflect on the kind of person they want to be as a member of Brookland Infant and Nursery School but also as citizens of the world.</p> |



R.E. Implementation

In EYFS, teachers plan in accordance with the EYFS Statutory Framework supported by Development Matters 2021. In the EYFS, RE understanding is developed through continuous provision. RE is primarily explored through 'Understanding the World' and 'Personal, Social and Emotional Development'. Children explore what makes them special and unique. They begin to talk about where they belong and acknowledge people, places and events that are special to them e.g. seasonal celebrations and life events. Through the sharing of personal experiences, children develop their understanding of similarities and differences with those around them.

Their ideas are also expressed and understood through 'Expressive Art and Design' (e.g. role play, dance, music etc.), 'Literacy' (e.g. story telling) and 'Communication and Language' (e.g. circle time).

Children's work and conversations are evidenced on walls and in their Special Books showing their progression and development.

Parents receive a weekly newsletter which indicates some of the areas which have been covered that week.

In KS1, we deliver Religious Education (RE) in line with the Barnet Agreed Syllabus for Religious Education. We use the Kapow Primary Religion and Worldviews Syllabus to inform planning, which follows an enquiry based 'big question' approach. Children begin to develop their awareness of religion and worldviews through learning about a range of religions and worldviews represented in the UK, including Christianity.

Lessons for each year group are planned collaboratively using our Progression of Skills, Learning Sequences and Learning Organisers to ensure that children develop the necessary knowledge and skills needed to deepen their understanding and appreciation of RE. Lessons are designed to be varied, engaging and hands-on, allowing children to learn and record their thoughts, answers and ideas in various ways.

In RE, children will:

- learn through artefacts, sacred texts, stories and from faith leaders and visitors from the local community
- compare religions and world views through discussion
- use their enquiry and critical thinking skills to ask and answer questions about religions, world views and the world around them.

We include the teaching of religious festivals and celebrations when they occur in the annual calendar, to ensure children have meaningful experiences.

We welcome the input from children and their families, as well as members of the wider community e.g. parents and local religious leaders to provide first hand experiences and assemblies, putting the learning into context. For example, parents from our Muslim community sharing their Eid celebration experiences and providing samples of food.

RE is also shared through exciting and engaging class led assemblies, which are planned in line with the annual religious festivals calendar. Collective worship also takes place either in class or whole school assemblies, encouraging reflection.

R.E. Impact

In RE, our children are provided with a range of opportunities and experiences so they develop a broad understanding of the subject. They learn about the beliefs and traditions of different religious communities in particular, we focus on the religions represented in our school community. We provide learning opportunities to encourage curiosity, develop understanding and instil the concept of acceptance needed to thrive in our diverse community. They will be enquiring learners who ask questions and make connections.

We want children to explore their own personal viewpoint as well as having skills to appreciate and respond to open questions.



The impact of the curriculum on our children is based upon 4 main principles:

Creative Learners: *How the children express themselves*

- Build secure vocabulary which allows them to talk confidently and fluently about their learning.
- Talk about what is important to themselves and others, reflecting on their own feelings and experiences and developing a sense of belonging.
- Answer questions about worldviews through an enquiry-based approach including investigating, interpreting, evaluating, applying and expressing.

Ambitious Learners: *How the children demonstrate positive learning behaviours*

- Use their personal experiences to enhance their understanding of other religions by making comparisons.
- Reflect on their learning.

Curious Learners: *What the children learn and how it links to their understanding of their place in the world*

- Ask relevant questions and develop a sense of awe and wonder about the world, using their imaginations.
- Learn about different beliefs in God
- Develop an understanding of different religions and key beliefs in everyday society and use key vocabulary when talking about religious themes.
- Make sense of the world around them, including their place in it.
- Recognise and understand that everyone is different.
- Talk about the similarities and differences between their own and others' beliefs with respect and open mindedness.

Healthy Learners: *How the children ensure they are ready to learn*

- Develop tolerance and respect for those around them.
- Begin to understand the importance and value of religion and belief, especially for other children and their families in today's society.
- Showing respect and kindness to everyone.
- Care for their environment and the wider world.

The impact and measure of this is monitored through formative and summative assessment.

If you were to walk into an R.E. lesson at Brookland Infant and Nursery School you would see and hear:

- Children expressing their views and participating in the discussions whilst being respectful and understanding of those around them.
- Children listening to each other and learning from each other when they talk about their own faith
- Children using specific vocabulary to talk about different religious festivals and beliefs.
- Children who are well behaved and show a positive attitude to their learning; that they are interested and excited to learn.
- A range of opportunities to demonstrate their learning, building on learning from previous lessons and to reinforce their knowledge and ability to recall by revisiting themes in successive years.
- Teachers with good subject knowledge of the content covered in the lesson.