

Stoke Park Infant School - Intent, implementation and impact statement for RE

Intent

At Stoke Park Infant School, our teaching and learning in Religious Education (RE) follows the Living Difference IV Agreed Syllabus for Hampshire, Portsmouth, Southampton and the Isle of Wight and relates to best practice being developed nationally in RE. The Hampshire Agreed Syllabus is required “to reflect the fact that the religious traditions of Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.” Living Difference IV “seeks to introduce children and young people to what a religious way of looking at, and existing in, the world may offer in leading one’s life, individually and collectively.” It states that RE intends to “play an educational part in the lives of children and young people as they come to speak, think and act in the world.” At Key Stage 1 (Year 1 and 2) the children are required to “engage with and study aspects of what it means to live life in the Christian traditions, along with a depth study of a second tradition”. At Stoke Park Infant School, we study both Abrahamic and dharmaic traditions, specifically Christian and Hindu traditions. If there are children from other traditions in the class, the teacher will also aim to include these traditions within the curriculum. All children will learn about and revisit the four GOLDEN THREADS as they progress through the school: **LOVE**, **BELONGING**, **SPECIAL** and **COMMUNITY**. RE at Stoke Park Infant School provides opportunities to promote children’s spiritual, moral, social and cultural (SMSC) development and to promote British Values, particularly the mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith. Developing characteristics of effective learning is a key part of our whole school ethos and values, with our Ranger skills promoted throughout all year groups: **Resilient Ant**, **Adaptable Spider**, **Naturally Curious Bear**, **Giggly Mouse**, **Enthusiastic Otter** and **Resourceful Beaver**. We intend to promote and develop these key learning behaviours through the teaching of RE at Stoke Park Infant School, just as we do through other curriculum subjects.

Implementation

We follow the Hampshire Living Difference IV syllabus for RE, which we adapt and make our own as appropriate, to fit our school and cohorts. Our two key religions studied are Christian traditions and Hindu traditions. The syllabus in its entirety can be found here: <https://documents.hants.gov.uk/childrens-services/HIAS/living-difference-IV-2021.pdf>.

At Stoke Park Infant School, we follow guidance from Living Difference IV that states that the implementation of RE “entails teachers bringing children and young people to first attend to their own experience and that of others, to engage intellectually with material that is new and to discern with others what is valuable with regard to living a religious life or one informed by a non-religious or other perspective.”

The children will be taught through units of learning based on different concepts such as remembering, belonging and celebrating. The themes and concepts within the units covered reflect a progression in difficulty and complexity from Year R-2. The four GOLDEN THREADS of **LOVE**, **BELONGING**, **SPECIAL** and **COMMUNITY**, are covered from Year R-2. The children are taught first how to attend to their experience of particular concepts, before enquiring into related religious as well as non-religious ways of living, represented in Great Britain and beyond.

In Year R, RE will be delivered as part of the statutory framework for the Early Years Foundation Stage (EYFS): https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf. Children will focus on ‘Understanding the World’, learning about ‘People, Culture and Communities’. By the end of Year R children at the expected level of development will: “know some similarities between different religious and cultural communities, in this country, drawing on their experiences and what has been read in class.” This will be achieved through following the Living Difference IV syllabus. Teaching and learning experiences in EYFS will capitalise upon opportunities for each child to develop characteristics of effective learning.

In Year R, the children will be taught using the following units of learning and concepts: Belonging (Christian traditions), Celebrating: Diwali and Jesus’ birthday (Hindu and Christian traditions), Special people (Christian traditions), Celebrating new life at Easter (Christian traditions), Special food (Hindu traditions), Water - Precious (Hindu traditions).

In Year 1, the children will be taught using the following units of learning and concepts: Harvest - Celebration (Christian traditions), Candlelight at Diwali and Advent - Candlelight as a Symbol (Hindu and Christian traditions), Jesus as a Storyteller - Learning through stories (Christian traditions), Easter - Sadness to happiness (Christian traditions), Special Clothes - Special (Hindu traditions), Special Places - Specialness (Hindu traditions + also visit a church).

In Year 2, the following units of learning and concepts will be taught: Janmashtami - Remembering (Hindu traditions), Angels at Christmas (Christian traditions), Holi - Celebrating (Hindu traditions), Easter - Belief (Christian traditions), Authority - Key events in Jesus' life (Christian traditions), Community – generosity (Hindu traditions).

The RE curriculum will be delivered through regular taught lessons and class discussions, with the children enabled to respond in a variety of ways such as through role-play scenarios, art or dance. At Stoke Park Infant School we promote opportunities for using the P4C (Philosophy for Children) approach to learning across the curriculum. RE subject matter gives particular opportunities for the use of P4C and promoting deeper thinking. We follow the Living Difference IV approach to teaching RE, which “has three important moments: the experiential moment, the intellectual moment and the moment of discernment.” We start with the real and concrete, focussing on children's experiences. We then introduce and teach new vocabulary and concepts relating to religious traditions, in order to deepen and broaden children's understanding and knowledge. Finally, we support the children to find meaning and value in this, and “to discern how all this might matter in their own lives”. Within each unit, this is achieved by working through the **RE Cycle of Enquiry**, where children use the following sequence of skills: **Communicate, Apply, Inquire, Contextualise and Evaluate**. In the EYFS and Key Stage 1, greater time is given to the Communicate and Apply steps of the enquiry process where the children are generally still working with ideas that are familiar to them. They think about their experience of a concept, before exploring their responses in relation to others' experience. They then become more aware of others' responses and might give examples from their own experience of the concept in different situations.

At Stoke Park Infant School, we have a strong link with one of the local churches, St Mary's C of E church in Bishopstoke. Reverent Wise and members of local churches visit the school each week for 'Open the Book' assemblies, teaching about the Bible. Key Stage 1 classes also make visits to the church, for example for Christingle and when learning about 'Special Places'. We also have a variety of other opportunities for first-hand experiences, exploring relevant resources and artefacts, making cross-curricular links and using visits/visitors to enhance and deepen the children's learning and engagement in RE. Teaching and learning activities include opportunities for children to express their thoughts, feelings and responses through, for example: art, role-play/drama, music, dance, writing, use of food or cooking, computing. Children take part in daily Collective Worship times as part of our school and class assemblies.

Impact

At Stoke Park Infant School, our children will demonstrate an eagerness to 'be the best we can be', and will strive to show 'respectful behaviour at all times'. Children will speak and act kindly towards others; there will be an ethos of respect for others within the school. Children will be building an understanding of other cultures and beliefs. They will show a mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith. Children and adults in the school will challenge stereotypes and welcome diversity. Our RE curriculum “contributes to promoting a positive and inclusive school ethos and champions democratic values and human rights.” (DCSF)

Children will show an enthusiastic, interested approach to RE lessons and will be eager to communicate and apply their thoughts and ideas about different RE concepts, confidently relating this to their experiences. They will be curious to inquire and ask questions to deepen their thinking. They will demonstrate an acquisition of key knowledge and vocabulary based on the taught RE, reflecting progression across the school. By the end of Key Stage 1, they will show a strong ability to contextualise their thinking in relation to the two key religions studied at Stoke Park Infant School, Christian traditions and Hindu traditions. They will be able to evaluate their understanding of different concepts, explaining why they might be important to themselves or to someone who is a Christian or Hindu.

At Stoke Park Infant School, we monitor children's attainment in RE every half term, across each year group, and we use the Living Difference IV Agreed Syllabus end-of-year expectations to assess children's learning and to ensure that progress is made. Evidence of children's learning and progress is captured in a variety of ways, for example through speaking and listening, drama, art, dialogue and discussion, as well as through different written activities. RE floorbooks and Dojo posts for each year group will reflect the RE journey and progression in subject-specific vocabulary use across the school. Planning and teaching is monitored throughout the year by the subject manager to ensure consistency of approach, coverage of the curriculum and sharing of best practice.