



Religious Education Statement

RE

At Raunds Park Infant School, we aim to ensure that all pupils reach their full potential, have respect for each other and care for the environment at school and in the world around them. RE has an important role to play in promoting this by providing a caring environment where children feel secure and able to express their views and beliefs. They are encouraged to value their own opinions, whilst developing respect and sensitivity for the views of others. Pupils will be encouraged to ask questions, to respond to different ideas and reflect and make links between beliefs and their own lives. Pupils are encouraged to understand the importance of the role that everyone must play in the life of the school and of the wider community.

We use Discovery RE scheme of work, which enables us to implement the agreed Syllabus for Religious Education (SACRE) produced by The Educational Framework for Religious Education in Northamptonshire.

Intent

At Raunds Park Infant School, we have designed our RE curriculum with the intent that our children will become resilient, attentive and inquisitive learners. We believe that a high-quality religious education will help pupils' gain a coherent knowledge and understanding, where they can articulate clearly and confidently their personal beliefs, ideas, values and experiences.

Discovery RE adopts an enquiry-based approach to teaching and learning. Religious Education is a key player in engendering knowledge and understanding however, does not teach children to passively accept, but rather encourages evaluation and critical thinking, equipping them to consider beliefs and positions they encounter.

Progression is evident through building upon the pupil's prior knowledge, allowing them to follow the steps of engaging and investigating the different religions, leading to the process of evaluating and expressing to ensure understanding and progress is made. This should inspire and build each child's 'religious literacy', helping them to understand the nature and diversity of religion and belief in the world in which they live and the relationships between different groups of society. RE offers distinctive opportunities to promote pupils' spiritual, moral, social and cultural development allowing time for reflection, discussion, dialogue and debate.

Aims of the RE Curriculum

Early Years

Discovery RE allows the children, through a variety of different themes, to have the opportunity to explore and compare other major world religions in order to extend their knowledge and understanding. These units support opportunities within the church

calendar, with learning focusing on Christmas, Easter and new beginnings. Each half-term theme follows the progression of 'interest me', 'help me learn' and 'let's think'.




Key Stage One

The aims for Key Stage One pupils:

- Learn about the place of religion and belief in their local community – recognising diversity and the influence of those religions and world views, and exploring questions about the meaning, purpose and value of life.
- Learn about key features of Christianity (selected from key beliefs, teaching and values behind celebrations and commemorations, patterns of worship, places of worship, and stories) exploring their significance for Christians.
- Learn about key features of at least one other religion or non-

religious world view (selected from key beliefs and, in the case of religion, teaching and values behind celebrations and commemorations, patterns of worship, places of worship, and stories) exploring their significance for followers of that religion or world view.

Curriculum Overview

Overview Years F1/2 to Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 F1/2	Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism	Theme: Christmas Concept: Incarnation Key Question: What is Christmas? Religion: Christianity	Theme: Celebrations Key Question: How do people celebrate? Religions: Hinduism	Theme: Easter Concept: Salvation Key Question: What is Easter? Religion: Christianity	Theme: Stories Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism	Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism
 1	Theme: Creation Story Concept: God/Creation Key Question: Does God want Christians to look after the world? Religion: Christianity	Theme: Christmas Concept: Incarnation Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Religion: Christianity	Theme: Jesus as a friend Concept: Incarnation Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity	Theme: Easter - Palm Sunday Concept: Salvation Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity	Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism	Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism
There is an additional optional Judaism enquiry at the end of the Year 1 section: Does celebrating Chanukah make Jewish children feel closer to God?						
 2	Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time? Religion: Christianity	Theme: Christmas - Jesus as gift from God Concept: Incarnation Key Question: Why do Christians believe God gave Jesus to the world? Religion: Christianity	Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism Theme: Prayer at home Key Question: Does praying at regular intervals help a Muslim in his/her everyday life? Religion: Islam	Theme: Easter - Resurrection Concept: Salvation Key Question: How important is it to Christians that Jesus came back to life after His crucifixion? Religion: Christianity	Theme: The Covenant Key Question: How special is the relationship Jews have with God? Religion: Judaism Theme: Community and Belonging Key Question: Does going to a Mosque give Muslims a sense of belonging? Religion: Islam	Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim? Religion: Islam

Implementation

At Raunds Park Infant School, Religious Education will be taught with passion, tolerance and respect. The teachers will use their subject knowledge to teach about the religions of the world with impartiality as well as to inspire a deeper interest and curiosity in the children, about the world around them.

Lessons will include discussions, with the children feeling able to share their own insights and ideas. Children will be able to talk about what they have learnt so far with confidence using the appropriate vocabulary and show a respect for beliefs that may differ from their own.

The Subject Lead will support staff by sharing useful resources and documentation that know how to enhance the experiences the children receive in RE lessons. They will provide links to opportunities for improving subject knowledge and other training, as well as developing links with the religious community that know how to be incorporated into lessons. This will give the children the chance to experience diversity in the community and witness faith in practice.

Knowledge

At Raunds Park Infant School, RE is taught across each year group in half termly modules that enable pupils to study in depth key understanding, skills and vocabulary. Each module aims to activate and build upon prior learning, including EYFS, to ensure better cognition and retention. Each module is carefully sequenced to enable pupils to purposefully layer learning from previous sessions to facilitate the acquisition and retention of key knowledge. Each module is revisited either later in the year or in the following year to ensure pupils retain key knowledge and information.

Planning

All modules have a sequenced overview outlining recommended number of sessions, key concepts, knowledge and vocabulary to be taught. Teachers use this overview to plan individual sessions which are based on the Discovery RE plans.

Impact

Our curriculum ensures that all our children become engaged, active and responsible citizens who recognise and value their contribution to society. They gain a perspective of themselves as both local and global citizens. Through our curriculum we believe we

are preparing our children for the next stage in their education as well as preparing them ultimately for the adult world.

Our Vision is that children at Raunds Park Infant School will:

- Have a knowledge of the beliefs of the main world religions.
- Use appropriate vocabulary relating to different religions and faiths.
- Demonstrate tolerance.
- The children will be prepared for life in the 21st Century.
- Be able to recognise similarities and differences between the main religions of the world.

What is Discovery RE?

Discovery RE promotes this enquiry approach because it had become evident from teachers and children's work across hundreds of schools in England, that this motivates in-depth exploration of RE content/subject knowledge in order to answer the big enquiry question. Knowledge is no longer an end in itself, it is now important as the means with which to explore potential answers to the big questions posed in each Discovery RE enquiry e.g.

Is it true Jesus came back to life again?

Does joining a Khalsa make a person a better Sikh? Does belief in Akhirah (life after death) help Muslims lead good lives?

" Pupils say they enjoy discussing 'Big Questions' such as 'Is the Christmas story true?' and 'Is it good to fast on special occasions?' and 'Is Christianity still a strong religion 2000 years after Jesus was on earth?'" (SIAMS Report)

The four steps are:

- Step 1: Engagement: the children's own human experience is explored to act as bridge from their world (which may or may not include religion) into the world of the religion being studied.
- Step 2: Investigation: over approximately 3 lessons the teacher will guide the children to explore and investigate appropriate subject knowledge relevant to that question of enquiry.
- Step 3: Evaluation: An assessment activity enables each child to show their thinking and the depth of critical evaluation.
- Step 4: Expression: This refers the children back to the starting point of their own experience and allows them to reflect on whether their findings have influenced their own thinking

Follow the link for a Parent guide to Discovery RE:

[Discovery-RE-for-parents.pdf \(discoveryschemeofwork.com\)](#)