

## Wallace Fields Infant School & Nursery

### *Subject Story for Religious Education*



#### **Intent:**

At Wallace Fields Infant School & Nursery, our vision is to provide children with a range of opportunities and experiences in Religious Education (RE) so they develop a broad understanding of the subject. We follow the Surrey Agreed Syllabus for RE in Surrey Schools. The curriculum intends to encourage all children (through studying Christianity, Judaism, Islam and incorporating appropriate elements of non-religious worldviews. This is to encourage the children) to explore their own and others' questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. At Wallace Fields we feel the best way to do this is to enrich learning by children having first hand experiences through trips, visits, assemblies and workshops. These practical, hands on experiences encourage curiosity, develop understanding and instil the tolerance needed to thrive in our diverse community. These approaches help to promote *British Values* and *Spiritual, Moral, Social and Cultural* (SMSC) development. They also support all children to develop their spiritual, moral, social and cultural development by reflecting on their own beliefs and values whilst respecting the rights of others to differ. We have also recently embedded the three Golden Threads into our revised syllabus, God, relating to theological approaches, Identity, relating to more philosophical approaches and Community, sociological approaches. These Golden Threads are threaded throughout the units of work at Wallace Fields Infant School & Nursery as part of the syllabus progression model to help develop the children's knowledge, understanding and skills.

*The Surrey agreed syllabus for Religious Education aims that all children:*

- *Demonstrate an appreciation of the nature of religion and belief and the important contribution of religion and belief, spiritual insights and values to the individual's search for meaning in life, whilst acknowledging that this may also come from a non-religious perspective.*
- *Recognise that someone's worldview, including their own, can be influenced by many factors and is an intrinsic part of how they view the world.*
- *Develop knowledge and understanding of Christianity, and of the other principal religions and beliefs represented in Great Britain, both through their history, contemporary diverse expressions and encountering people's lived experience.*
- *Develop interest in and enthusiasm for the study of religion & beliefs and enhance their own spiritual, moral, social and cultural development.*
- *Develop the ability to make reasoned, informed and creative responses to religious and moral issues.*
- *Recognise the influence of beliefs, values and traditions on the individual, on culture and on communities throughout the world.*

#### **Implementation:**

Lessons for each year group are planned collaboratively using our Progression Overviews to ensure that children develop the necessary skills needed to deepen their understanding and knowledge in RE. In **Reception and Nursery**, teachers also use the area in development matters titled, 'Understanding The World' to teach a broad and rich RE curriculum.

Where appropriate, RE is also taught when religious festivals and celebrations occur in the annual calendar, to ensure children have meaningful experiences. Working in this way allows the school to invite local communities in to deliver workshops and assemblies, putting the learning into context. Throughout the year, parents volunteer to come in and speak to the children about a religious celebration that they celebrate, which exposes some children to new traditions and enhances their knowledge

In Key Stage 1, RE is taught as a whole class 'teach' session each week as either a 'teach' or a 'recall'. Children have opportunities to show their RE knowledge whilst working independently. In Early Years, RE is explored through 'Discovery Time' where the children will independently access the activity. RE is also taught through carpet sessions and exciting and engaging assemblies, which are planned in line with the annual religious festivals calendar.

Our RE curriculum follows a clear and consistent sequence from EYFS to the end of Key Stage 1 ensuring that children gain a rich and wide range of skills and knowledge that they have effectively built upon each year.

Learning objectives and success criteria are taken from the 'Agreed Surrey Syllabus' to ensure teachers can assess children's learning and understanding. At Wallace Fields we ensure lessons are varied both in presentation and outcome to allow students to fully engage with the subject. We also ensure that our RE lessons use a range of different artefacts, as well as using books, pictorial resources and videos to bring to life the religion that the children are focusing on.

A knowledge organiser accompanies each unit and makes the expectation of what must be known by every child clear. These help teachers to guide their planning and ensure lessons are progressive, sequential and vocabulary rich.

### **Progression across year groups:**

- **In EYFS**, RE is explored through 'Understanding the World'. Children explore what makes them special and unique and begin to talk about where they belong e.g. family, clubs, etc. Children talk about different communities that others may belong to, learning about key events that may take place.
- **In Year 1**, children explore different religious festivals including why they are celebrated and important. Children begin to explore Christianity, Islam and Judaism. They are able to explain how each festival is celebrated, identifying the key components to each festival. In addition, the children talk about their own lives e.g. any family traditions they may have and say why they are important to them.
- **In Year 2**, children continue to deepen their knowledge around key religious festivals in today's society. Children build upon their knowledge of Christianity, Judaism and Islam and begin to explore these religious festivals in greater detail. Children can recall the key aspects of each festival and look at comparing the similarities and differences between them. Children are able to give their own opinions, whilst being respectful of others' beliefs.

### **Impact:**

- ✓ Children develop an understanding of different religions and key beliefs in everyday society. Children use key vocabulary when talking about each religious festival.
- ✓ Children are able to make sense of the world around them, including their place in it.
- ✓ Children develop tolerance and respect for those around them.
- ✓ We will be able to see that the children know more and remember in more in RE, through evidence in their learning journals and pupil voice. We will also see they are able to recall prior learning and apply it. Children will then start their next year of learning with the necessary skills and knowledge to build upon.

### **If you were to walk into a RE lesson at WFIS & Nursery you would see:**

- ✓ Children expressing their own views, whilst being respectful and understanding of those around them.
- ✓ Children using specific vocabulary to talk about different religious festivals and beliefs.
- ✓ Children being reflective when looking at other religions in today's society.

## British Values and Spiritual, Moral, Social and Cultural Learning in RE:

**British Values in RE:** RE lessons reinforce messages of tolerance and respect for others. Children have the opportunity to visit places of worship that are important to different faiths. Children also have visits from people of other faiths come to talk to them. In addition to this, we actively promote diversity through celebrations of different faiths and cultures.

**Social:** Children will learn to discuss their views with others and show appreciation and tolerance of other viewpoints, whether they are similar or different to their own. This will support their social development for the present and the future.

**Moral:** Children will learn to be tolerant and understanding members of both the school and local community through the opportunities we provided them in RE lessons and workshops.

**Spiritual:** Children will be learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices. Children also have the opportunities to consider how beliefs and concepts in religion may be expressed through the creative and expressive arts such as drama and dance.

**Cultural:** Children will learn to be open and respecting through encountering people, literature, the creative and expressive arts and resources from differing cultures.

### Pupil Voice:

**Nursery:** "I go to nursery every day and go to ballet on a Wednesday."

**Reception:** "People believe in different religions, I go to Church with my friend every Sunday."

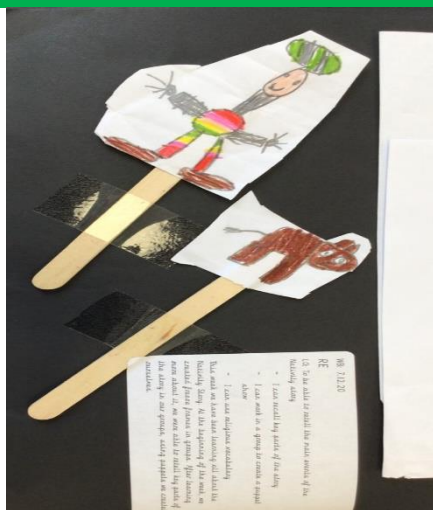
**Year 1:** "Shabbat is a special day for Jewish people."

**Year 2:** "Allah is the name Muslims use for God."

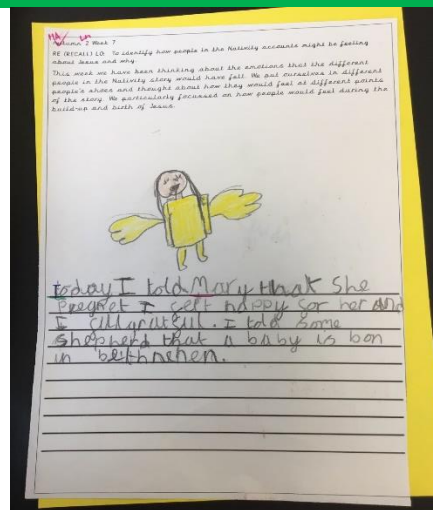
### Outstanding Learning Outcomes:



Reception – Making a paper lantern for Diwali. I can talk about different religions and cultures.



Year 1 – Re-telling the 'Nativity' story using props to help.



Year 2 – Identifying how people in the Nativity story might be feeling about Jesus.

### Successes in 2024-25:

- ☺ Teachers have received training on implementing the golden threads and have been encouraged to use artefacts in lessons. This is evident through lesson observations and book looks. The use of artefacts, sources, and the golden threads has supported and broadened children's understanding and knowledge of different religions.

## Priorities for 2025-26:

- ⇒ To further enhance local links, children will visit a variety of places of worship to broaden their knowledge and understanding of different religions.