



Religious Education



INTENT

At Frogmore Infant School, we aim for all children to acquire and develop knowledge and understanding of Christianity and other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and our behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development. We also teach the children about non-religious believers alongside religion to ensure that the children develop respect and understanding for everyone in our community and world.

IMPLEMENTATION

Lesson design

Our RE curriculum is planned so that during explanations, teachers regularly connect new learning to what children have already learned. We ensure children have a secure knowledge of what has been taught before moving on to more content. We plan to anticipate misconceptions but also check for misconceptions during lessons and address these as they arise. Key vocabulary is sequenced and planned over time.

EYFS

We ensure that our YR curriculum is specific about the knowledge that children learn in YR about the understanding of the world. The knowledge connects with what our children go on to learning in Year 1. Children engage with what it means to live life in the Christian and Hindu traditions.

Progression

We follow Living Difference IV, the agreed syllabus for Hampshire schools. Children engage with and study aspects of what it means to live life in the Christian and Hindu traditions. Learning is carefully sequenced so that knowledge, skills and understanding build on previous learning. We develop children's understanding around key concepts common to all people and in Year 2 children begin to explore concepts that are shared across many faiths. Our progression of skills and knowledge details the knowledge required. Prior learning is referenced at the start of new units and key knowledge is woven over time so that learning can be revisited and links made to prior learning.

Ordinarily available provision

- Using concrete starting points for abstract ideas so that learning is grounded in something children can see or experiences e.g. stories, pictures, personal experiences
- Teaching vocabulary explicitly
- Scaffolding talk through e.g. structured prompts
- Giving time to think and allowing difference ways to respond e.g. drawing, role play
- Extending thinking through questioning

Parents/carers right of withdrawal

We inform parents of the right of withdrawal from RE.

SEND

Cycle of enquiry

Communicate: introduce concept and share their experiences

Apply: become aware of the experiences of others

Inquire: engage with religious traditions and practices

Contextualise: provision of real life contexts

Evaluate: discern value for those in the community studied as well as for themselves

EEF 5-a-day approach in RE



Explicit instruction

Clear and succinct explanations
Dual coding of key vocabulary and links to known concepts/knowledge
Visual representations
Active learning through use of resources, visits, visitors



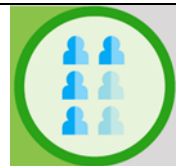
Cognitive and metacognitive strategies

Chunked tasks- break down into small steps
Retrieval tasks and recall of knowledge and vocabulary
Use of class learning journey to visually track learning



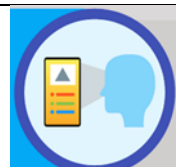
Scaffolding

Use of structured verbal sentence stems
Use of visual and tactile scaffolds
Skills in clear steps for each sequence of learning
Use of verbal scaffolds/teacher modelling to reteach and remind



Flexible grouping

Groupings where children can discuss, share ideas and reflect together



Using technology

Use of digital resources to support learning

IMPACT

The impact of our RE curriculum is that children at Frogmore Infants School are equipped with the necessary attitudes, skills and knowledge that will enable them to be ready for the learning required at KS2 and beyond.

We shape our RE curriculum to be fully inclusive to every child and ensure that children's ability to show what they have learnt and understood is not limited by their writing skills.

Happy learners, great achievers