

Coalway Community Infant School

Religious Education and World Views Intent



Whole school Vision:

School Vision

- We will nurture our children to become happy, independent, confident and valued individuals who will be able to make healthy, happy relationships with a range of people. They will develop positive personal traits, values and attitudes, which will prepare them for later life experiences.
- We will ensure all of our children experience a broad, rich curriculum, tailored to the unique needs of each individual child.

Our children will have developed knowledge, understanding and skills across the curriculum by the time they leave us, ensuring that they have the skills necessary for their future success.

We will focus in particular on supporting the development of our children's early communication and language skills, early reading and early mathematics skills, to accelerate their progress and prepare them for the next stage of their education.

- We will enable our children to believe in themselves and be aspirational, to achieve the highest possible standards and be successful.
- We will help our children develop a love of and enthusiasm for learning, where they are proud of themselves and celebrate everyone's achievement.
- We will care for and support everyone within our 'Coalway family', establish good communication and relationships, and work together to provide the best outcomes for all of our children. We will continue to develop the children's understanding of their belonging within the community and the wider world and strive to develop strong successful partnerships beyond the school.
- We will ensure that all children try new things, perform in a show, learn outdoors, including within our beautiful Forest of Dean setting, have experiences within the local community, visit new places and have the opportunity to learn to swim.

Our children will leave Coalway Infants with positive, happy memories, having had a wealth of experiences and a range of academic, creative, sporting, cultural and spiritual opportunities.

RE Vision

In RE we will provide opportunities that encourage a love of learning and enthusiasm for the subject. Skills and knowledge have been considered and planned, making links with previous learning that is age related.

How is Religious Education taught?

EYFS- People, culture and communities is one of the ELGs in the EYFS (2021). This aspect of the EYFS framework focusses on children being able to 'Know some similarities and differences between different religious and cultural communities in this country'. In order to achieve this goal children are taught Religious Education as a weekly lesson. However, at any time during their teaching, EYs children may be interested in or learn about other religions and cultures through learning opportunities that are presented to them.

KS1 - Children are taught through a weekly lesson. This follows our one-year curriculum. This ensures that the Gloucestershire syllabus for RE is followed and that the amount of time allocated to RE matches the time requirement. Long term planning ensures progression of core concepts in Christianity that are revisited as per the recommendations in Understanding Christianity. These Christian units of work follow the Christian calendar. Units of work that focus on other faiths are covered throughout the year with a focus on one or two different religions across the year. Thematic units of work usually appear at the end of the academic year to allow children to apply the knowledge of different religions studied that year to the thematic key question at the end of the

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year.

In addition to RE lessons, children learn about Christianity and other faiths through class or whole school assembly. They also learn incidentally through different situations that may arise within a school day (behaviour and friendship questions, local and national news headlines etc.).

Teachers plan sessions from our school curriculum which follows the Gloucestershire Syllabus for RE. We supplement this using 'Understanding Christianity' for Christian units of work. Lessons are not adapted for SEND pupils but teachers are mindful of groups or individuals that may need particular consideration when covering certain subject material. It is important that in RE, we assess children's ability to engage with the three strands and discuss this- rather than their writing ability.

Each unit of RE is based upon a key question that is referred to throughout the unit. Children aim to be able to answer this question through enquiry, led by carefully planned lessons. Each lesson may also focus on one question that builds upon the prior lesson and in turn answers the key question. As much as possible, children are involved in experiences which enable them to engage more effectively with the learning in RE. This may be a visit to a place of worship, a speaker, video clip or a hands-on experience in the classroom.

Golden thread

- Assembly visitors
- Visits to places of worship (in person or virtual)
- Religious stories to develop early communication, language and reading skills
- In class discussions that develop children's tolerance and empathy towards others supporting their ability to make positive relationships

Why RE is taught in this way?

EYFS - Activities that are planned and provided for the children align with the Y1/2 curriculum but are planned from the foundation stage units of work. Continuous provision enables them to rehearse skills taught during RE lessons.

KS1- Teaching discrete weekly sessions of RE along with planned coverage of values during assembly and responses to the issues raised means that there is breadth of coverage of the curriculum. Visits are organised to further develop children's experiences and support their understanding in RE. The use of books, video clips and photos help children to discuss their learning in RE.

How does Religious Education meet our curriculum intent?

In the RE curriculum we aim for children to leave us with a good breadth of knowledge of a range of religious beliefs and non-religious world view points; allowing them to value all other beings and show respect to all other people, of similar or differing views. The RE curriculum ensures that children are equipped with knowledge, understanding and skills needed to handle questions raised by religion and differing world views, reflecting on their own ideas and ways of living.

Aspects of the curriculum that are more challenging and require our children to think about the big questions in life, prepare them for their future and allows them to begin to determine their own beliefs. During RE teaching, children are reminded that their own opinions are valued and that they are able to make up their own minds about their beliefs. This allows children to value themselves as well as showing respecting and valuing others that they meet in life.

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In RE we often focus on discussion rather than the written outcome, these discussions are an important way for children to learn to take turns and value each other's' opinions even when these are not necessarily the same as our own. Our RE curriculum is enriched through experiences such as visits to places of worship, video clips, role play and books/ artefacts.

Subject leader drivers 2023-2024

- Review and update the RE curriculum LTP
- Attend the RE Conference and any other CPD opportunities
- Create and monitor RE assessments
- Audit and purchase resources that match the curriculum