

# What makes me appreciate religions around the world?



**Learning Together, Success Forever**

# Why is religious education important at our school?

## (Vision Statement)

### Intent

At Manor Park Infant and Nursery School, we want our children to learn and gain knowledge about what Christians believe as well as gaining a sense of right and wrong and to establish a strong moral compass. Additionally, we aim to teach children about many other religions and cultures, and how to be respectful and accepting of others' views, and prepare them for life in a diverse Britain. Religious teachings are embedded throughout our school values, which is reflected through what we say and what we instill in the children's learning. RE allows children to ask deep and meaningful questions about their own faith and beliefs, and the beliefs and faith of others.

At Manor Park we aim to increase the children's learning and understanding of the main world religions while providing them with the chance to reflect and grow in their own spiritual knowledge and understanding. We use the three-fold aims of RE in the RE for All Nottinghamshire syllabus to ensure that our children know about and understand a range of religious and worldviews so they can express ideas and insights of their own into significant questions which religions address, gaining and deploying the skills needed to study religion.

### **EYFS RE for All:**

Understanding the world:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

**The RE curriculum framework document does state the ways a well-designed syllabus will benefit children, help them to grow and understand their world:**

- Pupils should develop understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age.
- RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.
- Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values.
- The study of religion should be based on the legal requirements and provide an appropriate balance between and within Christianity, other principal religions, and, where appropriate other religious traditions and world views, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions.

### Implementation

At Manor Park, RE is planned and taught in line with the new Notts Agreed Syllabus 2021-2026 with 5 topics for each year group in KS1 and 6 questions to explore in the Foundation Stage. Children are taught to value and respect one another which is interwoven within the Manor Park values.

RE is taught for 50 minutes per week in both EYFS and Key Stage 1. Lessons are creatively taught so that all children can engage in the learning. At Manor Park, we ensure that RE is taught in an open and unbiased way and to instill respect for different view, faiths and opinions. We also integrate British Values through our RE learning as suggested in the Nottinghamshire RE syllabus this gives children the opportunity to learn and to think for themselves about British values. RE lessons often involve discussion, visits and visitors from our local community. We regularly have the local clergy from St Wilfrid's, Calverton come to lead RE assemblies to both EYFS and Keys stage 1.

### **Impact**

The impact of our high-quality planned curriculum based on the Nottinghamshire RE for All Syllabus will develop children who are confident at sharing their knowledge and understanding, and expressing their thoughts and feelings linked to their RE learning.

We measure how well we are doing by:

- Assessing our children's outcomes against the ELGs for EYFS at the end of each unit and the learning outcomes at the end of each unit for Key stage for Y1 and Y2.
- Monitoring the work children do and their response and attitudes to learning.
- Speaking with children so that they can demonstrate their developing skills and knowledge and show what they know, can do and to check they remember more than they did before.

## Religious Education: Unit by Unit

At Manor Park Infant and Nursery School we follow the Nottinghamshire RE for All Syllabus. The following overviews describe the units we teach and the sequence.

### Reception

Recommend questions for EYFS each half term.

F1 Which stories are special and why?

F2 Which people are special and why?

F3 What places are special and why?

F4 What times are special and why?





F5 Belonging: who are we and how do we belong?

F6 Our wonderful world: how can we care for living things and the earth?

### Key Stage 1

<b>Know about and understand religions and worldviews</b>	<b>Express ideas and insights into religions and worldviews</b>	<b>Gain and deploy the skills for learning from religions and worldviews</b>
A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	B1. Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.	C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	C2. Find out about and respond with ideas to examples of co-operation between people who are different.
A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	B3. Notice and respond sensitively to some similarities between different religions and worldviews.	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

## Year 1

<p>Myself and caring for others. How do we show we care for others? Why does it matter?</p> 	<p>Celebrations and Festivals Who celebrates what and why?</p>  <p>Diwali, Hanukkah and Christmas</p>	<p>Belief and teachings – Stories of Jesus What can we learn from them? How do religious stories make a difference to people's lives?</p>  <p>Chinese New Year</p>	<p>Celebrations and Festivals Who celebrates what and why?</p>  <p>Eid and Easter</p>	<p>Symbols in religious worship and practice. In what ways are churches and synagogues important to believers.</p> <div> <p>Churches</p>  </div> <div> <p>Synagogues</p>  </div>
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## Year 2

<p>Belonging: What is it like to belong to a Christian religion in Nottingham?</p> 	<p>Celebrations and Festivals Who celebrates what and why?</p>  <p>Diwali, Hanukkah and Christmas</p>	<p>What do Jewish people believe about God, creation, humanity and the natural world?</p>  <p>Chinese New Year</p>	<p>Jewish and Christian stories Celebrations and Festivals Who celebrates what and why?</p>   <p>Eid and Easter</p>	<p>What makes some people inspiring to others?</p> <p>Pentecost</p> <div> <p>Inspiring leaders</p>  </div> <div> <p>Present day inspiring leaders</p>  </div>
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### **Non-Negotiables**

In order to deliver the aims and expected standards of the syllabus a minimum of 5% curriculum time is strongly recommended. In practice, this means that the following is allocated to the teaching of RE: Reception and Key Stage 1: 36 hours of tuition per year. (equivalent to 50 min a week).

(Agreed Syllabus p. 14)

### **Religions and Beliefs to be Studied – minimum requirements**

4-5s Reception: Developing a growing sense of child's awareness of self, their community and place within this, children will encounter Christianity and other faiths found in the classroom, simply.

5-7s KS1: A minimum of 2 religions are to be studied – Christianity and the recommended Judaism.

### **Request for children to be withdrawn**

It is recognised that parents have the right to request that their children be withdrawn from Religious Education lessons – in its entirety or in part. To make such a request, a formal letter to the head teacher is requested.

The right of any member of staff to withdraw from the teaching of RE is recognised and respected.

## How will we know the children are learning well in RE?

How well do children learn in RE?	Evidence
<b>Pupils can use the knowledge and vocabulary they have learnt to verbally articulate their understanding. They show that they can retain facts.</b>	Child-led Book Looks Pupil voice
<b>Pupils show a natural curiosity for religion.</b>	Pupil voice Classroom visits
<b>Use of progression documents allows pupils skills to develop through year groups</b>	Work scrutiny Pupil voice
<b>Pupils will be able to talk about similar and different views on religion.</b>	Pupil voice Classroom visits



