



School Vision:

Children leave Eastbury Farm having been inspired to become confident and successful learners, ready to explore their future as resilient and responsible individuals.

Religious Education Vision:

Children leave us as curious and independent thinkers who can share their knowledge about different religions and their understanding of different worldviews. Children can recognise and express their own values and beliefs and are able to consider the effects religions have on people's lives. They have the confidence to develop their sense of identity and belonging, which enables them to flourish within their communities and as citizens in a diverse society.

Intent:

Throughout our Religious Education curriculum, we aim to promote respect, open-mindedness and tolerance towards others with different faiths and beliefs and encourage pupils to develop their sense of identity through self-awareness and reflection. We want children to acquire and develop knowledge and understanding of world religions in their local community and in the wider global community which will enable children to discover a view of the world that they can apply to their own experiences. Children will be able to appreciate and consider the way that religious and non-religious beliefs shape lives and develop the ability to make reasoned and informed judgements about religious and moral issues. Religious Education promotes the spiritual, moral social and cultural development of our children and it enables the children to develop their understanding how other people choose to live and to understand why they choose to live in that way. We intend to equip children with skills that will enable them to enquire, reflect, research and work collaboratively to develop their knowledge and provide opportunities for reflection when learning about beliefs and teachings; religious practices and lifestyles; ways of expressing meaning, human identity, personality and experience; questions of meaning and purpose and values and commitments when studying different world religions. Children will be provided with opportunities to question, debate, compare and critically assess how to challenge thought provoking questions about the meaning and purpose of life. The topics taught from the Hertfordshire Agreed Syllabus of Religious Education 2017-22 will deepen the children's knowledge and understanding of the traditions associated with world religions and their significance.

We want our children to develop a mastery of the following **skills**:

- Use religious vocabulary and definitions in the correct context
- **Enquire**: children will be able to enquire, question and explore what the concept means and put it into a real life context.
- **Apply**: children will be able to apply the general concept to their own lives and experiences.
- **Communicate**: children will be able to discuss their personal views, opinions and feelings about the concept. They will be able to explore their own responses in relation to others' experiences.

Implementation:

How do we help children build religious knowledge and skills into their long-term memory? What is our teaching approach to delivering Religious Education?

Throughout their time with us, the children will build upon and develop their knowledge and skills in Religious Education progressively through participating in the learning of a variety of different topics. Adults delivering the topics are encouraged to consider opportunities to invite faith leaders and possibly other members of staff who have had experiences within a topic, for example, attend a place of worship, have participated in a religious ceremony, to share their own experiences with the children. Children may also wish to share their own personal experiences with their peers or with children in other year groups, relating to a topic being studied or the celebration of a festival. Educational trips can be arranged to enable the children to visit places of worship and to meet with faith leaders to further develop their understanding and knowledge. Children can be provided with opportunities to explore and hold artefacts with respect and ask questions about the significance and importance of a specific object for a group of religious people. These experiences will enable the children to consolidate their learning in Religious Education and to have enjoyable learning experiences and memories with visitors and members of the school community who are happy and confident to share their own life experiences with the children of Eastbury Farm regarding their religious beliefs.

Our Teaching/Learning Sequence:

Inspire

- Immerse the children in the Religious Education topic by including wow moments - use religious artefacts to encourage the children to be excited to discover more about the topic, arrange educational trips to places of worship and invite faith speakers into school to make the learning more relevant and meaningful for the children
- Find out what the children already know about the Religious Education topic and how this links to what have they learnt in previous topics. Expand upon the significance and the definition of topic related vocabulary and what it means for people who have faith
- Encourage the children to be curious and want to question and find out new information. Children are given opportunities to discuss their own identity and how they belong to different groups - their own family, the school community
- Link to children's own understanding of a world religion and experience of celebrating a festival or religious ceremony

Enquiry



Impact:

Children will have explored, questioned and gained an understanding of different world religions and will have learnt about why people choose to or choose not to follow a religion.

Children have been able to make links between their own lives and those of others in their community and in the wider world. They have developed an understanding of other people's cultures and ways of life and how they worship.

Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements from the Hertfordshire Agreed Syllabus of Religious Education 2023-2028 but to

- **Contextualise:** children will be able to put the concept into the context of one or two religions.

- **Explain and Evaluate:** children will be confident to give reasons why the concept is important to the religious group, their lives, how it affects their beliefs and practices and can evaluate the significance of the concept for a group of religious or non-religious people

These skills will be evident through enquiry, thinking, questioning, research and recording.

Develop **knowledge** of:

- Beliefs and practices
- Traditions and rituals
- World religions in the local and wider community
- Symbols of world religions
- Sacred texts of world religions

Develop an **understanding** of:

- Religious terminology and what it means
- Religious beliefs
- Religious celebrations and ceremonies
- Religious traditions and stories
- Religious rituals and how they are important

How religious and non-religious groups of people live their lives and learn how to be respectful and tolerant of others

This will be achieved through the specific study of:

Cycle A	Cycle B
In Reception Beliefs & Practices Symbols & Actions Identity & Belonging Ultimate Questions Prayer, Worship & Reflection Sources of Wisdom In Years 1-6 Beliefs & Practices Sources of Wisdom Symbols & Actions Prayer, Worship & Reflection In Year 3.4	In Reception Beliefs & Practices Symbols & Actions Identity & Belonging Ultimate Questions Prayer, Worship & Reflection Sources of Wisdom In Years 1-6 Identity & Belonging Ultimate Questions Human Responsibility & Values Justice & Fairness

- Encourage the children to be curious, inspired and fascinated by the new topic and are confident to include topic related vocabulary when discussing and learning about world religions
- Teach the skills children need to help them find out more about the topic by enabling the children to ask questions, think about and discuss religious viewpoints in a thoughtful manner and work collaboratively to research and then present their findings to their peers in the knowledge that everybody will be respected
- Develop the children's knowledge and understanding about world religions and the significance of the beliefs, practices, traditions, symbols and actions and the sacred texts of a religion. The children are able to identify if there are similarities and differences between world religions and can make comparisons



Apply Skills

- Children are able to use the skills and the topic related vocabulary taught to enable them to develop and deepen their understanding about the beliefs and practices of different world religions
- Children acquire the skills to understand, present, analyse and communicate a range of information when participating in class based activities or when participating in educational visits where children will have the opportunity to share their own knowledge and understanding in a respectful and thoughtful manner
- Religious Education topics are taught in a progressive way to build on previous learning and knowledge



Connect it all Together

- Bring together the new knowledge and understanding that has been gained throughout the Religious Education topic so that children are able to confidently talk about their learning and are able to use key vocabulary such as beliefs, traditions, symbols, rituals, belonging
- Link this to previous personal experiences for the children when learning about a Religious Education topic. The children are actively encouraged to bring in items of personal significance for them and their family to share with their peers, relating to a topic or a festival celebration. This will provide opportunities for children to discuss their existing knowledge and understanding about a religious artefact or symbol and to enquire about its importance for a religious group of people



Concluding

- The children have learnt new knowledge and skills when studying a Religious Education topic and have had the opportunity to build upon previous learning and are able to apply this knowledge to their own personal experiences
- Children can apply their learning and understanding about world religions in a respectful and thoughtful manner showcasing their newly acquired knowledge and skills including being able to use topic related vocabulary
- The children have been excited, engaged and curious to learn about their new topic by looking at and holding religious artefacts to develop their knowledge and understanding
- The children have benefitted greatly from having first hand experiences of visiting places of worship or by having the opportunity to talk to a faith leader to enable them to ask thought provoking questions in a secure environment
- The children are developing how to be a tolerant and respectful member of our culturally diverse school and wider community

prepare them to become tolerant and respectful members of the school and the wider community and to respect others' beliefs and viewpoints.

The children are able to participate in discussions and debates in a sensitive manner where they can apply their knowledge and skills about world religions in a thoughtful way.

This will be evidenced through continuous monitoring carried out by the Subject Leader through:

- Learning Walks
- Pupil Voice
- Book Scrutiny
- Planning Scrutiny (that is progressive and builds upon children's existing skills and knowledge)

Subject Leader Expectations:

- Hertfordshire 2023 RE Scheme to be used to plan teaching
- 1 hour per week in KS1 and KS2 taught as minimum
- Religious Education activities to be integrated into EYFS activities
- Cross-curricular links are developed wherever possible, particularly in English and other foundation subjects/curriculum topic
- Planning to show evidence of progression of skills for all pupils
- Clear adaptations to be evident for all learners
- At the end of each unit, teachers should assess children into these categories: on track to be pre key stage, on track to be WTS, on track to be EXS, on track to be GDS based on their performance throughout the unit
- Visitors to school are encouraged in order to inspire and enrich learning
- Religious artefacts and resources are used to enhance teaching and learning
- Class teachers to inform SL when resources are missing or stock needs replenishing