

## Religious Education (RE) Curriculum

### Intent

At Alton Infant School we engage children in a concept based RE curriculum that leads to knowledge through enquiry and through this develop an understanding of other religions and cultures through the teaching of RE, allowing the children to become more inclusive, accepting and tolerant of others. We want children to develop a cultured world view that encourages them to self-reflect and develop empathy for others regardless of race or religion. Through their understanding of the concepts and their religious links we want the children to become further skilled in thinking critically, reasoning and justifying their own ideas about spiritual, cultural and moral concepts as well as being able to challenge the ideas of others in a respectful manner. The skills and knowledge gained through the RE curriculum underpin core British values. Our goal is not to teach children to be religious but how to better understand religion in the wider world. At Alton Infant School we aim to introduce children to different concepts (such as '**celebration**' and '**light as a symbol**') and how these concepts relate to their own lives, individual experiences and starting points.

### Implementation

At Alton Infant School the RE curriculum follows the **agreed syllabus for Hampshire 'Living Difference IV'**. The primary focus of RE lessons is the concept. Children develop knowledge through enquiry investigating around this concept. This means that the learning of RE is **transferable into the children's own lives regardless of their own religious beliefs**.

The lessons themselves are taught following a 5 stage learning cycle as set out in Living Difference IV (*Communicate, Apply, Enquire, Contextualise, Evaluate*). This provides the children with a clear learning journey as they investigate and enquire around the concept being taught. In addition to this the 5 stage cycle provides a structure where the children have both the chance to look at the concept and its links to the religion as well as investigate how the concept links to their own lives and the lives of others. Whilst the focus of the learning journey is concept based, the children are still given plenty of opportunity to learn about and see practices within religions and ask questions to deepen their understanding. The main world religions studied in all year groups are Christianity and Hinduism.

RE links closely to the EYFS curriculum areas: Personal, Social and Emotional Development and Understanding the world. It encourages children to think positively about similarities and differences between themselves and others, and among families, communities and traditions.

Parents have the right to withdraw children from RE but will be encouraged to discuss their reasoning to help both parties to better understand.

Where possible, Units of RE are timed to match either the school's curriculum or along with any religious festivals that are related to the unit taught allowing children to develop context for things they may see out of their school lives. We try to adapt RE topics to make sure we include the religious traditions of all children in our school. Children also gain first-hand experience through visits to places of worship and visits from members of religious communities.

### Impact

At Alton Infant School children enjoy their experience of RE and develop the skills and knowledge necessary to become global citizens. The majority of children achieve the end of year expectations for RE, developing a good understanding of their own and others' beliefs, values and traditions.

We monitor the impact of our RE curriculum through:

- Pupil conferencing – are children happy, engaged, challenged? Can they articulate the different concepts that have been taught and relate it to their own lives and experiences?
- Learning walks (including those with governors and external visitors) – do they show evidence of our intent in action? Are the children actively engaged in discussion about the different RE concepts?
- Reviewing planning – is it allowing children to gain knowledge and master skills, does it meet the needs of all learners? Is there progression between all year groups? Does the planning follow the 5 stage learning cycle?
- Assessing children at each stage of the learning cycle to ensure they can discern how the concept studied relates to their own life and those of others, including those living a religious life.

We are a Silver Rights Respecting school and our RE curriculum particularly fosters these Rights:

### Article 12

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

### Article 13

Children shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either

orally, in writing or in print, in the form of art, or through any other media of the child's choice.

#### Article 14

Children have the right to think and feel what they want, and to practise their religion as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

#### Article 29

**Education must develop every child's personality, talents and abilities to the full. It must encourage the child's** respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

#### Article 30

Children have the right to learn and use the customs and language of their families, whether these are shared by the majority of people in the country or not.