

Downs Infants Curriculum Statement RE



“People of different religions and cultures live side-by-side in almost every part of the world, and most of us have overlapping identities which unite us in very different groups. We can love what we are, without hating what- and who we are not. We can thrive in our own tradition, even as we learn from others, and come to respect their teachings” — Kofi Annan

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
<p>Here at Downs Infant School our teaching of Religious Education is based on the 2018 Brighton and Hove Agreed Syllabus for Religious Education alongside the National Curriculum and EYFS requirements. It forms part of a broad and balanced curriculum that is inclusive to all children. It is our intent that the RE curriculum will equip children with understanding of our increasingly diverse world, giving them the knowledge to make sense of what is happening and understand how the past has shaped the present. It should enable the children to have the knowledge, understanding and skills necessary to hold balanced and informed conversations about religions and world views.</p> <p>We use RE to encourage our children to develop an appreciation of the world in which they live and to reflect upon their responsibility towards it.</p> <p>Religious Education is taught throughout the school in such a way as to reflect the overall aims, values, and philosophy of the school. At Downs Infant School Religious Education plays an important role, along with all other curriculum areas, particularly PSHE in promoting the spiritual, moral, social, and cultural development of our children.</p>	<p>RE is a core subject of the curriculum for all pupils. In order to deliver the aims and expected standards of the syllabus effectively, 36 hours of RE is provided for both Reception and Key Stage 1 across the year.</p> <p>The Brighton and Hove syllabus requires that all pupils learn about Christianity and Judaism in key stage 1 across 6 themes:</p> <ol style="list-style-type: none"> 1. Beliefs, teaching and sources 2. Practises and ways of life 3. Expressing meaning 4. Identity, Diversity and Belonging 5. Meaning, purpose and truth 6. Values and commitments <p>The EYFS explores Religious Education through special objects, places, people, times and books across the strands within the EYFS.</p> <p>The teaching of Religious Education at Downs Infant School follows the Enquiry cycle to deepen understanding, make connections and use higher level thinking skills. This has 5 steps: Engage, Enquire, Explore, Evaluate, Express</p> <p>All year groups follow medium term plans from Jigsaw which meet the criteria of Brighton and Hove and ensures progression throughout the year groups.</p> <p>In addition, the diversity within the school is reflected through focussing on festivals and other important events in the calendars of different religions throughout the year and through school visits to places of worship.</p> <p>At Downs Infant School we also involve families in learning about and celebrating different faiths and beliefs, making home/school links.</p> <p>School assemblies throughout the year further equip</p>	<p>RE assessment is ongoing to inform teachers with their planning, lesson activities and differentiation. The Enquiry Cycle allows for key assessment opportunities throughout but particularly in the evaluate and express steps of the cycle.</p> <p>In the EYFS assessment is often recorded through observations in children’s online learning journals via tapestry.</p> <p>Summative assessment at the end of each unit is reviewed to ensure it effectively informs teachers of the knowledge or skills that still need to be embedded and to ensure progression.</p> <p>RE is monitored throughout all year groups using a variety of strategies such as folder/book looks, learning walks and pupil interviews.</p>

	children to explore and understand faiths and beliefs and to reflect on learning, asking thoughtful questions and making connections.	
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