

Mundeford Community Infants School



SUBJECT MAPPING – RELIGIOUS EDUCATION (RE)

The National Curriculum says:

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All state schools are required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage

Promoting Fundamental British Values as part of SMSC in Schools:

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of their pupils. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values. Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils' SMSC development. Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance. It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it. If schools teach about religious law, particular care should be taken to explore the relationship between state and religious law. Pupils should be made aware of the difference between the law of the land and religious law.

In order to achieve this by the end of Key Stage One at Mundeford Infants School:

Children engage in daily collective worship as a whole school, year group or class and are offered opportunities for reflection and development in their Spiritual, Moral, Social and Cultural understanding. Religious Education plays a key role in knowledge acquisition and understanding of SMSC which leads to tolerance and respect for others and their beliefs. Children will use enquiry questions to find out about and create understanding of different religions and be taught to demonstrate respect for the views, opinions and beliefs of others whilst holding regard for their own. The whole school Golden Rules (linked to the British Values) are embedded in expectations and provision across the school and underpin the expectations for children in RE.

How do we bring this to life?

- Use of Discovery RE as a planning tool and resource ideas for RE sessions
- Links through Standing Advisory Council on Religious Education (SACRE) at BCP with members of faiths within the local community who visit to share views and experiences as part of projects
- Links with Andy Saunders through Lighthouse Ministries who facilitates links with the local churches in Mundeford through 'Open the Book' assemblies and opportunities and through RE focus days and assemblies linked to stories from the Bible.
- Daily Collective Worship offering opportunities for reflection and development in children's Spiritual, Moral, Social and Cultural understanding. Largely linked to PSHE focus learning and The Golden Rules.
- Enquiry led approach with key questions for children to explore in all year groups

- Whole school Golden Rules linked to the British Values of Fairness, Respect, Honesty, Kindness and Lawfulness are embedded in expectations and provision across the school.

Knowledge Acquiring – explore, find out, discover, research, understand

Christianity is taught in each year group using Discovery RE and the enquiry approach of this adds challenge, requiring children to retain knowledge and apply it to the big question using their critical thinking skills. Each enquiry addresses an aspect of Christian theology, sometimes explicitly using the theological language and sometimes laying foundations of experience and understanding which will later facilitate learning the explicit theology. Hinduism is explored in Year R alongside Judaism in Year 1 and Islam in Year 2. Children use the enquiry led approach for all aspects of RE and are encouraged to make links between faiths and cultures where they are observed. The school Golden Rules (linked to the British Values) play a significant role in RE provision and are central to the enquiry led approach.

Skills Development – problem solve, justify, reason, evaluate, practise

The Discovery RE Approach encourages:

- Enquiry led exploration
- Questioning
- Explaining
- Self-awareness
- Reflection
- Respect
- Tolerance
- Through RE focus activities children are taught to not simply passively accept what is being shared but are encouraged to use evaluation and critical thinking when considering belief positions they encounter.

Sequence of Learning – When and how do we facilitate this learning about Religion in our school?

Reception	Year 1	Year 2
<ul style="list-style-type: none"> • Develop understanding of who they are, likes and dislikes and what it is that makes them individuals. • Introduction of the Golden Rules and the expectations around these. • Understand how people within our school community and the wider groups celebrate including bonfire night and birthdays. • Consider ‘special places’ within our community including those symbolic to religious faiths. • Begin understanding and experience of the Hindu Faith by exploring the festival of Diwali. 	<p>The Golden Rules continue to be discussed as part of ongoing daily provision and explicit links made to demonstrate where children and using these in their interactions and activities. As part of their ‘Autumn and Harvest topic, children in Year 1 will explore the question ‘Does God want Christians to look after the world?’. They will share the book ‘Wonderful Earth’ by Nick Butterworth and Mick Inkpen and will consider Christian and Humanist views on how the world was created. They will consider the celebration of Harvest time and the gathering and sharing of crops and food. Children will participate in a Harvest assembly lead by Andy Saunders and the Open the</p>	<p>Children are expected to be confident in their knowledge and understanding of The Golden Rules and be able to communicate ways in which they successfully demonstrate them. During the Christmas project, children consider the question ‘Why do Christians believe God gave Jesus to the world?’. They use their knowledge of the story from previous learning to explain why Christians think God gave Jesus to the world and consider how they could help solve a problem by showing love. During the Easter topic, children focus on the theme of ‘salvation’ as they consider the question ‘How important is it to Christians that Jesus came back to life after His crucifixion?’. Children will recall what</p>

<ul style="list-style-type: none"> • “What is Christmas?” explore the Christian celebration of Christmas focusing on the key events and present a Nativity performance. • In the Around the World topic, children continue their enquiry in to the experiences of children’s lives in other cultures and the similarities and differences to their own experiences. They continue to build their knowledge and understanding of the Hindu faith when exploring the celebration of Holi. They will explore the celebration of Chinese New Year and make comparisons to their own New Year celebrations. As the topic draws to a close before the Easter break, children will explore the Christian celebration of Easter thinking about signs of spring at Easter time and making links to new life. They will reflect on what they already know about Easter, who it is special for and what it is that makes it a special time of year. They will explore and retell the Easter Story making links to what they already know about Jesus including his birth at Christmas time. 	<p>Book Team to share their learning and will collect donations for the local Food Bank. During their Winter Wonderland project, children reflect on what they know about the Christian story of Christmas. Using the enquiry question ‘What gifts might Christians in my town have given Jesus if he had been born here instead of in Bethlehem?’ children will consider what gifts might be meaningful for Jesus and why. Children will celebrate the Christmas story as part of the Key Stage One performance. At Easter time children will reflect on the story of Easter that they learnt about in Reception. They will consider the question ‘Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?’ to build upon their knowledge of why Jesus is special to Christians. Children will consider religious symbols from the Christian faith and how these are used in celebrations and worship. In the Summer term children in Year 1 consider the Jewish faith and why it is important for Jewish children. They use the enquiry questions ‘Is Shabbat important to Jewish children?’ and ‘Are Rosh Hashanah and Yom Kippur important to Jewish children?’ for consideration and reflection. Children will make links with their own goal setting, reflection and perseverance skills. Children will share a visit with a member of the local Jewish community (arranged through SACRE) who will speak about their faith.</p>	<p>Christians believe happened on Easter Sunday from previous learning. They will consider what they believe happens to you when you die and talk about how they remember people who were close to them. Children will make suggestions of a different explanation as to what happened to Jesus after the empty tomb and offer their opinion. In the summer term children will recall their studies of other faiths so far and share their understanding of Hinduism and Judaism using prompts. They will expand their learning to include the Islamic faith and will gain an understanding of the community and religious practices for Muslim children. Children will explore the ways they feel a sense of belonging and will develop an understanding of how meeting in a certain place can make you feel like you belong. They will consider the questions ‘Does going to a mosque give Muslims a sense of belonging?’ and ‘Does completing Hajj make a person a better Muslim?’ as they learn about the faith. Children will share a visit with a member of the local Muslim community (arranged through SACRE) who will speak about their faith. As part of their final half term at Mudeford Infants School and as they prepare for their transition to the Junior School, children will reflect on who they are, their likes and dislikes, what it is that makes them individuals and what their experience has been of belonging to the school community.</p>
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Aims of a child leaving our school

- Children will:
- Be able to talk about what concepts like belonging, commitment, kindness, forgiveness mean to them in their world can verbalise and express their own thoughts.
 - Can recall facts about the religions / beliefs they have studied, using accurate religious vocabulary they can explain the significance and meaning of the facts, practices etc.
 - Be able to think through enquiry questions using some facts and are beginning to see there could be more than one answer.
 - Have a strong sense of who they are as an individual and what it means to belong to a range of communities, e.g. school, religious groups, sports and interest groups, family, etc
 - Demonstrate kindness, fairness, respect, honesty and lawfulness in their interactions with others.