

Religious Education at Bramley C of E (VA) Infant and Nursery School

Intent:

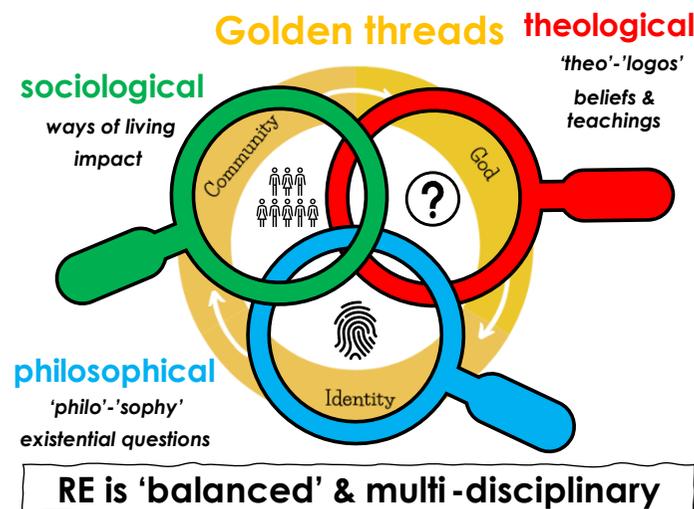
Our RE curriculum at Bramley C of E Infant and Nursery School focuses on:

- what it means to **get better at RE**, across three types of knowledge: 'substantive' (content); 'disciplinary' (how pupils learn to learn in RE); and 'personal', which reflects a worldviews approach, thinking about where theirs and others' ideas come from and what influences them
- how **content is sequenced** to give pupils an overall conception of religion or non-religion, building on and developing prior learning. Sequencing is especially important when introducing sensitive or controversial issues, start with the similarities / common ground before introducing the differences and the controversy.
- **building pupils' schemata** within units and across their learning in RE, and (as teachers) being aware of how this develops within the RE curriculum.

Our main principles are:

- to study religions discretely
- to introduce thematic units in each phase to build schemata & allow for wider study
- to focus on the importance of asking good questions

Behind our curriculum lie these golden threads, ensuring that pupils explore their learning in RE from 3 different perspectives – through the lenses of theology, philosophy and sociology.



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The theological thread covers ideas about God – or ‘not God’, as children explore non-religious worldviews.

In our syllabus, this means:

- Concepts – the ‘big ideas’ that give children places to hang their knowledge
- Beliefs and teachings – that relate to the concepts / religions explored
- Sacred texts & stories – appropriate to different ages / stages
- How these relate to festivals and practices (and link to behaviour and community life)
- Artefacts & places of worship, having concrete examples help to make sense of abstract concepts

The sociological thread covers the study of society.

In our syllabus, this means:

- The impact of beliefs / theology / concepts on people. This might relate to individuals or groups.
- So, our sociological approaches relate to
 - Ways of life
 - Link between beliefs & practices
 - We encourage pupils to explore similarities and diversity
 - And, as pupils mature, to be able to see how this relates to the way religions & beliefs might change over time

The philosophical thread covers a love of wisdom.

In our syllabus, this means:

- Existential questions – the big questions that we ask about life, that are often about...
 - Being human
 - Search for meaning why am I here? How should / do I live?
 - Looking at the concepts of right....wrong....true
 - Awareness of themselves and others and that beliefs shape who we are, our identity
 - Relates to personal knowledge. In EYFS and KS1, this is the connection with the pupils' own experiences, their starting points – from home – and building understanding of others through the curriculum. Children will begin to see the value of someone else's way of life and thinking, through what they learn and experience in the RE curriculum (and wider curriculum / school experience)

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Implementation

Bramley Infant and Nursery School follows the Guildford Diocesan Board of Education Guidelines for our RE Curriculum. We have **concept maps** for each religion & belief covered in KS1. These contain the **core theological ideas** for the religions and beliefs in the syllabus, and are reflected in the substantive content for each unit, zooming in on one small area rather than trying to cover everything.

There are compulsory units for religions / beliefs for each phase, and a **thematic unit**, which has been chosen for the 2nd half of the summer term and will draw learning across each year group together.

Each unit of work has six key questions which help to shape learning. The six key questions are an essential part of the planning process for teachers and of applying the Golden Threads (multi-disciplinary lenses) in the classroom.

The substantive content for EYFS is shaped as six key questions designed to be used as part of the EYFS curriculum & through continuous provision in the classroom. This means that teachers will incorporate concepts and planning from the units as they link to the children's interests and school curriculum.

For a full breakdown of the units covered in both EYFS and KS1 please refer to our yearly overview.

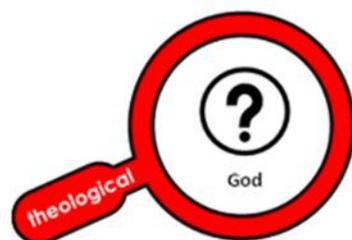
Impact

The impact is good progress for pupils, because of learning that is shaped by the golden threads questions. Each phase has expected outcomes for pupils – these have been used to shape the outcomes for each unit of work.

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Through their learning experiences in KS1, pupils will develop their understanding of the Golden Threads of 'God' 'Community' & 'Identity' and be encouraged to:

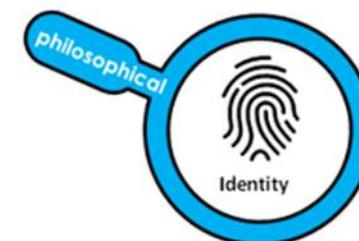
- explore core concepts & beliefs for Christian, Jewish & Muslim people, and appreciate that some people call themselves 'non-religious';
- develop subject specific vocabulary;
- encounter how different people view the world in different ways;
- encounter and respond to ways in which people express their beliefs (*e.g. stories, artefacts and other media, such as art and music – and what they might 'mean'*);
- begin to understand the importance and value of religion and belief for different people, especially other children, their families and the communities they belong to;
- ask relevant questions and develop a sense of wonder & curiosity about the world around them, using their imagination;
- ask questions and express their own views about what it means to be human: what's important to themselves and to others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.



- talk simply about core beliefs and concepts and what they mean
- use appropriate subject-specific vocabulary when they talk
- identify similarities in features of religion and belief
- retell religious, spiritual and moral stories
- identify how stories / symbols / objects might show what people believe
- identify how belief is expressed in different ways for different people



- talk about different communities of people
- give examples of how people put their beliefs into practice, in the home, in places of worship or in living their lives
- give a reason why something may be of value to themselves and/or others, recognising different viewpoints



- respond sensitively and imaginatively to questions about being human and their own place in the world
- ask thoughtful questions about their own and others' ideas, feelings and experiences
- recognise that some questions about life are difficult to answer
- respond to questions about e.g. 'right'/'wrong', 'good'/'bad', 'real'/'true'
- give a simple reason for a view that they have

Therefore, in their RE learning, you might see evidence of the Golden Threads when pupils.....

