



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

Intent

Religious Education (RE) at Bramley C of E (VA) Infant and Nursery enables children to **learn about** different religions by:

- Gaining a secure knowledge and understanding of the beliefs, practices and history of Christianity;
- Beginning to explore and understand other faiths and perspectives; and
- Understanding and using religious language.

Children are also encouraged to **learn from** religion by developing the ability to:

- Express curiosity about the fundamental questions of life;
- Reflect on belief, practice, values and traditions in order to understand their influence on the individual, the community and the spiritual, moral, social and cultural aspects of life;
- Understand that for some questions there are no right or wrong answers;
- Make informed responses to religious and moral issues;
- Identify the relationship between religious beliefs, human responsibility, global issues and the natural world;

RE aims to help the children develop:

- Their own beliefs, values and sense of self-worth;
- An understanding of the way people of faith behave and to explore their own spirituality;
- Develop positive attitudes of respect towards people who hold views and beliefs different from their own, and towards living in a society of diverse religions and beliefs;
- An understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures (from local to global);
- The ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in the UK;
- An appreciation of their own and others' contributions to society and the world; and
- A sense of responsibility for themselves and others.

At Bramley C of E (VA) Infant and Nursery School we aim to build on the children's knowledge, tolerance and understanding of their own and other religions. We foster a community that respects similarities and differences. We aim to create successful learners who enjoy learning, make progress and achieve to the best of their ability. We encourage the children to be confident individuals who are able to live safe, healthy and fulfilling lives and are responsible citizens who make a positive contribution to society.



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Implementation

Inclusion:

Governors and staff appreciate the difference in people's cultural and religious backgrounds and these are taken into account when planning learning opportunities and choosing resources. An awareness of stereotypical gender images or views are also considered. Lessons are planned and adapted to ensure all children, including those with SEND, can access and engage with the learning at an appropriate level. All children are included in Religious Education unless their parents have completed a written request for their child to be and this has been agreed with the Headteacher.

The RE Curriculum:

Bramley Infant and Nursery School follows the Guildford Diocesan Board of Education Guidelines and the additional supplementary units. These provide detailed guidelines and ensure continuity and progression in the teaching of RE. Children in Reception follow the Early Years Foundation Stage Curriculum and are introduced to aspects of RE through topics.

The teaching of RE at our school provides opportunities for:

- Whole school learning through Pause Days (mixed groups, age, attainment and interest);
- Direct, interactive, whole class and group teaching;
- Independent, paired and individual work.

Children engage in:

- First hand experiences;
- Investigations, interpretations, analyses, evaluation, synthesis, application, expression and empathising;
- Reflection;
- Creative and imaginative learning such as role play, drama, poetry, art and music.

All these approaches are used as a stimuli or as a means of enabling children to express their understanding and beliefs. Children are encouraged to answer and ask difficult questions in order to develop their spiritual understanding. RE is not always taught in isolation but linked to topics and other areas of the curriculum.

Children are encouraged to **learn about** religion (knowledge and understanding) and to **learn from** religion (explore, reflect and respond to religious beliefs, values and experiences).

Progression of Skills

Early Years Foundation Stage (EYFS)

During their time in EYFS, pupils should be given experiences that encourage them to:

- explore the world of religion in terms of special people, books, times, places and objects and by visiting places of worship, starting with Christianity as the foundational faith of their Church school;
- listen to and talk about Bible stories and stories from other religious traditions, where appropriate;
- use religious words and use their senses in exploring religions and beliefs, practices and forms of expression;
- reflect on their own feelings and experiences;
- use their imagination and curiosity to develop their appreciation and wonder of the world in which they live;

so that by the end of
EYFS, most pupils can...

- talk about their own times of celebration;
- be aware that festivals are special times for different people;
- describe how people celebrate some religious festivals;
- talk about their special places, books, objects and people;
- be aware that other people have places, times, books, objects and people that are special to them;
- describe some features of a special place or a book or stories;
- talk about groups they belong to and be aware that other children belong to different groups;
- talk about a place, a special story or person belonging to a faith community;
- respond with increasing sensitivity and responsibility to the world around them;
- show a range of feelings in response to their experiences e.g. awe, wonder, sadness, joy etc.



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Key Stage 1 (Years 1 and 2)

During key stage 1, pupils develop their knowledge and understanding of the Christian faith, Judaism & Islam (and where appropriate, non-religious beliefs). They will also develop important subject-specific and cross-curricular skills, which are identified within each unit of study.

Through their learning in KS1, pupils should:

- learn what Christians believe about God and the world around them, and be introduced to what Jews & Muslims believe;
- encounter and respond to a range of stories, artefacts and other religious materials, such as art & music;
- learn to recognise that peoples' beliefs are expressed in a variety of ways, and begin to use subject specific vocabulary;
- begin to understand the importance and value of religion and belief, especially for other children, their families and the communities they belong to;
- ask relevant questions and develop a sense of wonder about the world, using their imagination;
- ask questions and express their own views about what is important to themselves and to others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

**so that by the end of
KS1, most pupils can...**

- identify similarities in features of religions and beliefs;
- retell religious, spiritual and moral stories;
- identify possible meanings for stories, symbols and other forms of religious expression;
- identify how religion and belief is expressed in different ways;
- respond sensitively and imaginatively to questions about their own and others' ideas, experiences and feelings;
- ask questions about their own and others' ideas, feelings and experiences;
- give a reason why something may be valued by themselves and others;
- recognise that some questions about life are difficult to answer.

We have created a Yearly Overview for the teaching of RE. This document ensures that all units of the RE Curriculum are covered across EYFS and KS1.

[RE Yearly Overview](#)

Impact



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

Children develop knowledge, tolerance and understanding of their own and other religions.

Children can compare similar features in different religions and beliefs.

Children can talk compassionately about how others may have different views and beliefs to their own.

The school culture fosters a community that respects similarities and differences.

Children are able to ask meaningful questions that extend their own understanding of a subject.

Children are able to make links between their own experiences and that of others.