

RE at Norton Infant School

RE in the Foundation Stage

During the Foundation Stage, children begin to explore the world of religion by considering special people, books, times, places and objects. RE at this stage is developed through the use of artefacts, stories, and music. Children are given opportunity to respond creatively, imaginatively and meaningfully to memorable experiences they encounter.

They will learn about different religious celebrations such as Harvest and begin to talk about special events associated with the celebration. Children are encouraged to use their imaginations and curiosity to develop their appreciation and wonder of the world in which they live. RE in the Foundation stage promotes the spiritual, moral, social and cultural development of children.

RE in Key Stage One

Throughout Key Stage One, pupils begin to explore religion and ask important questions related to their learning in order to develop a sense of wonder about the world. Children encounter and respond to a range of stories, artefacts, and other religious materials. A creative approach to RE is often used through art and design, music and dance to engage learners and further develop their creative talents. Children learn to recognise that beliefs are expressed in a variety of ways, and begin to use some specialist vocabulary. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

RE in Key Stage One continues to promote the spiritual, moral, social and cultural development of children. Christianity is the main faith that is taught in Key Stage One, although children also learn about other major religions including Sikhism and Judaism. Children begin to understand the importance and value of religion and belief for some families within the different communities. We encourage children to have times of quiet to reflect on their own beliefs about the world. At Norton, we feel it is important to widen children's experiences of RE, and therefore all children have the opportunity to visit the local church in Campsall during the Key Stage.

To see the programme of study please click the following link.

The contribution of Religious Education to the early learning goals

The early learning goals set out what most children should achieve by the end of the foundation stage. The seven areas of learning and development identified in these goals are:

1. communication and language;
2. physical development;
3. personal, social and emotional development

These are the prime areas of learning and development, and are strengthened and applied through the specific areas of:

4. literacy;
5. mathematics;
6. understanding the world;
7. expressive arts and design.

Religious education can make an active contribution to all these areas, but has a particularly important contribution to make to:

- communication and language
- personal, social and emotional development;
- understanding the world;
- expressive art and design
- literacy

Examples of religious education-related experiences and opportunities:

Communication and Language

- Children have opportunities to respond creatively, imaginatively and meaningfully to memorable experience;
- Using a religious celebration as a stimulus, children talk about the special events associated with the celebration;
- Through artefacts, stories and music, children learn about important religious celebrations.

Personal, social and emotional development

- Children use some stories of celebrations from religious traditions as a stimulus to reflect on their own feelings and experiences and explore them in various ways.
- Using a story as a stimulus, children reflect on the words and actions of characters and decide what they would have done in a similar situation.
- Using role-play as a stimulus, children talk about some of the ways that people show love and concern for others and why it is important.

- Children think about issues of right and wrong, and how humans help one another.

Understanding the world

- Children ask and answer questions about religious celebrations, as they occur naturally within their everyday experiences.
- They handle artefacts with curiosity and respect.
- Children may visit a local place of worship, and learn new words associated with the place, showing respect.

Expressive arts and design

- Using religious artefacts as a stimulus, children think about and express meanings associated with an artefact.
- Children share their own experiences and feelings, and those of others, and are supported in reflecting on them.

Planning

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect this in their practice. Three characteristics of effective teaching and learning are:

- **Playing and exploring** – children investigate and experience things and “have a go”;
- **Active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements, and;
- **Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Themes or topics which might support Religious Education in the Foundation Satge

- Growing
- The natural world
- Books
- Favourite stories
- Buildings
- Special places, people, days & times or occasions, clothes
- Celebration
- Friendships
- Belonging
- New life
- Puzzling questions
- Sharing
- Rules
- Caring
- Customs and traditions

- Qualities in people; showing concern
- Feelings: happy and sad moments
- Special symbols

Key Stage 1: Exploring Religion

Knowledge, Skills and Understanding Learning about religion

1. Pupils should be taught to:

- a explore a range of religious stories and sacred writings and talk about their meanings;
- b name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate;
- c identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives;
- d explore how religious beliefs and ideas can be expressed through the arts and communicate their responses;
- e identify and suggest meanings for religious symbols and begin to use a range of religious words.

Learning from religion

2. Pupils should be taught to:

- a reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness;
- b ask and respond imaginatively to puzzling questions, communicating their ideas;
- c identify what matters to them and others, including those with religious commitments, and communicate their responses;
- d reflect on how spiritual and moral values relate to their own behaviour;
- e recognise that religious teachings and ideas make a difference to individuals, families and the local community.

Breadth of Study

3. During the key stage, pupils should be taught the knowledge, skills and understanding through the following areas of study:

Religions and Beliefs

- a Christianity
- b at least one other principal world religion (from Buddhism, Hinduism, Islam, Judaism or Sikhism). Judaism and Sikhism are recommended
- c study of a local religious community, and secular world view, where appropriate.

Themes

- d believing: what people believe about God, humanity and the natural world
- e story: how and why some stories are sacred and important in religion
- f celebrations: how and why celebrations are important in religion

g symbols: how and why some symbols express religious meaning
h leaders and teachers: figures who have an influence on others locally, nationally and globally in religion
i belonging: where and how people belong and why belonging is important
j myself: who I am and my uniqueness as a person in a family and community

Experiences and Opportunities

k visiting places of worship and focusing on symbols and feelings
l listening and responding to visitors from local faith communities
m using their senses and having times of quiet reflection
n using art and design, music, dance and drama to develop their creative talents
o sharing their own beliefs, ideas and values, and talking about their feelings and experiences
p beginning to use ICT to explore religions and beliefs as practised in the local and wider community.