

## Leadership

- R. E. Leader: Fola Owoaje
- Prepared RE leader file and RE evaluation form
- SDP priority 2024 - 2025
- SIP subject leadership
- Staff meeting in Autumn Term, introduce new resources, share good practice and expectations (revisit termly)
- Planning, assessment and learning walk around school to monitor displays
- Organise themed week in September-December 2023
- Organise linked festival assemblies (termly)

## Assessment

- Engage Pupil voice to assess breadth of RE
- End of term assessment through planning, displays, questionnaires (children/staff)
- Topic Book look every Spring / Summer
- Group needs and pupil progress data to inform tasks and next steps
- Linking to British Values
- Feedback from Team leaders about subject teaching
- Share feedback with staff in INSET

## Pupils

- Y-team surveys and interviews as appropriate
- Demonstrate love for learning, engagement and enjoyment through sharing children's work around
- Encouraged to engage in deeper thinking, through high-quality questioning
- Learn and develop new skills; reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness
- Ask and respond imaginatively to puzzling questions, communicating their ideas
- Identify what matters to them and others, including those with religious commitments, and communicate their responses
- Apply learning to real-life situations and roles

## Resources

- Religious artefacts displayed outside hall
- Resources available in boxes by Hall next to displays
- Education city, Purple Mash, BBC website, Espresso
- School trip to places of worship

## Religious Education

at

## Yeading Infant and Nursery School

## Improvement Outcomes

- Children exposed to different religions and festivals
- Children are aware of beliefs and other religions present in British society
- Children are embracing cultures and traditions and being tolerant
- Zero incidences of racist and intolerant behaviour

## Curriculum

- EYFS objectives and progression :

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2

- KS1 objectives and progression: Lower

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2

- KS1 objectives and progression; Upper

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2

## Curriculum Objectives

- Explore a range of religious stories and sacred writings and talk about their meanings
- Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate
- Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives

## Teaching

- High expectations
- High level of subject-specific knowledge
- Consistency through shared expertise, training and INSETs
- Creative, engaging, motivating, stimulating
- Trips and visitors
- Curriculum enrichment days

Skill s	<p>Key areas of understanding</p> <ul style="list-style-type: none"> <li>• Life stances – what makes me ‘ME’?</li> <li>• The communities where I belong Keeping a perspective on life</li> <li>• BIG questions – ‘Dealing with stuff’</li> </ul>	<p><b>DEVELOPMENT MATTERS</b>  <b>PHYSICAL DEVELOPMENT: EARLY LEARNING GOALS (ELG)</b>                  EYFS RE - Stepping Stones Specialness Step 1 – Be aware that some places/things/people and times are special. Know some of these that are special for them and their families. Step 2 – Be aware that different things/places/ people and times can be special for different people. Know about some of these. Step 3 – Know about some festivals, rituals, people, places and things, the stories behind them and the way they are celebrated or respected. Belonging and Community Step 1 – Know some of the groups they personally belong to (eg. Class, school, family, faith, club etc) and their key features. Step 2 – Know some of the groups other children belong to and some of their key features. Step 3 – Know about some faith communities and know about a place, story, person from those communities. Know that things change and that some changes are marked with ceremony.</p>				
<b>Year Group</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>All about Me</p> <p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Specialness Step 1 – Be aware that some places/things/people and times are special. Know some of these that are special for them and their families.</p>	<p>All creatures great and small!</p> <p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Step 2 – Be aware that different things/places/ people and times can be special for different people. Know about some of these</p>	<p>Watch it Grow!</p> <p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Step 3 – Know about some festivals, rituals, people, places and things, the stories behind them and the way they are celebrated or respected. Belonging and Community</p>	<p>Let’s Build!</p> <p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Step 1 – Know some of the groups they personally belong to (eg. Class, school, family, faith, club etc) and their key features</p>	<p>Ready, Steady Cook!</p> <p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Step 2 – Know some of the groups other children belong to and some of their key features.</p>	<p>Explore the great outdoors!</p> <p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Step 3 – Know about some faith communities and know about a place, story, person from those communities. Know that things change and that some changes are marked with ceremony.</p>

**National Curriculum: Key stage 1**

<b>Year Group</b>	<b>Autumn 1</b> Teachings	<b>Autumn 2</b> Festivals and celebrations	<b>Spring 1</b> Response from a believer	<b>Spring 2</b> Ideas of God	<b>Summer 1</b> Ideas of God	<b>Summer 2</b> Place of worship
1	<p><b>CHILDREN WILL BE TAUGHT TO</b></p> <p>Key ideas Life stances – what makes me ‘ME’?</p> <p>How do I know what you are thinking and what makes a community different?</p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <ul style="list-style-type: none"> <li>• Knowing that what I believe may be different to what others believe.</li> </ul> <p>Awareness of the ways faiths relate to the community and the wide range of places of worship</p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>What do I value – have I a choice and do I exercise it?</p> <p>Rites of passage – the families I belong to</p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Being happy and secure.</p> <p>Keeping a perspective on life. An understanding that a belief can be a journey for people</p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>The communities where I belong</p> <p>BIG questions – ‘Dealing with stuff’</p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <ul style="list-style-type: none"> <li>• Sharing.</li> </ul> <p>What do we do to make others happy?</p> <p>Do animals have feelings like us?</p>
<b>Year Group</b>	<b>Autumn 1</b> <u>Sikhism – Beliefs and practices</u>	<b>Autumn 2</b> Christianity - Celebrations	<b>Spring 1</b> Islam 5 pillars of Islam	<b>Spring 2</b> Christianity ( Easter)	<b>Summer 1</b> Sikhism	<b>Summer 2</b> Places of worship
2	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Key ideas of God</p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Festivals and celebrations Christmas</p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Response from a believer</p> <p>The Call to Prayer</p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Teachings</p> <p>Parables Easter</p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>The Gurus and their Teachings</p>	<p><b>CHILDREN WILL BE TAUGHT TO:</b></p> <p>Place of worship</p> <p>Making links – Special Places – with focus on Christianity/Other faiths represented</p>

