



Curriculum Statement

Religious Education

Intent

At Loughton Manor First School the teaching of Religious Education is based on the Milton Keynes Agreed Syllabus 2017-2022. It is our intent that our RE curriculum will gain an understanding of different religions and beliefs and help them develop positive attitudes of respect and tolerance towards other people.

In line with our PSHE and SMSC curriculum, we use Religious Education to encourage our children to develop an appreciation of the world in which they live and to reflect upon their responsibility towards it. RE also provides us with opportunities to enhance children's spiritual, moral, social and cultural development.

As part of our daily opportunities for reflection, the children learn about respect, an agreed set of values and to show sensitivity to others and their beliefs.

By the time children leave Loughton Manor First School at the age of seven, they will be able to:

- understand the differences and similarities between people and how they live, based on their beliefs. Through Religious Education, children learn to reflect and respond to their own ideas.
- have a basic understanding of what they believe and begin to talk about it.
- have an understanding of the importance of religious stories and books, symbols, clothing, etc.
- have an understanding of what it means to belong.
- show respect and sensitivity to others.
- be aware of different religious celebrations and their importance.



Progression in Religious Education

VOCABULARY	Foundation Stage	Year 1	Year 2
<p>BELIEVING</p> <p>Core knowledge and understanding of texts, stories and key beliefs.</p>	<p>FS2</p> <p>Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>As before+</p> <p>Recognise the core beliefs of the religion(s) studied, e.g. creation, salvation, incarnation; belief in one God (Christianity and Judaism).</p> <p>Recall a variety of religious stories used for different purposes.</p>	<p>As before+</p> <p>Give a simple account of the core beliefs of the religions studied.</p> <p>Retell a selection of key stories, making links to core beliefs.</p>
	Foundation Stage	Year 1	Year 2
<p>BELONGING</p> <p>Practice and participation in faith communities; diversity of beliefs in action personally, locally and globally.</p>	<p>Age 3-4 years</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>FS2</p> <p>Talk about members of their immediate family and their community. Name and describe people who are familiar to them.</p>	<p>As before+</p> <p>Give simple examples of how the stories and beliefs influence the behaviour of believers.</p>	<p>As before+</p> <p>Give examples of the festivals/rituals that link to key beliefs, e.g. Christmas, Easter, Passover, Eid-UI-Fitr.</p>
<p>BEHAVING</p>	<p>Age 3-4 years</p> <p>Continue to develop positive attitudes about the differences between people.</p>	<p>As before+</p> <p>Identify some elements of practice that arise from these beliefs.</p>	<p>As before+</p> <p>Give examples of how beliefs are linked to worship and prayer.</p>
	Foundation Stage	Year 1	Year 2

<p>REFLECTING, RESPONDING AND MAKING LINKS</p> <p>Comparing and contrasting, evaluating and appraising and making connections to their own and others' lives.</p>	<p>ELG</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p>As before+</p> <p>Talk about their own experiences in the light of the religious knowledge gained.</p> <p>Express their own opinions appropriately.</p> <p>Talk about the differences that beliefs make to the way believers live.</p> <p>Make simple comparisons to their own lives.</p>
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Implementation

Details of timetabling and organisation of the Religious Education Curriculum are to be found in the Religious Education Subject Policy.

Differentiation and Inclusion

The teacher, via observation, will make opportunities for children who need additional support to be supported, either by proximity to confident, accurate pupils or an adult to enable participation.

Some children with SEND will participate with the support of 1:1 adults, who gauges the appropriateness of the activity and modifies as needed.

Opportunities for children to lead discussions on their own experiences and develop their ideas will contribute to the extension for more able children.

Assessment

Assessment in Religious Education is light touch, and almost all via observation. It is this observation that will inform differentiation.

At an age expected level, children should have the ability to reflect on, respond to and make links between the three aspects; believing, belonging and behaving. In deciding on a child's achievement at the end of the year, teachers should judge whether a child has independently met all or enough of the statements of expectation to demonstrate that the child is working at the appropriate level or that the child has progressed appropriately from their starting point. A child's ability to achieve the expected standard with decreasing support will contribute to the measure of their progression.

There are key outcomes for each year group upon which observations are built, in the form of the following 'I am a (age group) pupil and I can' statements, but the requirement to note is summative at the end of the year, and only noted for those children whose skills and knowledge are still emerging, or who are clearly exceeding.



FS2 Assessment – Outcome Statements for Religious Education

FS2 Class _____ Transfer information for Yr 1 teacher

Number of SEN _____

Number of EAL _____

Number of PP _____

The majority of the class will meet the expected outcomes. See notes below for children emerging or exceeding expectations. (Put in brackets if they are SEN/EAL/PP).

I am a Foundation Stage 2 child. I can...

- talk about members of their immediate family and their community.
- name and describe people who are familiar to them.
- know some similarities and differences between some cultural communities; i.e. celebrations and places of worship.

Emerging (names and comments)

Exceeding (names and comments)



Yr 1 Assessment – Outcome Statements for Religious Education

Yr 1 Class _____

Transfer information for Yr 2 teacher

Number of SEN _____

Number of EAL _____

Number of PP _____

The majority of the class will meet the expected outcomes. See notes below for children emerging or exceeding expectations. (Put in brackets if they are SEN/EAL/PP).

I am a Year 1 child. I can...

- talk about people who are familiar to me.
- remember and talk about significant events in my own experiences.
- show interest in different occupations and ways of life.
- enjoy joining in with family customs and routines.
- recognise and describe special times or events for family or friends.
- name some of the things that make me unique.
- talk about some of the similarities and differences in relation to family or friends.
- recognise the core beliefs of the religion(s) studied.
- recall a variety of religious stories used for different purposes.
- give simple examples of how the stories and beliefs influence the behaviour of believers.
- identify some element of practice that arise from these beliefs.
- talk about my own experiences in the light of the religious knowledge gained.
- express their own opinions appropriately.
- talk about the differences that beliefs make to the way believers live.
- make simple comparisons to my life.

Emerging (names and comments)

Exceeding (names and comments)



Year 2 Assessment – Outcome Statements for Religious Education

Year 2 Class _____ Transfer information to KS2

Number of SEN _____

Number of EAL _____

Number of PP _____

The majority of the class will meet the expected outcomes. See notes below for children emerging or exceeding expectations. (Put in brackets if they are SEN/EAL/PP).

I am a Year 2 child. I can...

- talk about people who are familiar to me.
- remember and talk about significant events in my own experiences.
- show interest in different occupations and ways of life.
- enjoy joining in with family customs and routines.
- recognise and describe special times or events for family or friends.
- name some of the things that make me unique.
- talk about some of the similarities and differences in relation to family or friends.
- give a simple account of the core beliefs of the religions studied.
- retell a selection of key stories, making links to core beliefs.
- give examples of the festivals/rituals that link to key beliefs.
- give examples of how beliefs are linked to worship and prayer.
- talk about my own experiences in the light of the religious knowledge gained.
- express my own opinions appropriately.
- talk about the differences that beliefs make to the way believers live.
- make simple comparisons to my own life.

Emerging (names and comments)

Exceeding (names and comments)