

### Early Years

#### **Personal, Social and Emotional Development (Self-Confidence and Self-Awareness)**

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

#### **Personal, Social and Emotional Development (Making Relationships)**

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

#### **Personal, Social and Emotional Development (Managing Feelings and Behaviour)**

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Children will: understand that they can expect others to treat their needs, views, cultures and beliefs with respect; understand that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously; think and talk about issues of right and wrong and why these issues matter; respond to significant experiences, showing a range of feelings when appropriate.

#### **Understanding the World (People and Communities)**

Children talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. They will begin to know about their own cultures and beliefs and those of other people; explore, observe and find out about places and objects that matter in different cultures and beliefs.

#### **Understanding the World (The World)**

Children know about similarities and differences in relation to places and objects

#### **Communication and Language**

Children will: listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions; use talk to organise, sequence and clarify thoughts, ideas, feelings and events; answer "who", "how" and "why" questions in response to stories, experiences or events from different sources; talk about how they and others show feelings; develop their own narratives in relation to stories they hear from different traditions.

In our Early Years, children will encounter religions and worldviews through special people, books, times, places and objects, by visiting our local church and taking part in whole school activity sessions linked to our R.E curriculum. They will listen to and talk about stories. Children will be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They will ask questions and reflect on their own feelings and experiences. They will use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

## Intent

At Stannington First School, we follow Northumberland's Agreed Syllabus for RE. Our aim is to ensure that all pupils:

A. Know about and understand a range of religions and worldviews, so that they can: describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals; identify, investigate and respond to questions posed and responses offered by some of the sources of wisdom found in religions and worldviews; appreciate and appraise the nature, significance and impact of different ways of expressing meaning.

B. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can: explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities; express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; appreciate and appraise different dimensions of a religion or worldview.

C. Acquire and deploy the skills needed to engage seriously with religions and worldviews, so that they can: find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively; enquire into what enables different individuals and communities to live together respectfully for the well-being of all; articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

## Implementation

Our R.E lessons, educational visits and themed activity days are carefully planned to ensure we cover the following aspects:

### **Beliefs and teachings (from various religions)**

Understanding the key teachings of various religions.

### **Rituals, ceremonies and lifestyles (from various religions)**

Exploring the day-to-day lives and practices of various religions.

### **How beliefs are expressed**

Understanding how books, scriptures, symbols, art and readings convey beliefs.

### **Time to reflect and personal growth**

Showing an appreciation for how religion plays an important role in people's lives. Exploring identity and who we are.

### **Values (in school life, own life and others' lives)**

Showing an appreciation for what people value and how it is an important aspect of their life. Making sense of right and wrong and choices we make.

Throughout Early Years, KS1 and KS2, an emphasis on personal growth and community cohesion is evident, allowing for personal development for the children across the school.

## Impact

Our pupils have a better understanding of the main religions that make up the UK and world landscape and how they can learn from and work alongside each other to create community cohesion. They are also more informed about their position in the world, and the decisions they can make impacting their future. Our pupils can talk confidently about their wellbeing, moral and cultural development for the society in which they live. Our RE curriculum promotes inquisitive minds, respect, tolerance and understanding for all those around them including themselves. This is evidenced in many ways; through our pupils using the correct vocabulary, explanations and respectful opinions, as well as cross-curricular evidence, for example religious and cultural art work, drama, craft and presentations.

Programmes of study taken from the Northumberland Agreed Syllabus for Religious Education

	KS1	KS2
<b>Knowledge</b>	A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.
	A2. Re-tell and suggest meanings to some religious and moral stories, explore and discuss sacred writings and sources of wisdom and recognise the traditions from which they come.	A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
	A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
<b>Understanding</b>	B1. Ask and respond to questions about what individuals and communities do and why, so that pupils can identify what difference belonging to a community might make.	B1. Observe and understand different examples of religions and worldviews so that they can explain, with reasons, their meaning and significance to individuals and communities.
	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	B2. Understand the challenges of commitment to a community of faith or belief, and suggest why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
	B3. Notice and respond sensitively to some similarities between different religions and worldviews.	B3. Observe and consider different occasions or traditions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.
<b>Skills</b>	C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions using speech, prose, music, art or poetry.	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including music, art, poetry or reasoned argument.
	C2. Find out about and respond with ideas to examples of co-operation between people who are different.	C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, shared values and respect for others.
	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.	C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.