

Progression of Skills in Religious Education/Multiculturalism

Saltersgate Infant School

Curriculum Intent

At Saltersgate Infant School we use the Agreed Syllabus for Religious Education 2019-24 as the basis for our curriculum. Religious Education has a significant role for the development of pupils' spiritual, moral, social and cultural development. It promotes respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection. The principle aim of RE is to engage pupils in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community.

The key aims for religious education are reflected in the two areas:

Learning ***about*** religion and belief

Learning ***from*** religion and belief

The development of knowledge, skills and understanding focuses on these two key aspects of learning in Religious Education. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. We include and promote British values, ensuring that children are aware of their rights and responsibilities as UK citizens, particular through PSHE in addition.

Curriculum Implementation

Our approach to RE is creative, engaging and meaningful, where children are given opportunities to learn about religions and learn from religion and human experience, fostering attitudes of fairness, respect, self-understanding and enquiry. Children are taught through a range of mediums such as art, drama, dance, music, storytelling, cooking and investigating artefacts. We use visits and visitors to enhance and deepen the children's learning and engagement in RE. We promote teaching in Religious Education that stresses open enquiry and first-hand experiences wherever possible, for both staff and children. Children take part in Collective Worship as part of our whole school and class assemblies.

At Saltersgate Infant School there are no presumptions made as to the religious backgrounds, beliefs and values of the children and the staff. We value the religious backgrounds of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity and we value the links, which are, and can be made between home, school, and a faith community. Children are encouraged to reflect on their learning and make their own decisions about what they believe. The aim of RE is not to make children into religious believers, but to understand that religion still influences and sustains many people in the world today, and to consider the wisdom of faith traditions, and reflect on what they might take from it.

<p>Statements from New 2020 EYFS Framework</p> <p><u>Understanding The World</u> People, Culture and Communities</p>	<p>3 to 4 year olds will be learning to:</p> <ul style="list-style-type: none"> - Continue developing positive attitudes about the differences between people. <p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> - Understand that some places are special to members of their community. - Recognise that people have different beliefs and celebrate special times in different ways. - Recognise some similarities and differences between life in this country and life in other countries. <p>ELG:</p> <ul style="list-style-type: none"> - 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 - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 		
<p>National Curriculum</p>	<p>Every state-funded school must offer a curriculum which is balanced and broadly based, and which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.</p>		
<p>Doncaster Agreed Syllabus 2019-2024</p>	<p>The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.</p>		
<p>Nursery – No statutory time allocation, however perceived to be good practice (or some short sessions implemented through continuous provision)</p>	<p>Reception – 36 hours of RE, e.g. 50 minutes a week or some short sessions implemented through continuous provision</p>	<p>Year 1 – 36 hours of tuition per year (e.g. an hour a week, or less than an hour a week plus a series of RE days)</p>	<p>Year 2- 36 hours of tuition per year (e.g. an hour a week, or less than an hour a week plus a series of RE days)</p>

<u>Drivers:</u> Autumn 1 – Autumn 2 - Spring 1 - Spring 2 - Summer 1 - Summer 2 -	<u>Drivers:</u> Autumn 1 – What makes me special (baby photo's, families) Autumn 2 – Celebrations (Diwali, bonfire night, Christmas, nativity) Spring 1 – Special places (church visit) Spring 2 – New life (baptism, Easter)	<u>Drivers:</u> Autumn 1 – Family-getting to know each other Autumn 2 - Titanic Spring 1 – Superheroes real /imaginary Spring 2 – Our little world Summer 1 – Being an explorer Summer 2 –Animals	<u>Drivers:</u> Autumn 1 - Autumn 2 - Spring 1 - Spring 2 - Summer 1 - Summer 2 -
Nursery	Reception	Year 1	Year 2
Believing (Religious beliefs, teachings, sources, questions about meaning, purpose and truth) At Saltersgate Infants our children will:			
Key Questions			
Which people are special to me and why? Which stories are special to me and why?	Which people are special to others and why? Which stories are special to others and why?	1.1 Who is a Christian and what do they believe? 1.4 What can we learn from sacred books?	1.2 Who is a Muslim and what do they believe? 1.3 Who is Jewish and what do they believe? 1.4 What can we learn from sacred books?
Talk about people who are special to them. Talk about books, times, places and objects that are special to them. Talk about how they are similar and different to their friends.	Say what makes their family and friends special to them. Identify some of the qualities of a good friend Reflect on the question 'Am I a good friend?' Recall and talk about stories of Jesus as a friend to others. Recall stories about special people in other religions and talk about what we can learn from them.	1.1. Talk about some simple ideas about Christian beliefs about God and Jesus (A1). Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).	1.2 Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). Re-tell a story about the life of the Prophet Muhammad (A2). Recognise some objects used by Muslims and suggest why they are important (A2).

	<p>Recognise some religious words, e.g. about God Identify some of their own feelings in the stories they hear. Identify a sacred text e.g. Bible, Qur'an. Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do. Talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.</p>	<p>Talk about issues of good and bad, right and wrong arising from the stories (C3). Ask some questions about believing in God and offer some ideas of their own (C1).</p> <p>1.4 Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). Re-tell stories from the Christian Bible; suggest the meaning of these stories (A2). Ask and suggest answers to questions arising from stories Jesus told (C1). Talk about issues of good and bad, right and wrong arising from the stories (C3).</p>	<p>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).</p> <p>1.3 Talk about how the mezuzah in the home reminds Jewish people about God (A3). Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1). Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2). Ask some questions about believing in God and offer some ideas of their own (C1).</p> <p>1.4 Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). Re-tell stories from another faith; suggest the meaning of these stories (A2). Ask and suggest answers to questions arising from another religion (C1). Talk about issues of good and bad, right and wrong arising from the stories (C3).</p>
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Expressing (Religious and spiritual forms of expression; questions about identity and diversity)

At Saltersgate Infants our children will:

Key Questions

Which times and places are special to me and why?	Which times and places are special to others and why?	1.5 What makes some places sacred to Christians? 1.6 How and why do we celebrate special and sacred times?	1.5 What makes some places sacred to Muslims or Jewish people? 1.6 How and why do we celebrate special and sacred times?
<p>Recall examples of special occasions. Talk about somewhere that is special to themselves and explain why.</p>	<p>Give examples of special occasions and suggest features of a good celebration. Recognise that people have different beliefs and may celebrate special times in special ways. Recall simple stories connected with Christmas/Easter and a festival from another faith, explaining why it is a special time. Know some similarities and differences between religious and cultural communities in this country, drawing on experiences and what has been studied in class.</p> <p>Understand that some places are special to members of their community. Talk about the things that are special and valued in a place of worship. Identify some significant features of sacred places. Recognise a place of worship. Begin to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</p>	<p>1.5 Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). Talk about ways in which stories, objects, symbols and actions used in churches, show what people believe (B2). Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1). Ask good questions during a school visit about what happens in a church (B1).</p> <p>1.6 Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost(A1). Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and say why these are important to believers (A2). Ask questions and suggest answers about stories to do with Christian festivals (B1). Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</p>	<p>1.5 Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). Talk about ways in which stories, objects, symbols and actions used in mosques and/or synagogues show what people believe (B2). Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1). Ask good questions during a school visit about what happens in a synagogue or mosque (B1).</p> <p>1.6 Identify some ways in which a festival is celebrated in another religion (A1). Re-tell stories connected a festival in another religion and say why these are important to believers (A2). Ask questions and suggest answers about stories to do festivals in another religion (B1). Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</p>

Living

(Religious practices and ways of living; questions about values and commitments)

At Saltersgate Infants our children will:

Key Questions

Being special; where do we belong? What is special about our world to me?	What is special about our world?	1.7 What does it mean to belong to a faith community?	1.7 What does it mean to belong to a faith community? 1.8 How should we care for others and the world, and why does it matter?
<p>Re-tell religious stories making connections with personal experiences. Share occasions when things have happened in their lives that made them feel special.</p> <p>Talk about things they find interesting, puzzling or wonderful, and also about their own experiences and feelings about the world.</p>	<p>Recall simply what happens at a traditional Christian infant baptism and dedication. (Additional opportunity if you have children from religions other than Christianity in your setting to recall simply what happens when a baby is welcomed into a religion other than Christianity.)</p> <p>Re-tell stories, talking about what they say about the world, God and human beings. Think about the wonders of the natural world, expressing ideas and feelings. Express ideas about how to look after animals and plants. Discuss ways to look after the world rather than 'spoil' it.</p>	<p>1.7 Recognise and name some symbols of belonging from their own experience, suggesting what these might mean and why they matter to believers (A3). Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). Identify two ways people show they belong to each other when they get married (A1). Respond to examples of co-operation between different people (C2).</p>	<p>1.7 Recognise and name some symbols of belonging from their own experience, and at least one other faith, suggesting what these might mean and why they matter to believers (A3). Identify two ways people show they belong to each other when they get married (A1). Respond to examples of co-operation between different people (C2).</p> <p>1.8 Re-tell Bible stories and stories from another faith about caring for others and the world (A2). Identify ways that some people make a response to God by caring for others and the world (B1). Talk about issues of good and bad, right and wrong arising from the stories (C3). Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2). Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).</p>

British Values

At Saltersgate Infants our children will:

What are British Values? In order to answer questions about whether social and moral values are best described as 'British Values' or can be seen as more universal human values, Saltersgate Infant School aims to teach pupils the ability to make clear and rational assumptions about what is fair in society. At Saltersgate Infant School we believe that RE can make a key educational contribution to pupils' explorations of British values. Furthermore, we believe excellent teaching of RE can enable pupils to learn to think for themselves about these values that are fundamental to our society. RE offers opportunities to build an accurate knowledge-base about religions and beliefs in relation to these wider societal British values. This in turn supports our pupils so that they are able to move beyond attitudes of tolerance towards increasing respect, so that they can celebrate diversity in school and the wider community. Our focus at Saltersgate Infant School will be in line with the Doncaster **Agreed Syllabus for Religious Education 2019–2024**. This syllabus document highlights British values in the following five ways:

Key Value 1. Mutual Tolerance

Our school does not accept intolerant attitudes to members of the school or wider community; attitudes which reject other people on the basis of race, faith, gender, sexual orientation or age are rightly challenged. A baseline for a fair community is that each person's right to 'be themselves' is to be accepted by all. RE can challenge children and young people to be increasingly respectful and to celebrate diversity. Tolerance is a key pillar of British values.

The city of Doncaster is socially, ethnically and culturally diverse. We are fully aware of the importance of promoting tolerance of those with different faiths and beliefs. Throughout the school year our curriculum delivers themed days; when children explore religious celebrations in more detail. We aim to cover the key religions and their key religious events/holy days. For example, Harvest, Christmas, Easter, Eid, Passover, Diwali and Chinese New Year. We also teach about the larger faith groups (Judaism and Islam) within the local area. Members of different faiths or religions (including staff members) are encouraged to share their knowledge to enhance learning within classes and the school.

Children visit places of worship that are important to different faiths. For example, our local church St Leonards. A local vicar also comes into school to deliver lessons/assemblies on RE. The children in Year One visit Doncaster Minster and Year Two children visit the local Mosque/Synagogue. In our school library we also provide reading material on other faiths.

Embedded within our teaching at Saltersgate Infant School we promote the understanding that people in Britain have the freedom to choose a religion or to choose to have no religion. We teach the children that people in Britain accept that other people may have different faiths or beliefs to themselves. These beliefs should be tolerated as long as they follow the law and do not harm others. People's beliefs should not be the cause of unfair behaviour towards them.

We have adopted the Characteristics of Learning using the Mr Men characters to promote key understanding of how we expect children to engage with their learning in the school and wider setting. This has clear links to tolerance and respect of others.

Key Value 2. Respectful Attitudes

In the RE curriculum, attention focuses on developing mutual respect between those of different faiths and beliefs, promoting an understanding of what a society gains from diversity. Pupils will learn about diversity in religions and worldviews, and will be challenged to respect other persons who see the world differently to themselves. Recognition and celebration of human diversity in many forms can flourish where pupils understand different faiths and beliefs, and are challenged to be broad-minded and open-hearted.

As a school community, mutual respect is at the heart of our values. Pupils learn that their behaviours have an impact on themselves and others. All members of the school community treat each other with respect as we actively encourage children to follow the Golden Rules. This is promoted through staff modelling the behaviour, RE lessons, assemblies and moral stories. Pupils are encouraged to show respect to all members of the school & wider community.

Key Value 3. Democracy

In RE, pupils learn the significance of each person's ideas and experiences through methods of discussion. In debating the fundamental questions of life, pupils learn to respect a range of perspectives. This contributes to learning about democracy, examining the idea that we all share a responsibility to use our voice and influence for the wellbeing of others.

Children have many opportunities for their voices to be heard. Pupils have the opportunity to run for School Council and take part in the democratic electoral process, nominating and selecting individuals to represent different year groups. Children also use class voting to elect the new Golden Citizen each week. The children will learn that adults in Britain have one vote each so that they can help to decide important things about how we run our country. For example how much money to spend on hospitals or schools and how much tax people should pay.

Key Value 4. The Rule of Law

In RE, pupils examine different examples of codes for human life, including commandments, rules or precepts offered by different religious communities. They learn to appreciate how individuals choose between good and evil, right and wrong, and they learn to apply these ideas to their own communities. They learn that fairness requires that the law apply equally to all, irrespective – for example – of a person’s status or wealth. They have the opportunity to examine the idea that the ‘rule of law’ focuses specifically on the relationship between citizens (or subjects) and the state, and to how far this reflects or runs counter to wider moral codes and precepts.

At Saltersgate we teach the importance of laws and rules, whether they are those that govern the class, the school, or the country. Pupils are taught the value and reasons behind laws and rules. When employed effectively, they achieve positive outcomes for the whole school community. All children are aware of our school rules and expectations for behaviour and as a result behaviour is outstanding across the school. Visits from the Police, Fire Service etc. are embedded in our practice and help reinforce this message. People that live in Britain should follow the laws so that everyone is safe. This again links back to our teaching of the Golden Rules.

Key Value 5. Individual Liberty

In RE, pupils consider questions about identity, belonging and diversity, learning what it means to live a life free from constraints. They study examples of pioneers of human freedom, including those from within different religions, so that they can examine tensions between the value of a stable society and the value of change for human development.

Within our school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make the correct choices safely through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms. They are provided with advice on how to exercise these safely, for example through our E-Safety Policy and various themed curriculum opportunities. We also offer several opportunities to make independent choices i.e. use of technology to explore a subject in more detail and participation in our numerous extra-curricular clubs. We encourage children to be independent thinkers and give them confidence to come up with their own innovative ideas and solutions. We encourage the children to express these ideas during carpet time with talk partners, during circle time and when working in small and larger groups as well as working individually. We also encourage other children to listen with respect to the ideas of others and be able to share their own opinions in a calm and rational manner. The children are encouraged to express themselves freely in all aspects of their school career. We also look at the lives of major influencers in society (for example; Martin Luther King, Mahatma Ghandi, Dalai Lama, Greta Thunberg) and discuss with the children how these people have changed people’s individual freedom and liberty to live happy fulfilled lives. We teach that in Britain, as long as we do not break the rules and do not cause harm we can live as we choose to and have our own opinions about things. Our opinions might be different to others but that is accepted as long as we do not break the law. We also discuss occasions when individual freedom challenges existing laws and discuss how these laws can be changed for the betterment of society.

Delivery of British Values

Each month we cover an assembly which is themed around one of the areas of British values. These are:

- September – Responsibility
- October – Independence
- November – Resilience
- December – Liberty
- January – Confidence
- February – Consequences
- March – Endeavour

- April – Respect
- May – Positivity
- June – Tolerance
- July – Bravery

By the time the pupils come to move up to Saltersgate Junior School they have revisited these British Values lessons/assemblies three times. This follows Rosenshine's Principles of Instruction where children revisit their prior learning at regular intervals to become embedded in long term memory to retrieve where required.

Curriculum Impact

The impact and measure of our R.E. and Multicultural curriculum is that our children leave Saltersgate Infant School able to demonstrate empathy, value diversity and ready to make a positive contribution in a diverse and modern Britain. By exposing our pupils to enriching experiences and by immersing them in knowledge and skills of what people believe and what difference this makes to how they live, we equip them with the personal characteristics required to succeed in life.

The importance of religious literacy - the knowledge of, and ability to understand, religion - is increasing as globalisation creates greater links and migration between societies of different faiths and cultures. Assessment should enable teachers to be confident that their pupils are developing religious literacy through the provision of sequential learning, driven by age-appropriate expectations. Learning is based on an enquiry approach, whilst also taking account of the theology of the faith community studied (or equivalent for non-religious worldviews). Engaging with the big concepts of religion will take pupils deeper into their learning than just exploring random key questions.

Assessment does not exist as a separate entity but is part of the process of learning. Using the materials in ***Assessment in RE – Fiona Moss and Stephen Pett*** and from ***NATRE – National Association of Teachers of Religious Education*** have informed the way we assess the impact of delivery and understanding to further progress our pupils to demonstrate empathy, value and diversity to become successful global citizens.

Key questions at the start and end of units of work will give a structure for the assessment of children to be able to acknowledge the progression children have made towards *remembering, understanding & applying* and *analysis of concepts and beliefs*.