

Subject overview: RE

What does a well developed child look like at Mengham Infants? What personal skills and characteristics of learning, are particularly relevant for this subject?

The children at Mengham Infants will be curious, inquisitive, empathetic and caring because we will provide emotional, diverse and cultural religious and non-religious experiences to explore and reflect on different ways of living. Our themed days and Curriculum Promise will provide purposeful and immersive experiences for the children, so they are able to communicate and apply their thoughts and experiences, feelings, attitudes and beliefs to those of others’.

Key experiences such as Prayer Spaces, religious and non-religious visits to our local community and beyond, visitors into our school, assemblies and community traditions will develop their ability to identify feelings such as love, care, wonder, empathy, forgiveness and sorrow. In addition, effective role models across the school will provide meaningful interactions, rooted in mutual respect and care, to shape our children into kind, understanding and accepting citizens. Fundamentally, the children will be interested in these experiences, and not view these experiences as things to be rejected or feared.

We will encourage the children to reflect on feelings, relationships, experiences, ultimate questions, beliefs and practices within a safe space where their questions will be valued and answered. This will enable the children to articulate what they find interesting and puzzling in life and discuss this with their peers, learning from their varied experiences and opinions. The skill of being able to distinguish between opinion and fact, and between the features of different religions, will develop so the children can connect different aspects of life into a meaningful whole.

Purposeful, creative role-play and immersion into others’ way of life will be a part of our RE in every year group. This will allow children time to recognise the key concepts are expressed in the way of life by those studied. Extended time within the steps of communicate, apply and contextualise will shape our curriculum as will colour, taste, sound and varied and imaginative experiences providing time and space for the children to explore and share their own experiences. The use of key questions will scaffold language to be used creatively and experimentally, thus linking the concepts studied and contextualising their own and new experiences and material. Evaluating and debating issues of religious significance and explaining concepts, rituals and practices will be expressed through purposeful discussions, ensuring that children are able to evaluate both *within* and *without*. These discussion will sometimes be recorded for the children to watch again, so they can reevaluate their ideas and thoughts. Further, children can watch how they are using language and key words, and adapt their dialogue. We will use our creations to impact across the school. For example, a class video about the concept Welcoming might be used on our school website for new children and parents. This gives the children a real purpose and even more life experiences.

We will provide a variety of stimulus so the children can draw meaning from artefacts, works of art, music, poetry, stories. Key questions and experiences will spark children’s interests, and so they will be engaged and excited in recognising symbols and other forms of religious expression.

Mengham Infants uses Hampshire Living Difference syllabus as a basis for our learning in RE - <https://www.hants.gov.uk/educationandlearning/hias/curriculum-support/living-difference-re-syllabus>

These are the key skills and knowledge that a good citizen will develop during each year (**not just EYFS/NC objectives**):

Year R (key concepts: belonging, specialness and celebration)	Year 1	Year 2
--	--------	--------

<p>Communicate</p>	<p>To talk about their experiences and listen to their peers whilst they share too.</p> <p>To begin to ask questions of those they are interested in and comment on others' experiences.</p>	<p>To talk about their own responses to their experiences of the concepts explored.</p> <p>To recognise that others may have different experiences and listen with respect and interest.</p> <p>To begin to understand that others have different viewpoints and to accept these.</p> <p>To ask relevant and key questions about concepts or ideas that they find interesting or puzzling in life.</p>	<p>Children can describe their responses to their experiences of the concepts studied and others' experiences.</p> <p>To begin to respond to others' experiences and how this relates to their own understanding.</p> <p>To use language effectively to make the links between their own experiences and that of those studied and their peers.</p> <p>To recognise that different people may respond in different ways to their questions.</p>
<p>Apply</p>	<p>To begin to identify that their peers may have different traditions and ways of life.</p>	<p>To identify how their responses relate to their own lives.</p> <p>To identify others' way of life and how they are different from theirs.</p>	<p>To identify examples of how their responses relate to their own lives and those of others.</p> <p>To begin to make connections with a variety of ways of life and religions.</p>
<p>Enquire</p>	<p>Children can discuss simple concepts such as welcome and special.</p> <p>To show genuine interest in the lives of others by asking 'how' and 'why' questions.</p>	<p>To discuss new ideas that are introduced through key concepts.</p> <p>To identify and talk about key concepts explored that are common to all people.</p> <p>To reflect collaboratively as a whole class and in small groups.</p>	<p>To describe key concepts explored that are common to all people and identify and talk about concepts that are common to many religions.</p> <p>To engage with new ideas and notice symbolism through different means and can express opinions about the religious symbols.</p> <p>To reflect independently and collaboratively becoming more intellectually humble through voicing that different ways of living and thinking are welcome.</p>
<p>Contextualise</p>	<p>They can use role-play to begin to understand different ways of life.</p> <p>They use their own experiences and new learning to make links that are meaningful to them and their own context.</p>	<p>They use role-play to express and develop their understanding.</p> <p>They can recognise that the concept is expressed in the way of life of the people studied.</p> <p>They ask questions from these experiences.</p>	<p>They can describe ways in which these concepts are expressed in the context of the ways of life of people living a religious life in the religion studied.</p> <p>They can take part in meaningful role-play, experimenting with key religious language and behaviours, drawing on local religious communities and their ways of life.</p>

		To discuss and investigate local religious communities.	They can identify different viewpoints and how these have been changed by key experiences.
Evaluate	To talk about their learning and understanding of key concepts (such as special) and discuss how this makes them feel. To make comments about others' feelings, using simple language to describe.	To evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life and by identifying an issue raised. Children will begin to follow the two-step process of evaluation: Evaluate within: evaluate why this is important to the person living a religious (or non-religious) life. Evaluate without: evaluate what might be in the religious (or non-religious) experience/concept for them – how has this made you feel or think? How might this change your behaviour or point of view?	They can evaluate the human experience of the concepts studied by describing their value to people who are religious and by talking with others recognise an issue raised. They can link their own experiences and learning to that of others and begin to independently notice other forms of religious expression. Children will follow the two-step process of evaluation and begin to do this indendently when answering key questions: Evaluate within: evaluate why this is important to the person living a religious (or non-religious) life. Evaluate without: evaluate what might be in the religious (or non-religious) experience/concept for them – how has this made you feel or think? How might this change your behaviour or point of view?
Subject Leader - What three questions are key to you ensuring you have led your subject so that it has a positive impact on the children?			
Are children given varied experiences of religious concepts, other than just learning the 'facts'?			
How well can children relate the key concepts to their own experiences?			
Can children evaluate the key concept from both within and without?			