

Religious Education

During their time at Stamshaw Infant School, children explore different religions. They will focus on Christianity and one other (Judaism). Pupils will also learn about Hinduism. They learn that people hold different beliefs about the world around them. They encounter and respond to a range of stories, artefacts and other religious material relevant to different religions, developing their awareness that certain people, objects, places, clothing, foods and times have special importance. Throughout school, children learn that beliefs are expressed in different ways by different people. They get the chance to understand the importance and value of religious belief, especially for other children and their families. The children get the chance to talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

Aims

The agreed syllabus for Hampshire, *Living Difference III*, aims to ensure that all pupils:

- can begin developing an understanding of religious and non-religious experiences
- can develop curiosity about their feelings and about people, objects, places, and events around them
- can explore and share experiences about what is special and precious
- can form a view of the world that they can apply to their own experiences.

Early Years

At Stamshaw Infant school pupils will be taught to:

Enquire and explore the concepts of **belonging**, **celebration** and **specialness**.

Show an interest in different occupations and ways of life.

Recognise and describe special times or events for family or friends.

Know that other children don't always enjoy the same things, and are sensitive to this.

Know about similarities and differences between themselves and others, and among families, communities and traditions.

Key Stage 1

At Stamshaw Infant school pupils will be taught to:

- **enquire** into, and engage with, concepts that are important in their own experience and in religion (for example, belonging, remembering, celebration, symbols, God, worship)
- **contextualise** the concept within religious practices – for example how and what Jews remember at Passover or how Christians celebrate Jesus' birthday
- **evaluate** the importance and value of the concept within religious practices (for example, do pupils think it is important for the Jews to remember the story of the Jews leaving Egypt? Why/why not? Why do Christians celebrate Jesus' birthday if Jesus cannot be there, or is he there?)
- **communicate** their own responses to the concept - for example, what is important about remembering or celebrating for them?
- **apply** the concept to their own and others' experience - for example, when, with whom, and how do they remember, celebrate, etc?

The cycle of learning: **Communicate, Apply, Enquire, Contextualise** and **Evaluate**, offers a secure process by which to enable pupils to progress in their ability to interpret religion in relation to human experience.

- **Enquire:** Pupils can **identify** and **talk about** key concepts studied that are common to all human experience.
- **Contextualise:** Pupils can **recognise** that the concept is expressed in the practices of the religion studied.
- **Evaluate:** Pupils can evaluate the concepts by **talking about** their importance to believers in simple terms, and by identifying an issue raised.
- **Communicate:** Pupils can **talk about** their own responses to these concepts.
- **Apply:** Pupils can **identify** how their responses relate to their own lives.