



Hook Infant School
Every Child, Every Day, Every Future

RATIONALE

RE at Hook Infant School

At Hook Infant School, we follow the Living Difference IV agreed syllabus for Hampshire which “seeks to introduce children and young people to what a religious way of looking at, and existing in, the world may offer in leading one’s life, individually and collectively”. Living Difference IV recognises that living a religious life means to subscribe to certain beliefs and practices. Our aim at Hook Infant School is for children to develop an understanding of their individual spirituality and, as future adults, become socially, morally and culturally astute, accepting others for their differences. Our half termly topics are planned thoughtfully to develop children’s knowledge and understanding of world religions, allowing children to develop their personal beliefs which influence their everyday actions and choices. Our teaching also leads to an understanding of the wider community and to why people have different views and values which should be respected by all.

Coverage

Through the RE curriculum, children develop an understanding of what a religious way of looking at the world may offer someone, individually and collectively.

- Each unit follows the prescribed Religious Education cycle from Living Difference IV; communicate, apply, inquiry, contextualise and evaluate. This allows pupils to gain an understanding of concepts in relation to a religion and everyday life. Through lessons and topics, children develop knowledge and understanding about:

- The key elements of Christian Traditions, including: Jesus’ teachings and messages, the birth of Jesus, Christians’ place of worship, baptism, death and resurrection.

- The key elements of the Sikhi Faith, including: their key beliefs, place of worship, key values and religious festivals. An overview study of Hindu Traditions is also woven into some units in Year 1 and Year 2.

Progression

- Most concepts explored in Year R, Year 1 and Year 2 are A Concepts which are common to all people or shared by many religions.

- Christian Tradition and the Sikhi Faith are taught for three years throughout the school to allow progression and depth of understanding.

- The golden threads of belonging and special are introduced in Year R.

- In Year 1 the golden tread of belonging is revisited and the golden thread of community is introduced.

- In Year 2 the final threads of love and special are explored.

Enrichment

- Weekly assemblies.
- Collective worship.
- Whole school Christmas service in the local church performed by Year 2.
- Nativity plays in Year R and Year 1.
- Assemblies about religious festivals.
- Remembrance, Harvest, Easter and Christmas assemblies.
- World Religion Day to be introduced.
- Use of artefact boxes.
- Virtual and in person interactions with religious experts from our local community.
- Open the Book assemblies run by visitors from the local churches.
- School Prayer Box.
- School Celebrations Book.

Support and Challenge

- Access to the RE Curriculum, Living Difference IV the RE Centre, Hampshire RE advisers and Hampshire RE planning and teaching packs.
- Key vocabulary is shared and discussed throughout lessons.
- Key skills are modelled by adults and children.
- Retrieval practice promotes deeper knowledge -use of assessment Wordle.
- Key questions develop a deeper level of thinking.
- Secure teacher subject knowledge promotes support and extension through teaching approaches, strategies, task design and differentiation.
- To support and challenge children, differentiation will include: self-selection (mainly in EYFS) and tiered activities; resources and scaffolds; differentiation through outcome; adult support and peer-support.
- Use of Living Difference IV RE cycle challenges pupils to apply concepts to their own and other people’s lives. Hook Infant School have created a pictorial cycle to aid the children’s understanding.
- Artefacts and religious texts give the children a clearer understanding of the religions/theme being studied using experiential learning.