



R.E

Portfolio

WEST HOVE
INFANT SCHOOL
.....
A family of friends

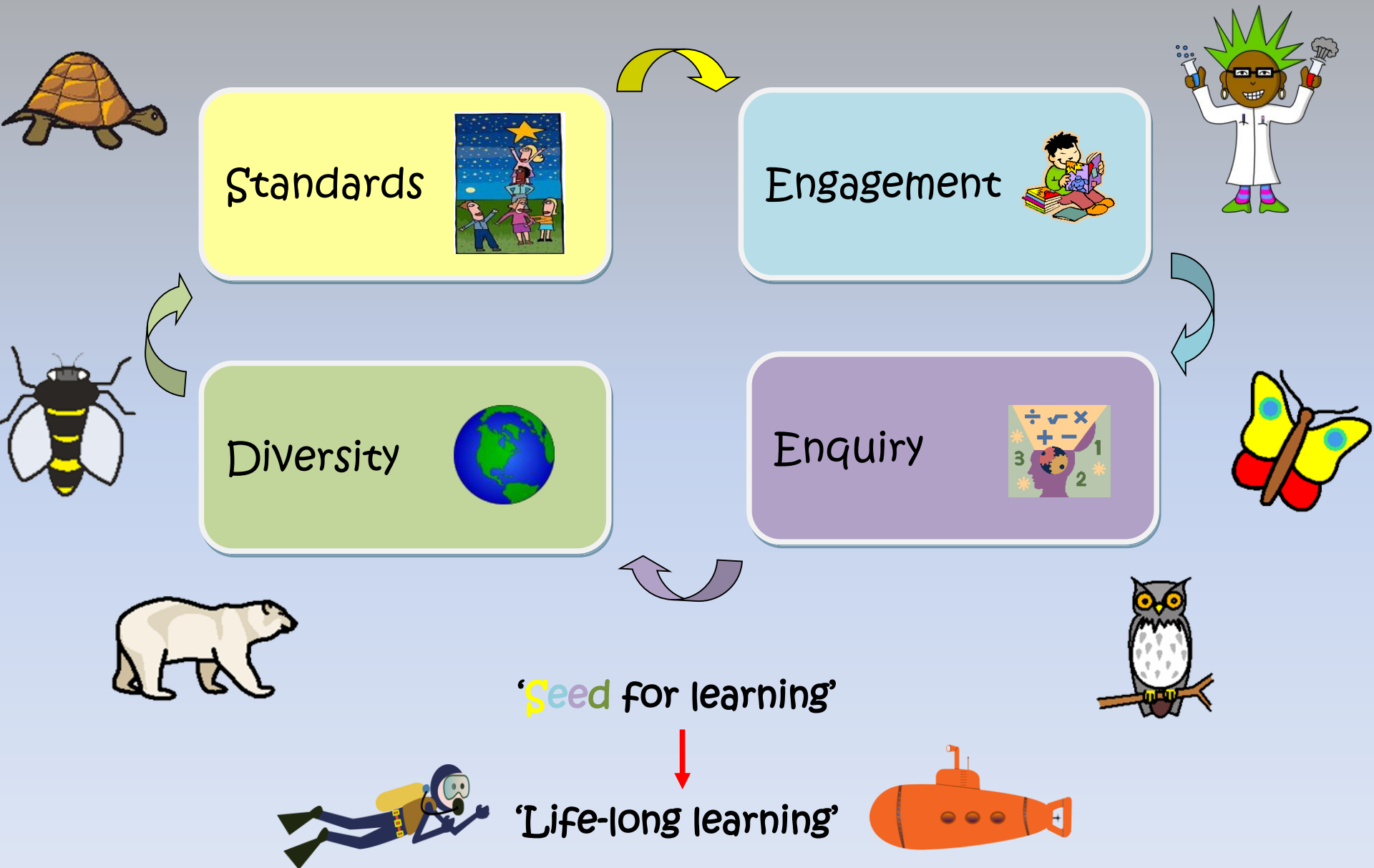


RE at West Hove Infants

The Religious Education curriculum aims to give children an engaging introduction to learning about the major religions. We encourage children to engage with big questions about the meaning and significance of life and encourage them to ask thoughtful questions. Children will be given a basic understanding of how the beliefs, values, practices and ways of life link together within major religions and be provided with opportunities to record their learning in imaginative and creative ways. Children are encouraged to express their own beliefs and values and respect others.



Curriculum Drivers : S.E.E.D.



Brighton & Hove Agreed Syllabus

Our Curriculum follows the Local Authority Agreed Syllabus which has been tailored to fit the growing diversity of our city. Religious Education is a statutory requirement and must be taught in all schools.

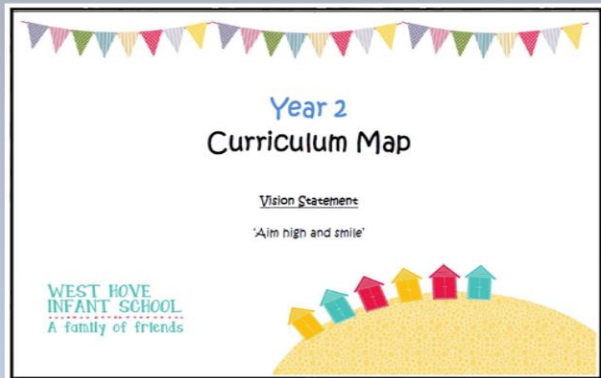


'Religious Education has an important place in the curriculum in Brighton and Hove Schools. Our society has never been so diverse, and good Religious Education plays an important role in helping to keep this country a tolerant and inclusive place in which to live. In 21st Century Britain, it is vital that young people develop a good understanding of their own and other people's beliefs.'

Enquiry, Reflection, Appreciation

Please go to:
<http://www.westhoveinfants.co.uk/our-curriculum/schemes-of-work/> to see our R.E curriculum planning

Curriculum Overview



Our Curriculum Maps, detail all of the opportunities for the teaching and learning of **R.E** throughout each year.

Range of Opportunities	<ul style="list-style-type: none"> Make connections on the basis of what has been read so far. Make links between the book they are reading and other books they have read, real-life experiences or films they have seen. <p>Pupils:</p> <ul style="list-style-type: none"> Listen to a range of text types, including fiction and non-fiction. Read and listen to poetry and learn some poems by heart. Become familiar with a wide range of texts of different lengths. Discuss books. Frequently read with other year groups. Celebrate reading at events like World Book Day.
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¹ Teachers should compare the books that their pupils read with those provided for the key stage 1 reading test developed by STA. At West Hove Infants, Gold and White banded books are used as an age-related expectations benchmark.
² Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell.
³ Approximately 90 words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding, but some pupils read slower than this while still being able to do so.

Learning Expectations	<ul style="list-style-type: none"> Use co-ordinators (e.g. on / and / but) and some subordination (e.g. when / if / that / because) to join clauses. Put letters spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others. Spell many common exception words². Use cursive handwriting. Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Use spacing between words that reflects the size of the letters. Revise, evaluate and polish their writing. Publish and share work to celebrate their achievements. 						
Range of Opportunities	<table border="1"> <tr> <td>Non Fiction</td><td>Poetry</td><td>Fiction: Narrative</td></tr> <tr> <td>• Alien Fact File</td><td>• Rainforest description</td><td>• The Magic pebble</td></tr> </table>	Non Fiction	Poetry	Fiction: Narrative	• Alien Fact File	• Rainforest description	• The Magic pebble
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² These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

Non Fiction	Poetry
<ul style="list-style-type: none"> Information Texts Narrative Stories from other cultures Writing for a variety of purposes Jonny Barker (A Jungle adventure) 	<ul style="list-style-type: none"> Beach Non Fiction: Non Chronological Reports Brithnon tour guides Fiction: Story writing Mr Man stories

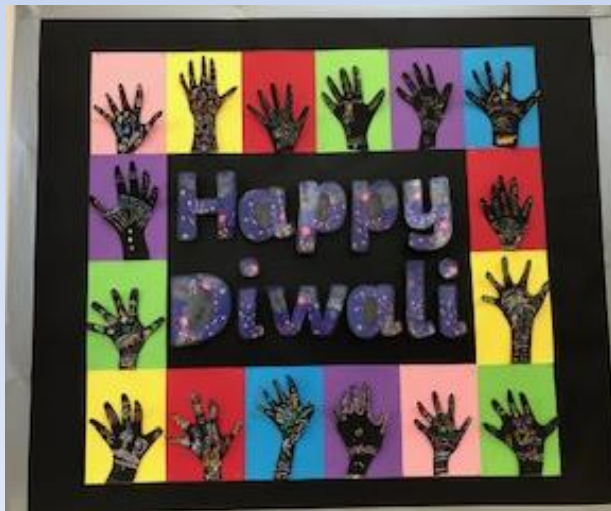
Learning Expectations	<p>Pupils:</p> <ul style="list-style-type: none"> Use sentence stems to explain understanding. Ask questions based on discussions. Challenge each other to build on and explain ideas. Explain and discuss texts read to them and those they have read for themselves. Take turns and listen to others. Read aloud what they have written with appropriate intonation to make the meaning clear. Continue to build, appreciate and revise a repertoire of stories and poems.
Range of Opportunities	<p>Pupils:</p> <ul style="list-style-type: none"> Engage in Chatterbox Partner, group and whole class discussions in all areas of the curriculum. Listen to and learn a wide range of subject specific vocabulary. Through reading identify vocabulary that enriches and enlivens stories.



The importance of RE...



'Religious Education encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, beliefs, faith and ethics and to communicate their responses.'

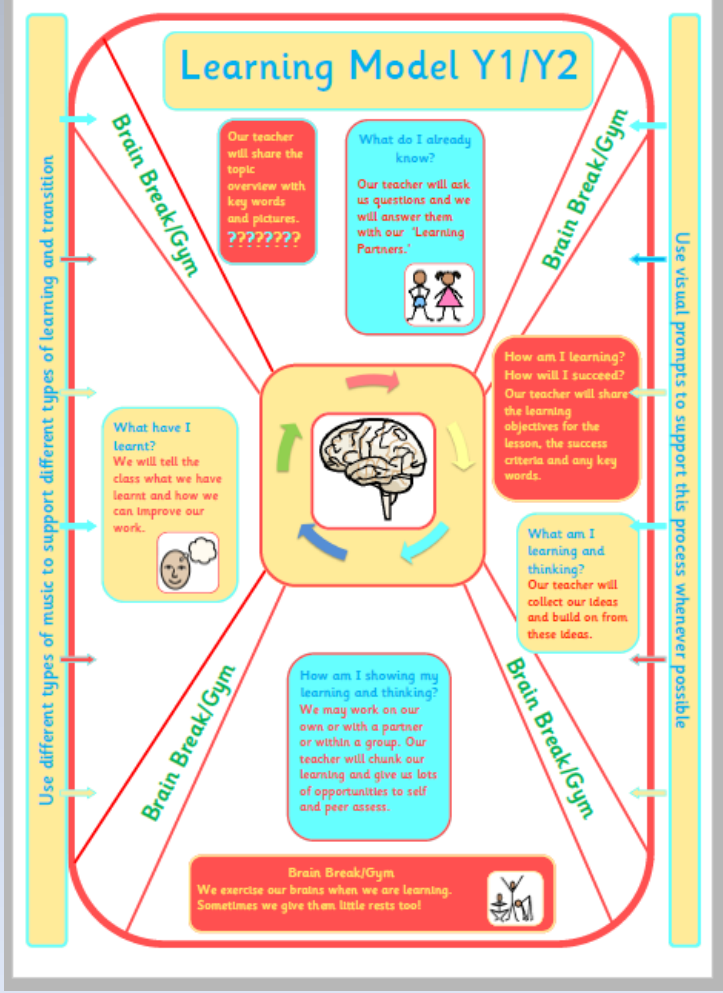
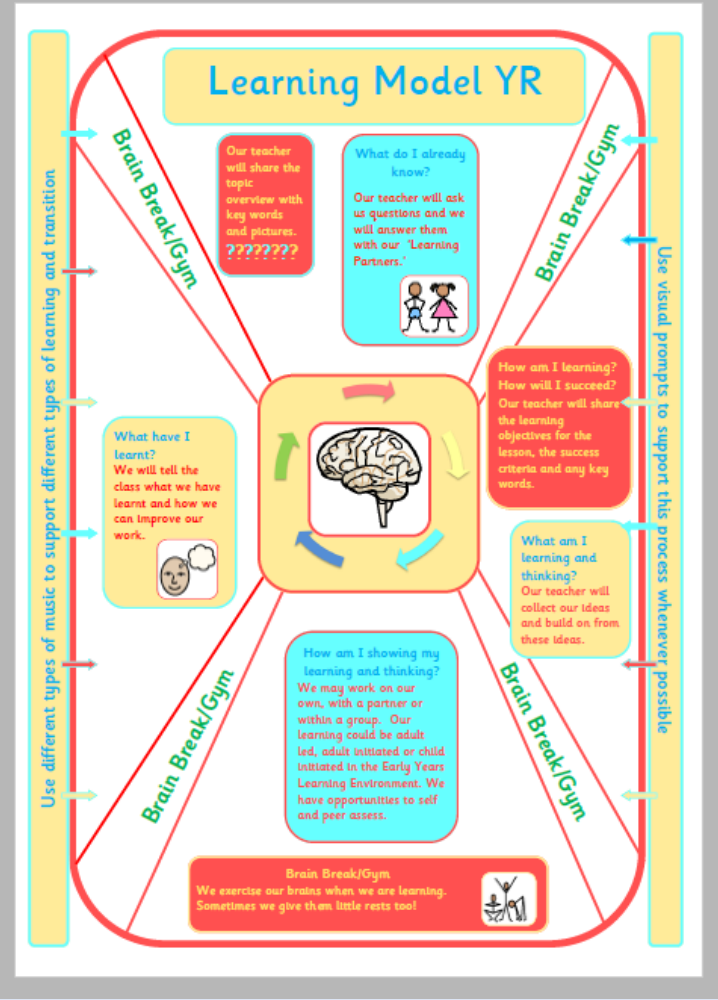


Spiritual, moral, social and cultural development...



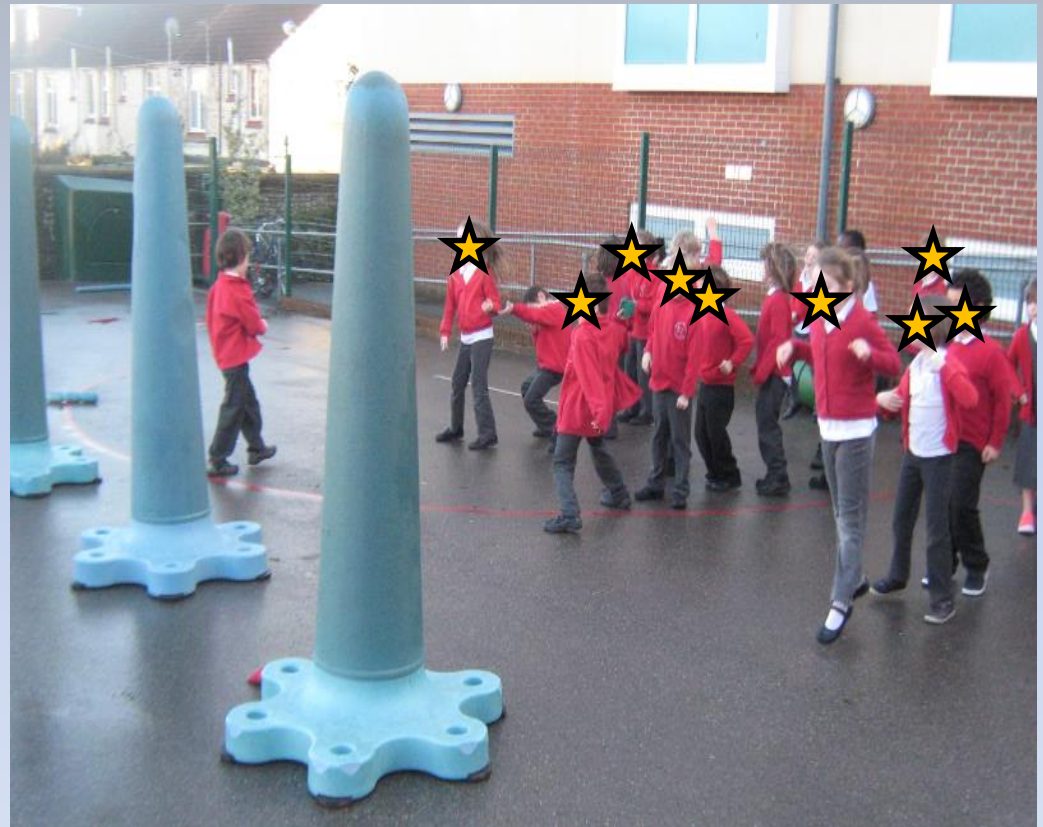
Subject	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
RE	<p>By experiencing wonder and joy through learning about and from stories, Celebrations, rituals and different expressions of religion and world Views – Christianity, Judaism and Islam.</p> <p>By Considering 'big questions' about beliefs and the world.</p> <p>By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life.</p>	<p>By exploring morality including rules, teachings and Commands such as The Golden Rules, The Ten Commandments, the sayings (hadith) of Muhammad.</p> <p>By investigating the importance of service to others in religions.</p> <p>By exploring religious perspectives and responses to suffering in the world</p> <p>By asking questions about the purpose and meaning of reconciliation and salvation e.g. exploring Yom Kippur.</p>	<p>By exploring the qualities which are Valued by our school through our Core Values of Care, honesty, kindness and respect for others as well as some of our learning behaviours of independence, perseverance, Curiosity, imagination and team work.</p> <p>By asking questions about the social impact of religion at an age appropriate level.</p>	<p>By exploring similarities and differences between faiths and cultures</p> <p>By engaging with text, artefacts and other sources from different cultures and religious backgrounds.</p>

Learning Models



Standards

The standard of RE work is very high at West Hove Infants. We celebrate the children's achievements and successes and allow them time to think critically and make changes to their own work. Children have the opportunity to learn about Religion in a cross-curricular approach through Drama, Art, Design Technology and through play.



Children learning about the Muslim Hajj Pilgrimage to Mecca.

Consistency of expectations across both sites: planning, moderation. High quality resources, modelling and displays

Having high expectations of all pupils. Thorough assessments in place and a dynamic approach to interventions to ensure all pupils reach their potential: Pupil progress, achievement team & Spotlight meetings

Teaching children explicitly the importance of having a goal and working hard to achieve it. Target setting, PSHE curriculum and assemblies, Special Mention & Star of the Week



Standards: Achieved by...



Teaching children about aspirational people: Nelson Mandela, Mary Anning, Neil Armstrong



Developing a positive attitude to the process of learning:

Learning Characteristics, Growth Mindset, Learning Model, Learning Ladders

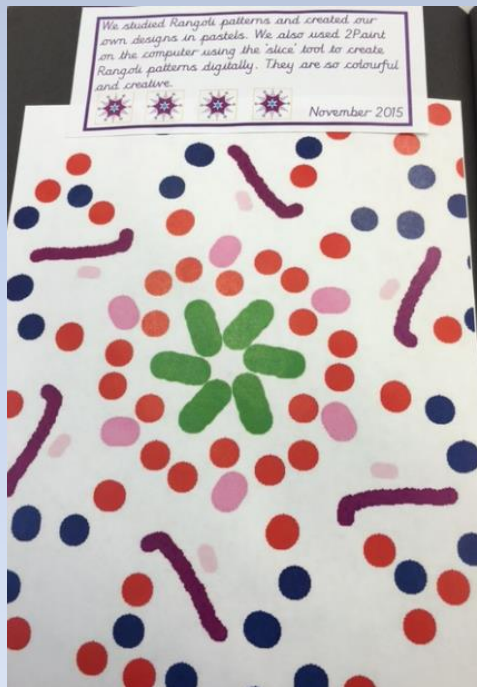


Challenge for all children at all levels in all subjects: marking and feedback, mastery approach, self/peer assessment, polishing pens, challenge partners, 'Deep Dive' challenges



Standards in Year R

Making Diwali lamps and Rangoli patterns.



Children in Reception work towards achieving the 'Early Learning Goal':

Children talk about past and present events in their own lives and in 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.

Standards in Year 1

The image displays two pages of children's workbooks. The left page is about Yom Kippur, and the right page is about churches.

Left Page (Yom Kippur):

- Header: Week beginning: 04.02.19. I am learning about the Jewish celebration of Yom Kippur.
- Section: What would you say sorry for? ✓
- Text: I'm sorry I hurt my friend.
- Illustration: A drawing of a person with a speech bubble saying 'I'm sorry' to another person.
- Section: How can you try and make sure it doesn't happen again?
- Text: I won't hurt my friend.
- Illustration: A drawing of a person with a speech bubble saying 'I won't hurt my friend' to another person.
- Section: Why do you want to say sorry?
- Text: I'm sorry because he was sad.
- Section: Three facts I have learnt about Yom Kippur
- Text: That you don't eat for one day, Jewish people pray in the synagogue, saying sorry to god.
- Signature: Very thoughtful Barney.

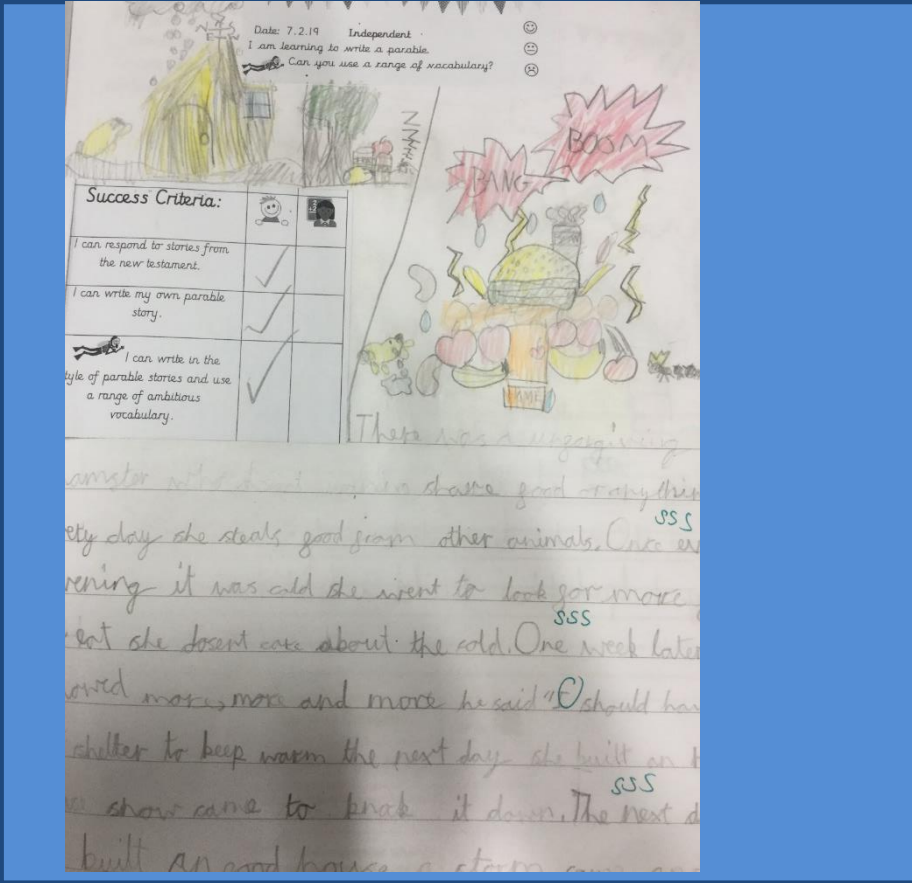
Right Page (Churches):

- Header: Date: 25.2.19. I am learning that churches are special places for Christian people.
- Section: Today you are going to be drawing a church and writing why it is a special place for Christian people.
- Illustration: A drawing of a church with a cross on top.
- Section: Can you label the parts of the church?
- Text: Why is a Church an important place for many Christians to visit?
- Text: Because some people get married.

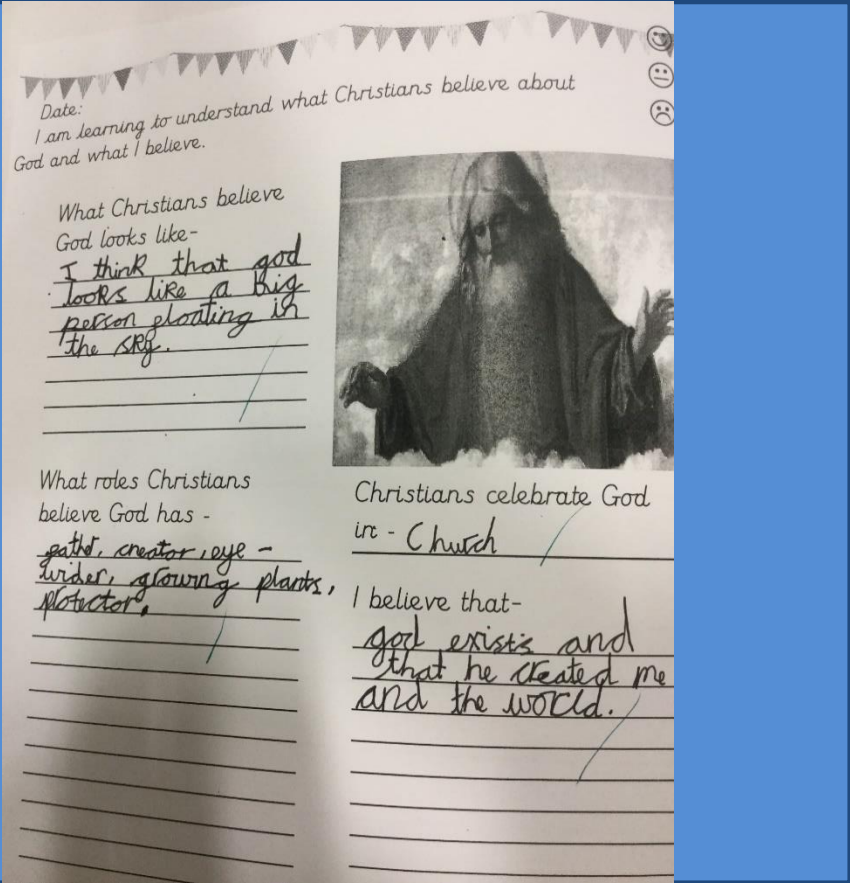
Learning about the Jewish celebration of Yom Kippur.

Learning about why churches are important to Christians.

Standards in Year 2



Children writing their own parable story after listening to different parables.



Children learning about what Christians believe about God and reflecting on what they believe.

R.E Displays



Places of worship display by Year Two children.



How we celebrate Diwali Display. Children and their families have contributed to these displays.

R.E Displays



Reception children's work learning about Mehndi body art and creating their own Henna designs.



Reception children creating Rangoli patterns on the computer.



'Stunning Starts',
'Fabulous Finishes'

Local
environment:
walks, beach visit,
Wish park



Visits and visitors:
e.g. Zoolab, Space
Dome



Challenge for all:
Challenge Partners,
Professor Prove it, 'Deep
Dive' challenges



Engagement



Theme days:
Superhero Day,
Art Day, French
week



Learning outside.
Active Learning.
Sports & PE

Use of 'Learning
Model'. Brain
breaks. Talk for
Writing

Using children's ideas as
starting points.
Wonderful World of
Me. Home Learning
Projects



First hand
experiences.
Investigations.
Problem Solving.
Mastery &
Challenge. Cross
curricular links



Clubs:
Storybones, Lego
club, Science,
Art & Craft etc!



Are you
ready to
learn?



Engagement

Children are encouraged to work independently and collaboratively. We use a range of artefacts and resources to support learning and allow children to experience these first hand.



Children looking at Torahs and creating their own.
RE learning takes place outside too.

Resources



Books are a fantastic resource for RE. Children learn through stories and the images are a great starting point for discussion. Bibles, Torahs and the Quran are used to share religious stories and learn about significant religious figures.





Children are given opportunities to use Drama and Art to learn RE. This encourages a cross curricular way of learning and allows them to use other skills in this subject. Games are also a popular resource used to consolidate learning. Children are also provided with opportunities to explore and handle religious artefacts and discuss the importance of handling such items with care and respect.

Performances



Christmas concerts and plays are an opportunity for children to use Drama and Music to show how Christmas is celebrated around the world. Year 2 children perform their concert in a local Church.

Creative and Critical
thinking: Growth Mindset,
Learning Characters



Expressing opinions.
Listening to and
respecting other's
opinions



Investigations &
Problem solving.
Exploring maths
and science
concepts: Lego
club, Science
club



Team work:

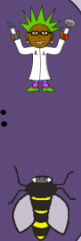
Discussion and
Negotiation



Enquiry:
Developed
through:



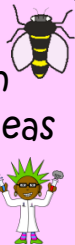
Reasoning and
Reflecting Justifying:
'Professor Prove It'



Challenge Partners



Questions which
promote exploration
and discussion of ideas
– no right or wrong
answers



Generating own
questions.



Mastery – Depth
of Understanding




Learning through Play:
Active Learning,
Exploring, Innovating,
Creating






Enquiry



Children ask and answer questions about their beliefs and others. Their inquisitive nature is nurtured in RE and they are taught to not be afraid to enquire about religion and values. Children are given further activities to extend and challenge their thinking.

 What is the meaning of the crescent moon symbol?

Success Criteria:			
I can draw the crescent moon.	/	✓	Muhammed went to the mountains where an angel called Jibril met him.
I can explain the meaning of the symbol.	/	✓	
 I can suggest why different religions have symbols.	✓	✓	

Example of children responding to their success criteria and challenge within RE.

Festivals: Eid, Diwali,
Christmas, Chinese
New Year



Respect: Challenging stereotypes,
Behaviour and Anti-Bullying,
Restorative Justice, Refugee Week



Local community:
Children's
Parade, Let's
Dance



Diversity of
language: Sharing
home languages,
French



Diversity:
Through
celebration and
awareness of...



British
Values:
preparation
for life in
modern
Britain



A PSHCE curriculum
that explores
the diversity of gender
representation, race,
religion and family units
in our community



Awareness of
others:
Displays,
Wonderful
World of Me!



Knowledge of other
cultures and
communities both in
school and further
afield: Around the
World, Rainforests,
French Week, people
from different cultures/
countries



Diversity



Children love sharing their religions with the rest of their class and it gives them the chance to shine. Religious festivals are not only taught but celebrated in school, helping children to become open-minded and accepting to the different ways families and communities in our local area live their lives. Our school celebrates similarities and differences and teaches that diversity is positive.



Community Involvement



Visitors are invited to come and share their religions with the children. They are often parents of the children or people of the community. They discuss their practices, food, clothes and special festivals. Children get to experience religion first hand in a practical and visual context.

Supporting discussion about R.E at home...

Children often have many questions about faith and show great curiosity about learning more about this subject area. If this is the case with your child you might consider:

- Attending local celebrations and festivals held by different faith communities.
- Visiting local places of worship. Discuss who uses these places and why they were built. How are they similar and different?
- Topmarks and other websites have a selection of resources suitable for children in KS1 to learn more about Religious education, faith and festivals. See some ideas below -
 - Chinese New Year - <https://www.topmarks.co.uk/ChineseNewYear/ChineseNewYear.aspx>
 - The Nativity story - <https://www.topmarks.co.uk/Christmas/NativityStory.aspx>
 - Easter - <https://www.topmarks.co.uk/easter/EasterNests.aspx>
 - Tour of a Church - <https://www.canterbury-cathedral.org/virtual-tour/>
 - Tour of a Gurdwara - http://resources.hwb.wales.gov.uk/VTC/2008-09/re/m_parry/gurdwara/eng/index.html