



## **Teaching Religious Education at Queensway School**

At Queensway, we are committed to delivering a quality religious education curriculum. We celebrate and promote the diversity of religious beliefs within our school, community and wider world. Our ethos is one of openness, tolerance, acceptance and inclusion of those from all faiths and religious beliefs, which we want the children to understand and apply throughout their lives. Throughout the school, we follow Oxfordshire Agreed syllabus, which focuses on the three religions: Christianity, Islam and Judaism.

### **Key Stage One:**

In KS1, we explore a range of religious stories, writings and their meaning. We name and explore a range of celebrations and consider why these are important, for some people, to belong to a religion and recognise the difference this makes to their lives. We explore this thorough art, for example, identifying and recognising religious symbols and discuss their meanings.

We encourage children to reflect on and consider religious beliefs and spiritual feelings, experiences and concepts including worship and celebrations. They are asked to respond imaginatively to puzzling questions and identify what matters to them and others. Through the teaching, children can recognise that religious beliefs make a difference to individuals, families and communities.

### **Key Stage Two:**

Children are encouraged to describe the key aspects of religions, through the stories traditions, people and customs that influence practise and beliefs. They will be able to describe the variety of practises of the way of life in religions. We celebrate and promote the similarities and differences between religions through discussing personal experiences and arrange visitors to come in and share their faiths. We encourage children to ask ethical questions and begin to understand religions and other responses to them.

We have creates links with the wider community, which enables the children to visit a range of places of religious significance in the local area. We also invite members of different religious groups from the community to come into school and share their expertise with the children. In addition, events are organised in school alongside religious leaders to further immerse the children in the cultures and beliefs of others.

At Queensway, we endeavour to teach a balanced R.E. curriculum each year. This is delivered through weekly sessions throughout the year, which incorporate plenty of high-quality writing opportunities. Occasionally, these sessions may be blocked into a themed day. In addition to the class-based learning, children partake in collective worship, which is based on the school's values.

The RE Leader at Queensway is responsible for monitoring the quality of teaching and learning for RE in line with school policy. This includes lesson observation, monitoring of planning and assessment data and staff training and CPD, including working with the RE leaders in our Quad schools.

### **What does RE look like in Foundation Stage:**

At Queensway, RE is interwoven throughout the EYFS curriculum to ensure a breadth of adult-led and child-led learning experiences. Because of our diverse population, there is ample opportunity to celebrate cultural similarities and differences within our community, such as, in term 1 our FS children discover 'Where we come from?' In Nursery, our diverse demographic is complimented with a theme of 'How We Celebrate'.

Children are carefully encouraged to take ownership of their learning through provocateurs such as: planning a party for Danny Dog. Use of learning characters, such as Danny Dog, provide specific opportunities for development of widening children's vocabulary. Furthermore, strong links are made within the RE and our environment. Developing prior knowledge is a keystone of the EYFS curriculum at Queensway, for example in term 6 children discuss similarities and differences of the countries where they're from.

Foundation children can:

<b>Nursery:</b>	<b>Reception:</b>
<ul style="list-style-type: none"> <li>• Shows an interest in the lives of children who are familiar to them.</li> <li>• Enjoys joining in with family customs and routines.</li> <li>• Remembers and talks about significant events in their own experience.</li> <li>• Recognises and describes special times of events for family or friends.</li> <li>• Knows about some of the things that can make them unique, and can talk about similarities and differences in relations to family or friends.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys joining in with family routines and customs.</li> <li>• Talks about past and present events in their own lives and others.</li> <li>• Knows that other children do not always like the same things, and is sensitive to this.</li> <li>• Know about similarities and differences between themselves and others among families, communities, cultures and traditions.</li> </ul>

### **Statutory ELG:**

#### **People, Culture and Communities**

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.