

OUR VISION

From tiny seeds, we grow and learn together.

Our school vision is inspired by the parable of the mustard seed. When planted and nurtured by a loving community, every seed can grow and flourish.

Our school is like the mustard tree; a place where all are valued and belong.

Our children are like tiny seeds; in good soil they can grow as individuals, ready to branch out and be good news in an ever- changing world.

Our loving community of gardeners enable each unique child to flourish, removing barriers, and supporting growth.

Little people can do big things through love, courage and joy.

OUR VALUES

LOVE

COURAGE

JOY

OUR BEHAVIOUR PRINCIPLES

KIND WORDS

KIND HANDS

KIND FEET

CURRICULUM INTENT

We define 'curriculum' as everything our children experience as they journey through our school, so that they become children who:

Learn and play with joy	Approach life and learning with courage, resilience and independence	Are kind and loving	Are numerate and literate	Can express their thoughts and ideas
Have high self-esteem and are proud of their own strengths and successes	Has a strong sense of belonging	Can collaborate with others	Are good news for their school and wider community	Recognise how they have grown as a unique individual

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RELIGIOUS EDUCATION INTENT

It is our intention that all children will experience a high-quality RE curriculum which enables them to flourish and to live life in all its fullness, so that they become children who:

Appreciate the nature of worldviews and the important contribution of religion and belief, spiritual insights and values to the individual's search for meaning in life.	Recognise that someone's worldview, including their own, can be influenced by many factors and is an intrinsic part of how they view the world;	Develop knowledge and understanding of Christianity, and of the other principal religions and beliefs represented in Great Britain, through their history, contemporary diverse expressions and encountering peoples' lived experience;
Develop interest in and enthusiasm for the study of worldviews and enhance their own spiritual, moral, social and cultural development;	Are able to make reasoned, informed and creative responses to religious and moral issues.	Recognise the influence of beliefs, values and traditions on the individual, on culture and on communities throughout the world.

RELIGIOUS EDUCATION CURRICULUM IMPLEMENTATION




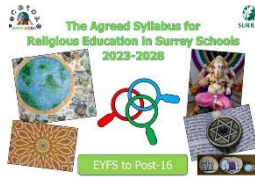
We design our curriculum so that it reflects our core values, individual school context and the needs of our children, as well as delivering the statutory requirements of the Early Years Foundation Stage Framework (EYFS) and the National Curriculum. We have made deliberate curriculum choices driven by our curriculum intent.

Learning will be planned and delivered through:	Quality First Teaching (QFT) with appropriate challenge and support	Active and hands-on learning through concrete, pictorial & abstract experiences, inside and outside	Consistent pedagogical approaches based upon Rosenshine's principles of effective	Rich oracy opportunities for formal and informal talk	Engaging hooks, carefully planned learning journeys, enrichment and	Ordinarily Available Provision (OAP) which meets individual needs
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			instruction (Crookham Toolkit)		purposeful outcomes	
Learning Animals (BLP 4 Rs)	Reflective Owl Reflectiveness	Resourceful Squirrel Resourcefulness		Tough Tortoise Resilience		Team Ant Reciprocity
Learning will be organised through	Early Years Foundation Stage (EYFS) RE has the potential to make an active contribution to all the areas of learning, but it makes a particularly important contribution to:					
	Understanding the World					
	National Curriculum (KS1)					
	RE Subject Content					
	God		Identity		Community	
	RE Disciplinary Knowledge The disciplinary knowledge and skills needed to work as an expert in RE:					
	Theology		Philosophy		Sociology	
	Talk simply about core beliefs and concepts and what they mean. Use appropriate subject-specific vocabulary when they talk Identify similarities in features of religion and belief Retell religious, spiritual and moral stories		Respond sensitively and imaginatively to questions about being human and their own place in the world Ask thoughtful questions about their own and others' ideas, feelings and experiences Recognise that some questions about life are difficult to answer		Talk about different communities of people Give examples of how people put their beliefs into practice, in the home, in places of worship or in living their lives Give a reason why something may be of value to themselves and/or others, recognising different viewpoints	

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	Identify how stories / symbols / objects might show what people believe	Respond to questions about e.g. 'right'/'wrong', 'good'/'bad', 'real'/'true'	
	Identify how belief is expressed in different ways for different people	Give a simple reason for a view that they have	
	RE Subject Threads These are key threads that run through our RE curriculum, they are:		
	Authority (Holy Books/Prophets)	The Divine	Beliefs in Action
			Belonging
Our School specific components	 <p>Crookham C.E Aided Infant School</p> <p>Crookham Toolkit (‘How we teach here’)</p>	 <p>School Library Service</p>	 <p>Oracy Approaches</p>
	Spirituality Framework	 <p>Surrey Agreed Syllabus for Religious Education (2023-2028)</p>	<p>Guildford Diocese Collective Worship</p>
CURRICULUM IMPACT			

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MEASURING IMPACT					
We draw together evidence from a variety of sources in order to evaluate how well children have learned, remembered and applied the intended knowledge, skills and attributes. These include:					
Reception Baseline Assessment and EYFS outcomes	Summative Assessment		Formative Assessment	Team Subject Reviews	External validation and inspection reports
Observations of children in various aspect of school life	Governing monitoring evidence	Stakeholder Questionnaires	Learning Walks & Lesson Observations	Book Looks	Pupil conferencing

Long Term Planning LTP						
<i>See Medium Term Planning MTP for more detail.</i>						
Year R	Who am I, and Where do I Belong?	Why do we have celebrations?	What makes a place special?	What can we learn from stories?	What makes something special?	What makes our world wonderful?
	Autumn		Spring		Summer	
Year 1	Why do Christians call God 'creator'?	What is the 'Nativity', and why is it important to Christians?	What do Christians learn from stories of Jesus?	What is the Torah, and why is it important to Jewish families?	Why do Jewish families celebrate the gift of Shabbat?	Why should we look after the world?
Year 2	What is God like for Christians?	Why is giving important to Christians?	Why do Christians call Jesus 'Saviour'?	What is important for Muslim families?	Who is Allah and how do Muslims worship him?	?Thematic Unit (Check with Y2)?

Progression in Religious Education at Crookham Infant School			
	God	Community	Identity

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<p>Year R</p>	<p>Be introduced to the celebration of Christmas as an important Christian festival, and how, for Christians, the account of Jesus' birth is the focus of the celebration.</p> <p>Begin to understand that some people go to special buildings to pray or to be close to God</p> <p>Reflect on what the Easter events might mean for them and what it means for Christians.</p> <p>Understand what makes a story special to them and begin to think about the fact that some stories are special to people because they are about God or religious leaders.</p> <p>Explore the Creation account from the Bible, whilst also thinking about their own and others' ideas.</p>	<p>To consider how new babies are welcomed into the world as a way of celebrating the uniqueness of a new life and investigate different ways in which people show they belong, including sharing stories about religious leaders.</p> <p>To see the world through the eyes of others and to understand that celebrations can help us understand more about what different people believe.</p> <p>To know that places are special for different people and that some places hold special memories.</p> <p>Consider whether stories can teach people things, and what they can learn from stories.</p> <p>To think about the different ways in which an object might be considered 'precious' or 'special', including religious artefacts, and begin to articulate why this is.</p> <p>To think about the way their community can work together</p> <p>to look after our wonderful world, and think about ways in which the whole school community can make a difference.</p>	<p>To explore questions of identity, e.g., 'What makes you special and unique?' and 'How can we value others?', as well as thinking about the different places the children belong (school community, family, friendships etc.).</p> <p>To explore the idea of 'celebration' as an important religious concept, the starting point being the celebrations that are a part of the lives of pupils in your class.</p> <p>Reflect on places that are special for them, or places that they associate with special memories.</p> <p>Explore a wide range of stories and picture books, religious and secular.</p> <p>Understand what makes a story special to them and begin to think about the fact that some stories are special to people because they are about God or religious leaders.</p> <p>Understand that something that is precious to them might not be to someone else and vice versa.</p> <p>Engage with their innate sense of wonder about the natural world, and their part in it as unique individuals.</p>
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<p>Year 1</p>	<p>Talk simply about core beliefs and concepts regarding God as a creator, and how this is seen in the Bible</p> <p>Use the vocabulary 'create / Creator / creation and/or thankful / grateful / worship' when they talk.</p> <p>Identify how the creation account and Jesus' miracles demonstrate some things that Christians believe.</p> <p>Talk about how saying thank you to God is part of worship for Christians</p> <p>Say that (for Christians) Jesus is God's Son</p> <p>Suggest what different symbols mean e.g. in Nativity paintings, figures etc.</p> <p>Say who the different figures are in the Nativity story (God, angels, Mary, Joseph, Jesus, shepherds, Magi/wise men, angels)</p> <p>Retell events from Jesus' life</p> <p>Recognise that Jesus' miracles raise puzzling questions</p> <p>Make links between Jesus' life and what Christians believe about him being human 'like us' and divine 'like God'</p>	<p>Give examples of how Christians & other people put their beliefs into practice, such as celebrating and donating food at Harvest, caring for the world, and thanking God.</p> <p>Notice what might be similar / different in the ways people give</p> <p>Talk about how our school community is like a family and that we all have things in common with each other</p> <p>Suggest how Christians might try to be like Jesus in the way they treat others</p> <p>Identify some things that the Jewish community might learn from the Torah about how to live good lives, such as caring for / respecting other people</p> <p>Talk about how Jewish families put their beliefs about the importance of Shabbat into practice in their homes and/or synagogue</p> <p>Talk about what might be important to the different Jewish families they encounter through the resources</p> <p>Talk about how different communities of people show care for our world</p> <p>Identify how beliefs about caring for our world are turned into actions for different groups of people</p>	<p>Respond to the world around them in a way that shows awe, sensitivity, gratitude and/or responsibility</p> <p>Talk about their own emotions and link to how others might be feeling e.g. in response to the natural world, in gratitude etc.</p> <p>Suggest how we might be like those who are in our family/those around us</p> <p>Give a simple reason for a view that they have</p> <p>Respond sensitively and imaginatively to questions about their own and others' ideas, experiences and feelings</p> <p>Show care for the special objects (e.g. Nativity sets / paintings) of others</p> <p>Talk about making friends, and other things that make us human</p> <p>Identify with some parts of Jesus' life explain what it means to treat something with respect</p> <p>identify important rules in their own lives – and say why they are important</p> <p>Reflect on why rest might important</p>
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	<p>Suggest why the Torah might be valued by Jews</p> <p>Talk about how Jewish people show respect for the Torah, using examples from pictures, videos or stories</p> <p>Identify possible meanings for the commandments (rules) that God gave to Moses</p> <p>Investigate source materials e.g. photographs, stories, artefacts to help answer questions</p> <p>Talk about the different elements of Shabbat and why they might be important for Jewish families</p> <p>Use the vocabulary creation, work/rest, meal, Shabbat</p> <p>Identify similarities in what Christians, Jews and Muslims believe about caring for our world</p> <p>Retell religious, spiritual and moral stories</p> <p>Talk about how both religious and non-religious people share the belief that we should all care for the environment</p>	<p>Give a reason why our world is important to them, recognising that others may have different reasons</p>	<p>Discuss respectfully that families have different routines and engage in a variety of activities during the week and at the weekend</p> <p>Think of different reasons to get together for a family meal and why this might be important</p> <p>Give simple reasons for why our world is important to them, or how they are grateful for it</p> <p>Respond sensitively and imaginatively to questions about caring for our world</p> <p>Respond to questions about e.g. 'right'/'wrong', 'good'/'bad' in relation to how we should behave towards the world that we share</p>
<p>Year 2</p>	<p>Suggest meaning for some Biblical images of God</p>	<p>Consider what difference it might make to Christians to have God as their shepherd</p>	<p>Articulate their own beliefs / ideas about God</p>

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	<p>Describe how these images connect to Christians' beliefs about God</p> <p>Talk about some Christian beliefs about what God is like</p> <p>Explain how Christians are shown in the Bible that God loves them.</p> <p>Suggest how Christians might be giving to / worshipping God by doing these things</p> <p>Retell the story of how the wise men gave, making simple connections with the symbolism of the gifts & things Christians believe about Jesus</p> <p>Retell stories about how people were changed ('saved') by meeting Jesus</p> <p>Suggest why Christians call Jesus 'Saviour'</p> <p>Use the elements of an Easter Garden to retell the story</p> <p>Suggest what different symbols mean e.g. parts of an Easter Garden, or ideas in Christian art</p> <p>Talk respectfully and in straightforward terms about what Muslims believe about Muhammad and the Quran</p>	<p>Find evidence in the church / community for different types of giving by Christians e.g. prayer, money, time, acts of service (all worship)</p> <p>Talk about how other people in Zacchaeus' community might have reacted to what happened</p> <p>Talk about the impact of forgiveness on the Christian community.</p> <p>Talk about how holding these beliefs are shown in family and/or community life</p> <p>Recognise that not all families will do this in the same way</p> <p>Observe simple similarities and differences in Muslim worship</p> <p>Talk about different communities of people and how giving expresses what's important to them</p> <p>Give examples of the difference that giving makes to individuals and communities</p> <p>Begin to understand how giving and receiving help to build a strong community</p>	<p>Explain why giving to others is important</p> <p>Suggest different ways by which different people might give</p> <p>Express their own ideas about giving in simple ways, drawing from their learning</p> <p>Talk about their own experiences of being rescued / 'saved' or forgiven</p> <p>Respond sensitively to the idea of 'rescue' or 'forgiveness', making relevant comments in the context of stories and discussions</p> <p>Talk about how people who met Jesus might have felt (e.g. before, during and after meeting him)</p> <p>Talk about what's important to them and their family</p> <p>Reflect on how they, and Muslims, show respect, or what's important to them, in the way that they behave</p> <p>Respond sensitively to questions about who or what's important to them, showing respect for the views of others</p> <p>Give simple reasons for the views they have</p>
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<p>Use the vocabulary prophet, messenger, Quran, respect, Arabic, salaam (peace) etc.</p> <p>Know how the Quran should be treated and why</p> <p>Retell a story from Muhammad's life and understand why it is important for many Muslims</p> <p>Talk respectfully about core beliefs about Allah</p> <p>Use the following vocabulary- Allah, beautiful names, pray, prayer, mosque</p> <p>Give examples of how Allah is worshipped by Muslims</p> <p>Talk about why some Muslims might pray together</p> <p>Talk about how different positions in prayer might help Muslims to focus on Allah</p> <p>Talk simply about how giving is important to different people, and why</p> <p>Identify messages from stories about giving from Judaism and Christianity</p> <p>Identify how Sikhs give to others through the langar.</p>		<p>Respond with sensitivity to the experiences of giving and receiving</p> <p>Talk about how giving / receiving might make someone happy</p> <p>Recognise that the question 'Is it better to give or to receive?' is difficult to answer and that different people will have different views</p> <p>Give simple reasons for their views</p>
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