



# Freegrounds Infant School - Our Curriculum

What are we trying to achieve?

<b>Our Vision</b>	We encourage our children to develop confidence, a sense of identity and lead safe, healthy and fulfilling lives.		We want our children to grow into responsible citizens who make a positive contribution to local, national and global communities.		We enable our children to develop skills, knowledge, understanding and enjoyment that sustain a lifetime of successful learning.		
<b>Our Aims</b>	Working in close collaboration with each other, parents and other agencies, schools and the wider community.	Enabling or encouraging everyone to become confident to pursue their own interests, brave to take risks and independent and motivated to learn.	Creating a culture of inclusion and respect.	Valuing the ideas and celebrating the achievement, successes and individuality of everyone.	Creating an exciting, stimulating resource rich environment which supports learning through interactive displays and use of technology.	Providing high quality teaching and learning, first hand experiences, high levels of collaboration, challenge and support.	Building on previous learning, teaching key skills and creating opportunities to explore and be curious.
<b>Our Values</b>	Independence		Respect	Teamwork	Thinking	Engagement	Motivation

How do we implement this?

<b>Our teaching intentions</b>	Carefully planned, rich connected learning journey.	Teaching models respect pupil uniqueness, challenges prejudice and promotes social justice.	Parents and carers are supported and challenges to play a role in their child's learning.	Approaches to learning are sensitive to the needs of all learners and their self-esteem especially the vulnerable.	Classroom environment inspires and motivates all children.							
<b>Effective teaching</b>	Teachers have a deep learning of subjects to be taught.	Teachers have a clear understanding of cognition and learning.	All adults have high expectations and provide challenge for all, with support when necessary.	Teaches employ skillful and effective questioning to check and deepen understanding.	Teachers use a range of flexible and responsive strategies.							
<b>Assessment for learning</b>	Effective use of summative assessment to inform steps.	Oral and written feedback that has immediate impact.	Purposeful internal and external moderation to inform professional discussions.	Clear learning intentions and success criteria are shared with children and understood by all.								
<b>Organisation</b>	Units of work are based on key questions and cross-curriculum themes.	Stimulating indoor and outdoor learning environments.	Daily routines and a range of enrichment experiences	Use children's own ideas and interests to shape learning.	Partnerships with other schools and the local community.	Hook that engages the children and gives the context for the learning.	A clear outcome which gives purpose to the learning.					
<b>EYFS and National Curriculum</b>	Personal & Social Development (PSED)	Physical Development (PD)	Communication and Language	Literacy	Mathematics	Understanding of the World			Expressive Arts and Design (EAD)			
	PSHE	PE	English		Mathematics	Science	RE	History	Geography	Computing	Art and Design	Design Technology

What is the impact?

<b>An inclusive curriculum for all</b>	An inspiring and challenging curriculum for all.	Teaching that is consistently good or better for all pupil groups.	High levels of attainment and progress.	Positive climate for learners in all classrooms.	Children who are fluent in the language of learning.
<b>Evaluation</b>	Memorable connections Does the learning make links with prior and current learning within the subject and across the curriculum? Does learning excite to create memorable moments?	Is an enquiry based approach to learning journeys used in all subjects? Does the task or topic promote deeper thinking? Do children have choices at different points of the learning process? Do children reflect on their learning and generate new thinking?	Equity and enrichment Are there high expectations for all? Is there equity are all children able to access the learning? Do all children experience the whole curriculum? Are all year group leaders ensuring there is consistency in the curriculum across the year groups?	High quality outcomes and challenge for all? Do all adults have high expectations of all children at all times? Are there clear assessment criteria linked to the development of knowledge and skills? Has the learning journey spread to a purposeful outcome or product? Are children challenged to think and evaluate their learning? Are the children shown examples of the best outcomes to help and inspire them to achieve?	Is each subject area given integrity and taught well? Are children able to relate their values and experiences to British values? Is there a cohesive, entire planned curriculum across the school? Does the curriculum facilitate unlimited possibilities for rehearsing and honing English, Maths and Computing skills?

# EYFS Overview

Golden Thread Concept is highlighted in YELLOW Assessed piece of work is highlighted in RED

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Topic	All about me	Jesus' Birthday	Power (Ganesh)	Eggs as a new sign of life	Water (Preciousness)	Transition
Concept	Special/ Belonging	Celebrating Birth	Power	Symbol/Reminder	Special/Precious	Looking forward
Religion	Christianity	Christianity	Hindu traditions	Christianity	Hindu traditions and Christianity	Christianity
Protected characteristics	Age, religion or belief, marriage and civil partnerships, sex, disability, race, same and different families	Religion or belief, race, being pregnant, sex, disability, same or different families, marriage and civil partnerships.	Religion or belief, race, sex, disability	Religion or belief, sex, age,	Religion or belief, race,	Religion or belief, race, disability, sex, age
Communicate	To be able to talk about myself.	To be able to talk about their own birth pictures.	To communicate their feelings and experiences of power.	To communicate their idea about eggs as a symbol/reminder of new life.	To be able to share their experiences and to listen to others on what do we think about the preciousness of water?	To share their own experience of looking forward.
Apply	To be able to talk about their own family and to listen to others about theirs. To discuss similarities and differences between their families.	To be able to talk and to listen to each other when and how we celebrate the birth of babies.	To listen to others and share their feelings and ideas about power.	To identify how Christians use eggs as a symbol/reminder of new life.	To be able to share their response to - is water always precious in different situations to different people?	To listen to others talk about how looking forward relates to their own lives.
Inquire	To recognise what makes me me?	To draw or identify things needed to celebrate the birth of a baby.	To communicate about power and recognise things that are powerful.	To share their own experiences of eggs.	To talk about the qualities of water which make it precious.	To begin to identify how looking forward relates to everyone.
Contextualise	To explore and recognise what makes someone a Christian.	To talk about ways Christians celebrating Christmas.	To identify Ganesh as powerful in Hindu stories.	To reflect on their own ideas about eggs as a symbol/reminder of new life for Christians.	Through the use of role play to offer their own observations about how Christians and Hindus see water.	To begin to recognise the story of the Prodigal Son which looks forward in the context of Christianity
Evaluate	To respond if feeling that they belong is important to Christians.	To respond to questions about the importance of celebrating birth.	To reflect on Ganesh and his power in the stories.	To respond in a variety of ways if eggs are a useful symbol/reminder of new life.	To discuss about the importance of water for Christians and/or Hindus.	To reflect on looking forward and why it is important to many Christians. Is it important for them?

# Key Stage 1 Year 1 Subject Overview

Golden Thread Concept is highlighted in YELLOW, Assessed piece of work is highlighted in RED

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Topic	Candlelight and Diwali	The Nativity Journey	Generosity (Dana)	Palm Sunday	Belonging in Christianity	Krishna's Birthday (Jamashatmi)
Concept	Candlelight as a symbol	Journeys end	Community	Welcoming	Belonging	Remembering
Religion	Hindu Traditions	Christianity	Hindu Traditions	Christianity	Christianity	Hindu Traditions
Protected characteristics	religion or belief, race, age, gender	race religion or belief, disability, age	Race, religion or belief, age, gender	Race, religion or belief, gender, age	religion or belief , age, gender, race	Religion or belief, gender, age, race
Communicate	To express creatively their response to candlelight as a symbol in their experience.	To express creatively their responses to journey's end in their experience	To express creatively their response to their own experiences of community	To express creatively their response to welcoming	To express creatively their own responses to belonging.	To express creatively their response to remembering.
Apply	To recongise how candlelight relate to events in their own lives.	To recognise how different journey's ends relate to their lives.	To recognise their responses in relation to giving to their community.	To recognise how their responses to welcoming relate to their lives.	To recognise how their response to the idea of belonging relates to their own lives.	To recognise how their own response to remembering someone special relates to their own lives.
Inquire	To recongise what candlelight as a symbol means.	To recognise different journeys' ends.	To recognise what has been taught about community and how it is used within Hindu traditions.	To recognise the meaning of welcoming.	To recognise what has been taught about the concept of belonging.	To recognise responses to remembering someone special.
Contextualise	To recognise how candlelight is used as a symbol at Diwali.	To recognise the journey's end of the characters in the Christmas birth narratives.	To recognise how community is represented within the Hindu tradition of dāna.	To recognise that Jesus' welcome into Jerusalem on Palm Sunday is remembered by Christians	To recognise how Christians may show that they belong to the Christian religion.	To recognise that Hindus remember Krishna by telling the story of his birth and by celebrating
Evaluate	In simple terms recognise something of the value of candlelight for Hindus.	In simple terms recognise something of the value of the journeys' end to Christians.	In simple terms, they recognise the value of community to people who celebrate Hindu Traditions and to themselves.	In simple terms, recognise the value of remembering Jesus' welcome to Christians.	In simple terms recognise something of the value of belonging to Christians, and identify an issue raised.	In simple terms recognise the importance of Hindus remembering Krishna's birthday.

## Key Stage 1 Year 2 Subject Overview

Golden Thread Concept is highlighted in YELLOW Assessed piece of work is highlighted in RED

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Topic	Special Places	Angels at Christmas	Holi (Vishnu)	Easter- Christianity	Creation Stories	Ideas about God
Concept	Special	Angles	Remembering	Love when sad and happy	Creation	God
Religion	Hindu Traditions	Christianity	Hindu Traditions	Christianity	Christianity and Hindu Traditions	Hindu Traditions, Christianity and Buddhism
Protected characteristics	religion or belief marriage and civil partnership, race, age, gender	race religion or belief, disability, age, gender	race , religion or belief, age, gender	Race, religion or belief, age, gender	religion or belief , age, gender, race	Religion or belief, age, gender, race
Communicate	To express creatively their response to special places.	To express creatively to the concept of angels.	To express creatively ways in which they remember events or people.	To express creatively their own experiences of sad then happy.	To express creatively their response to creation.	To express creatively their response to the concept of God.
Apply	To recognise how their ideas about special places relate to their own lives and those of others.	To recognise how their responses might relate to situations in their own lives.	To recognise examples of situations when remembering is important to themselves or others.	To recognise feelings of sadness/happiness in different situations and for different people.	To recongise examples of how their response to creation relates to their own and others' lives.	To recongise simple examples of when they and others think about God.
Inquire	To simply describe the concept of specialness in relation to special places.	To simply describe what people mean by angels.	To describe, in simple terms, what remembering means.	To simply describe about the concepts of sadness and happiness.	To simply describe about the concept of creation.	To simply talk about the concept of God.
Contextualise	To simply describe how the Mandir is a special place for Hindus.	To simply describe the events where angels appear in the Christmas story and carols.	To simply describe ways in which Hindus remember.	To simply describe how sadness and happiness are significant in the Easter story.	To simply describe the Christian and Hindu creation stories.	To simply describe ways in which the concept of God is expressed in Christianity, Hindu traditions and Buddhism.
Evaluate	In simple terms to discern the value of the importance of the Mandir as a special place for Hindus.	In simple terms to discern the value of the idea of angels to Christians.	In simple terms to discern the importance of remembering by describing how Hindus value the celebrations and devotions paid to Vishnu.	In simple terms to discern the importance of the feelings of sadness and happiness to Christians when they remember the Easter story.	In simple terms to discern why they think Christians and Hindus value these stories.	In simple terms to discern the value of God to Christians, Hindus and Buddhist.

# Key Stage 1 Language Overview: RE

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2	
Religion	Hindu Traditions	Christianity	Hindu Traditions	Christianity	Christianity and Hindu Traditions	Christianity, Hindu Traditions and Buddhism	
Previously learnt vocabulary – Tier 1	Year 1	Candle, candlelight, light, think, Christian, celebration, birthday, party	Christmas, nativity, birth, Jesus, Mary, Joseph, Joy, play, Donkey, Bethlehem, Angel, Shepherds, baby, kings, manger	Faith, community, belong, Christian, Britain, Hindu, Muslim, challenging, groups, event, special, places, God, Jesus, objects, badges	Special, places, pray, God, objects, respect, important, Christianity, Muslims, Jewish, similarities, differences, church, Easter, cross, Good Friday	belong, Christian, Christianity, church, Easter, Christmas	Remember, festival, Hinduism, Hindu, birthday, special, celebrating, gods, goddesses, prayer, belonging, cow, religion
	Year 2	Hindu, special, gifts	Christmas, God, Christianity, Jesus, Christian, death, angel, Angel Gabriel, Earth, holy, symbol, light, worship, good, religion	Celebrate, festival, Hinduism, Hindu, bonfire, new year, behaviour, bad, good, friendship, preparations, shrine, pray, feasting, evil, Vishnu, cow, special	Sad, happy, feel, remember, celebrate, Christians, love	God, Earth, world Creation, Bible,	God, heaven, creator
Taught during the topic – Tier 2	Year 1	Remember, symbol, religion, Divali, Hindu, Rama, Sita, Diva lamp/ light, welcome, festival, Rangoli, decorations, Hinduism, lantern	peace, nativity, gold, myruh, frankincense, celebrate, Israel, Angels	value, religion, collection, community, belonging, similarities, differences, heroes	Sacred, worship, holy, precious, alter, community, art, harvest, Jerusalem, resurrection, crucifixion	Followers, belief, preach, Jesus, gospel	Janmashtami, Krishna, shrine, puja, respect, honesty, truthfulness, worship, Brahma, Vishnu, Shiva
	Year 2	Home shrine, Hindu shrine, pooja thali, puja, Mandir, temple, worship, Vishnu, Ganesh, Brahma, Krishna, gods, Aum, lotus, prayer beads, offerings, prayers, holy book, holy	Heaven, heavenly, peace, messenger, guardian, protector, saint, halo, spirit, human, powerful, evil,	Holi, Prahlad, legend, abeer Holika (bonfire), gujhiya tesu forget, ancient, treasured The vedas	Easter, sadness, happiness, important, sin, forgive, cross, dying, death, rise, arisen, alive, tomb, palm leaves, last supper, wine, bread, friends, Peter, Judas, temple, Palm Sunday, crown of thorns, angel, roman soldiers, donkey	Belongs, universe create, creation relationship, Genesis, Brahman,	Brahma, worship belief, Forgiveness, peace
Deeper Learning vocabulary – Tier 3	Year 1	Symbolise, religious practice, Lakshmi, Ravana, Hanuman, mehndi, Pooja thali	Tradition, Jerusalem, King Harold, Census,	Express, identify, valuable ceremony, compare,	Religious, symbols, features, sacrifice remembrance, sorrow	Apostles	Namaste, Arti, Prasad, Sudhama, Raksha Bandhan, Rakhi, protect Trimurti – creator, preserver, destroyer The Vedas – Hindu Holy book,
	Year 2	Deity, blessing, prashad, murti, mantras, sacred	Cherub, divine, deity, supernatural	Devotions, occasion Dolyatra, Vasantotsava, Gulal, Gair	Disciples, loyal Pontias Pilate, Mary Magdelene, holy, Barrabus, betrayed, Gethsemane, Galilee, Jerusalem, worship, crucifixion, Passover, resurrection, belief	Creator, sustainer Genesis, 'The Fall', forgiveness	puja Gayatri Mantra Vedas purushartha Dharma River Ganges Karma Samsara Moksha Prince Rama Atman Brahman, atman, deities, Svetaketu, Ganesh, Diwali, murtis

An inspiring and challenging curriculum for all.

Children who are fluent in the language of learning.

## **CURRICULUM INTENT**

### **Subject Name: RE**

At Freegrounds Infant School we provide a RE curriculum which is accessible for all children. We strongly believe that high-quality RE lessons will equip children with essential conceptual and religious knowledge, to develop the whole child and provide them with the knowledge, skills and attributes children need to enhance their experiences of religions and beliefs others may uphold.

Our curriculum designs allows children to become knowledge about Christianity and Hindu Traditions. This in turn gives them the confidence to tackle many of the spiritual, moral, social and cultural issues that are part of growing up and become tolerant of others beliefs, religions and values. We provide our children opportunities show their understanding of their own values and how this contrasts and mirrors other peoples experiences.

Through use of Living Difference IV our children have the opportunity to develop their religious or non-religious identity as active, confident members of their community and are prepared for life in society now and in the future.

We aim to increase and develop children's knowledge, skills and attributes children need to protect and enhance their wellbeing by immersing them in RE learning through role play, opportunities to express creatively, discussions and first hand experiences. We plan purposeful outcomes following the Living Difference IV syllabus which enable children the chance to show what they have learnt and provide them with teknowledge of:

- The idea that to live a religious life means to subscribe to certain propositional beliefs
- The idea that to live a religious life means to adhere to certain practices
- The idea that to live a religious life is characterised by a particular way of being in and with the world, with a particular kind of awareness of, and faith in, the world and in other human beings.

Teaching that is consistently good or better for all pupil groups.

High levels of attainment and progress.

## **CURRICULUM IMPLEMENTATION**

### **Subject Name: RE**

At Freegrounds Infant School we ensure high standards of teaching and learning in RE by implementing a curriculum that is progressive throughout the whole school. We aim to challenge, motivate and involve all learners through RE lessons. Teachers will make their RE curriculum to ensure religious education is open to the plurality of ways in which people live in our local, national and international communities. We view an approach for teaching RE is to explain the educational value not only of children engaging with material intellectually, but also of them becoming better able to discern what is desirable for their own lives, and with others, for the world. By teachers following the Living Difference IV syllabus they can recognise the link between religious education and rights respecting education. RE is taught through concepts following the Living Difference IV syllabus which focuses upon the knowledge and skills stated for children to meet the End of Year Expectations for their year group, as well as embedding the Protected Characteristics and British Values. There are always occasions where teachers may feel it necessary to teach RE as a result of an issue arisen in their own class and the nurture lead may also support groups or individuals when appropriate.

At Freegrounds Infant School each RE journey enables children to recall and build upon previous learning, exploring the underlying principles of Religious education half termly at a depth that is appropriate for the age and stage of the child. Teachers ensure that children are engaged in RE through providing a range of creative opportunities to develop their knowledge and skills. Their ability to communicate, apply, inquire, contextualize and evaluate using the Cycle of Inquiry will enable them to begin to develop an understanding of RE and what it means for others to live a religious life.

We take seriously the importance of children exploring their own lives in relation to what it can mean to live with a religious orientation on life, as well as other ways of life including those informed by a non-religious perspective. We will provide a range of opportunities and these are delivered in a creative manner, using many approaches such as role play, using a variety of art media and discussions for the children.

Through a rich RE curriculum, the children will feel prepared and well equipped for a successful future to be able to know how to speak, think and act in the world on their understanding and appreciation of how they or others live a religious life.

## **CURRICULUM IMPACT**

### **Subject Name: RE**

The impact and measure of our curriculum is to ensure that children at Freegrounds Infant School are enabled to use the vocabulary and confidence needed to clearly articulate their experiences, thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. They will be able to apply their understanding of society to their everyday interactions, from the classroom to the wider community of which they are a part. Consequently, they will be ready for the curriculum at Key Stage 2 and have developed the knowledge, skills and attributes they need to succeed at school and in the wider world.

We want our children to have thoroughly enjoyed learning about their own and others beliefs. We hope these lessons have a positive impact on the whole child by widening their understanding and tolerance of others. We want our children to talk about their experiences and beliefs openly, with questioning mind, with passion and enthusiasm both within school and at home.

On leaving Freegrounds Infant School we want children to have built a secure understanding of the Golden Thread Concepts and how they link to other concepts within religious education as well as their everyday lives. Within Year 2 we also prepare them for their continuing education by looking at a further religion which they will study in Key Stage 2. We want our children to understand the importance of asking questions and seeking knowledge of others beliefs, religions and experiences by developing a curiosity for the wider world.

Assessment activities have been created for Teachers to assess and reflect on the learning throughout a RE learning journey and against the carefully planned End of Year Expectations. Standards are monitored by the RE leader through assessment moderation, learning walks, pupil conferencing and book scrutiny and from this a position statement for the subject is written.

