



Freegrounds Infant School

'Building the future together'

Intent

At Freegrounds Infant School, Religious Education is designed to provide all children with meaningful opportunities to explore religion, belief and human experience within a safe, inclusive and rights-respecting environment. Through the Hampshire Agreed Syllabus, **Living Difference IV**, we aim to develop children's understanding of Christianity and Hindu traditions whilst encouraging them to reflect upon their own experiences, beliefs and values.

Our RE curriculum is underpinned by the principles of the United Nations Convention on the Rights of the Child (UNCRC), promoting children's rights to education, freedom of thought and expression, and respect for diversity. Through the exploration of significant concepts such as **Love, Special, Belonging and Community**, pupils develop curiosity, empathy, respect and understanding of the world around them. We aim to prepare children to become compassionate, informed and respectful members of a diverse society who value similarities and differences between people and communities.

Implementation

RE is taught in accordance with the Hampshire Agreed Syllabus, **Living Difference IV**, through carefully sequenced half-termly units exploring concepts that are significant both within religious traditions and in children's own lives. Learning focuses on Christianity and Hindu traditions and is structured around Golden Thread Concepts, ensuring progression and continuity throughout EYFS and Key Stage 1.

Teaching follows the Living Difference IV cycle of:

- Communicate
- Apply
- Inquire
- Contextualise
- Evaluate

This enquiry-based approach encourages children to explore concepts through discussion, questioning, reflection and investigation before making connections with religious beliefs and practices.

Learning experiences are engaging, practical and inclusive, incorporating:

- Storytelling and religious narratives
- Exploration of artefacts and symbols
- Discussion and philosophical enquiry
- Drama and role play

- Creative responses through art and writing
- Visitors from faith communities
- Visits to places of worship
- Opportunities for reflection and personal response

Teachers adapt learning to meet the needs of all pupils, including those with SEND and EAL, ensuring all children can access and succeed in RE. Assessment is ongoing and informed by the Living Difference IV end-of-year expectations, enabling teachers to monitor progress and plan next steps effectively.

Impact

By the end of Key Stage 1, pupils have developed a secure foundation of knowledge, skills and understanding that prepares them for future RE learning. Children demonstrate increasing confidence in discussing beliefs, values and human experiences and can make meaningful connections between religious concepts and their own lives.

Pupils:

- Show curiosity and ask thoughtful questions about religion, belief and the world around them.
- Understand key aspects of Christianity and Hindu traditions.
- Use appropriate religious vocabulary with increasing confidence.
- Recognise similarities and differences between people, beliefs and communities.
- Reflect on their own experiences and values.
- Demonstrate empathy, respect and tolerance towards others.
- Challenge stereotypes and appreciate diversity within modern Britain.
- Contribute positively to discussions, listening respectfully to different viewpoints.

The RE curriculum supports pupils' spiritual, moral, social and cultural development and promotes British Values, helping children become respectful, reflective and responsible citizens who are well prepared for life in a diverse and multicultural society. Monitoring, assessment and pupil voice consistently demonstrate positive attitudes towards RE and a growing understanding of the importance of religion and belief in people's lives.



Freegrounds Infant School: RE Curriculum Map

A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Yr 1 & 2						
	Harvest	Angels	Holi	Easter (sad and happy)	Special places	Creation

B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Yr 1 & 2						
	Candlelight	Journeys End	Community (generosity)	Welcoming	<i>Belonging</i>	Remembering

NB: See EYFS Curriculum map to see how learning in EYFS feeds into the whole school curriculum map for art & design

	Key Stage 1
DISCIPLINARY KNOWLEDGE	In Key Stage 1, pupils develop substantive knowledge through learning about Christianity and Hindu traditions as set out in the Hampshire Agreed Syllabus, <i>Living Difference IV</i>. Children encounter key religious concepts, beliefs, stories, celebrations, symbols, places of worship and practices through carefully sequenced units centred on concepts such as <i>special, belonging, community, love</i> and <i>celebration</i>. They build an understanding of how these concepts are expressed within religious traditions and begin to recognise similarities and differences between their own experiences and those of others. This knowledge provides pupils with a secure foundation for future learning and supports their understanding of the diverse religious and cultural communities within Britain and the wider world.
SUBSTANTIVE KNOWLEDGE	Through the enquiry-based approach of Living Difference IV, pupils develop disciplinary knowledge by learning how to investigate, interpret, discuss and reflect on religion and belief. Using the enquiry cycle of Communicate, Apply, Inquire, Contextualise and Evaluate, children learn to ask thoughtful questions, listen respectfully to different viewpoints, make simple comparisons, interpret religious stories and artefacts, and explain how beliefs influence the lives of individuals and communities. They are encouraged to make connections between religious concepts and their own experiences, justify their ideas using appropriate vocabulary and develop increasingly respectful, reflective and informed responses. These disciplinary skills enable pupils to engage critically with religious and non-religious worldviews and prepare them for further learning in Key Stage 2.



Freegrounds Infant School: RE Areas of Study (Substantive knowledge)

YEAR 1 & 2 – Cycle A	YEAR 1 & 2 – Cycle B
Through the Cycle A curriculum, pupils develop substantive knowledge by exploring key beliefs, stories, practices and concepts within Christianity and Hindu traditions. Children learn about Harvest as a time of thankfulness and generosity, recognising why Christians give thanks to God and how harvest is celebrated within communities. Through the Angels unit, pupils encounter stories from the Bible and understand the role of angels as messengers within the Christian faith. In learning about Holi, children explore the Hindu festival of colours, discovering how it celebrates the triumph of good over evil, new beginnings and the importance of family, community and joy. During the Easter (Sad and Happy) unit, pupils learn about the events of Holy Week, including Jesus' death and resurrection, and understand why Easter is the most significant festival for Christians. In the Special Places unit, children investigate why places such as churches and mandirs are important to believers, recognising how places of worship support prayer, celebration, belonging and community. Through the Creation unit, pupils learn Christian beliefs about God as Creator through the Genesis creation story and begin to reflect on the importance of caring for the natural world. Across these units, children build secure knowledge of key religious vocabulary, symbols, celebrations, beliefs and practices, while recognising how these shape the lives and experiences of individuals and communities.	Through the Cycle B curriculum, pupils develop substantive knowledge by exploring key beliefs, practices, stories and concepts within Christianity and Hindu traditions. In the Candlelight unit, children learn about the significance of light as a symbol of hope, guidance and celebration within religious traditions, including its use during Christian worship and Hindu festivals such as Diwali. Through Journey's End, pupils explore the Christian story of Ascension and begin to understand why this event is important to Christians, reflecting on themes of change, hope and new beginnings. In the Community (Generosity) unit, children learn how religious beliefs inspire acts of kindness, generosity and service, exploring how faith communities care for and support others. Through the Welcoming unit, pupils investigate how people of faith welcome others into their communities through celebrations, rituals and acts of hospitality, recognising the importance of inclusion and belonging. In the Belonging unit, children explore what it means to belong within families, schools, faith communities and the wider community, learning about symbols, ceremonies and practices that express belonging within Christianity and Hindu traditions. Through Remembering, pupils learn why remembering people, events and traditions is important within religious communities, exploring how remembrance is expressed through stories, festivals, worship and special occasions. Across these units, children develop secure knowledge of key religious vocabulary, beliefs, symbols and practices, while deepening their understanding of how religion influences the lives, values and communities of believers.

National Curriculum in England: Religious Education (Locally Agreed Syllabus)

Purpose of Study
Religious Education is a statutory subject that is taught in accordance with the Hampshire Agreed Syllabus, Living Difference IV (2021). RE enables pupils to explore religion, belief and human experience through an enquiry-based approach. It supports children in developing knowledge and understanding of Christianity and Hindu traditions while encouraging reflection on their own experiences, beliefs and values. RE contributes significantly to pupils' spiritual, moral, social and cultural development, promoting respect, curiosity and understanding of the diverse communities within modern Britain and the wider world.
Aims
Religious Education at Freegrounds Infant School aims to: • Develop pupils' knowledge and understanding of Christianity and Hindu traditions. • Encourage children to explore and reflect upon their own experiences, beliefs and values. • Develop curiosity through questioning, enquiry and discussion. • Enable pupils to understand how religious beliefs influence the lives of individuals and communities. • Promote respect for diversity and different religious and cultural traditions. • Develop children's ability to interpret, investigate, communicate, evaluate and apply religious concepts. • Contribute to pupils' spiritual, moral, social and cultural development and promote mutual respect and understanding.
Attainment Targets
There are no National Curriculum attainment targets for Religious Education . Assessment is undertaken in accordance with Hampshire's <i>Living Difference IV</i> Agreed Syllabus and is based upon pupils' progression in: • Interpreting religious concepts. • Making connections between beliefs, practices and human experience. • Reflecting upon their own ideas and experiences. • Communicating understanding using appropriate religious vocabulary. • Applying learning to new contexts. • Evaluating different viewpoints with increasing confidence and respect. Progress is assessed through the enquiry cycle: • Communicate • Apply • Inquire • Contextualise • Evaluate

Key Stage 1 Subject Content

In Key Stage 1, pupils explore Christianity and Hindu traditions through concept-based enquiries. Learning is organised around concepts including **Harvest, Angels, Holi, Easter, Special Places, Creation, Candlelight, Journey's End, Community, Welcoming, Belonging** and **Remembering**.

Pupils develop substantive knowledge by learning about:

- key religious beliefs and stories
- festivals and celebrations
- places of worship
- symbols and artefacts
- worship and prayer
- belonging and community
- values including generosity, love and respect.

Through the *Living Difference IV* enquiry cycle, pupils develop disciplinary knowledge by learning to:

- ask thoughtful questions
- interpret religious stories and artefacts
- discuss different beliefs respectfully
- make comparisons between religions and their own experiences
- reflect upon ideas and values
- communicate their understanding using appropriate vocabulary.

By the end of Key Stage 1, pupils are able to describe key beliefs and practices within Christianity and Hindu traditions, recognise similarities and differences between religious experiences, make simple connections with their own lives and explain why religion is important to many people.

