

EYFS and Key Stage 1&2 RE Curriculum



Chelsea Community Hospital School

At Chelsea Community Hospital School (CCHS), the RE curriculum is taught following the 2014 National Curriculum and with reference to EYFS Framework Early Learning Goals.

At CCHS we recognise that learners in a hospital school setting have often missed significant periods of school and may join us with spiky learning profiles and gaps in their learning. CCHS staff tailor teaching and learning in RE to the level and pace specific to each learner. For all areas of the RE curriculum we use our own planning, set work from a student's enrolled school, and the pupil's interests as an aid to motivation and engagement.

Intent

- To inspire pupil's curiosity about religions, their community, personal development and wellbeing.
- To help pupils find out about and understand a range of religions and world views.
- To give pupil's opportunities to develop positive attitudes and values and to reflect on and see their own experiences reflected in their learning in RE.

Implementation

- The RE curriculum is planned as part of our half termly themes
- Delivery of the RE curriculum can also involve work from pupil's enrolled schools and work stemming from the interests of individual pupils
- Teaching staff are aware of the progression of the RE curriculum (see RE Curriculum Progression Map) and take note of this when preparing lessons
- RE content is linked with our theme planning so is not necessarily chronological. However, every effort is made to give pupil's a sense of where their current learning fits with previous history learning.
- Where possible prior learning is considered and opportunities for revision of facts and understanding are built into lessons.
- Learning in RE focusses on celebrations, rituals and the key stories and teachings.
- The introduction and revision of key vocabulary is built into each lesson.

Impact

- Pupils are engaged, curious and resilient in RE lessons and relish the challenge and opportunities that the subject offers.
- Impact is measured through key questioning built into lessons with the aim that pupils can articulate what they have learned and can describe the important aspects of different religions.
- Pupils will have better understanding of themselves and others, and show respect and tolerance of those around them.
- Pupils have a better understanding of the religions in the UK and how they learn from and work alongside each other to create community cohesion.

Early Years Foundation Stage

At CCHS we teach children from their Reception Year and teaching and learning is based around the needs, interests and ideas of the child. We respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Children are provided with a range of

rich, play-based experiences and more structured activities in which they can explore, think creatively and be active learners.

The most relevant statements for RE taken from the Early Learning Goals in the EYFS statutory framework and the 2020 Development Matters are taken from the following areas of learning - Understanding the World and Personal, Social and Emotional Development.

- See themselves as a valuable individual.
- Think about the perspectives of others.
- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Show sensitivity to their own and others' needs.
- Talk about the lives of the people around them and their roles in society.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
- 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.

English as an Additional Language

At CCHS, we welcome and value the cultural and educational experiences that pupils with EAL bring to our school. We value a student's linguistic skills in their own language(s) and acknowledge the time it takes to become confident in another language. We use a range of teaching strategies and resources to support EAL learners.

In RE we include information related to the racial and cultural background of the diverse range of pupils who attend the hospital school.

Pupils with Special Educational Needs

CCHS is an inclusive school and we aim to give all our students equal access to our classrooms and resources regardless of their special educational needs or disabilities.

In RE, students with SEN will be supported to engage meaningfully in their learning through quality first teaching whereby they receive high quality teaching, differentiated for individual pupils using individualised strategies, support and curricula which are reviewed and improved on a regular basis.

Given the unique changing profile of our students there are specialised SEN teachers which can be consulted to offer targeted and specialised support through high quality interventions (see SEN Curriculum Statement for further information).