











**Our School Vision Statement:** At Crookham Infant School we aim to make learning irresistible so that as Team Crookham we all develop the life-long learning habits of resilience, resourcefulness, reflectiveness and reciprocity through exploring together the loving invitation of Jesus to 'live life in all its fullness' John 10:10.

Our vision stems from our Christian foundation and is firmly rooted in our values: **Love God, Love Others, Love Learning.** "All scripture is God-breathed and is useful for teaching." 2 Tim3:16

	Reflective Owl	Resourceful Squirrel	Team Ant	Tough Tortoise
YR	 <ul style="list-style-type: none"> <li>I can tell you what a learner is like</li> <li>I am motivated to explore and find out more</li> <li>I can tell you what I am good at and what I want to get better at</li> <li>I can ask questions and sometimes change my mind in response</li> <li>I can sometimes suggest a solution when talking together to problem solve</li> <li>With support I can plan my learning and make improvements</li> </ul>	 <ul style="list-style-type: none"> <li>I know the class routines and am beginning to know what I am learning</li> <li>I can sustain my attention over time especially when I have chosen the task</li> <li>I can select resources for the task or because I am interested in them</li> <li>I can use a range of large and small resources on my own or with others</li> <li>I can talk about what I am learning with some specific vocabulary and listen to other ideas or instructions</li> </ul>	 <ul style="list-style-type: none"> <li>I can learn on my own or with others with just a little support</li> <li>I can work in a pair or group with a little support</li> <li>I am beginning to ignore distractions when I am learning</li> <li>I usually make good choices even when others are distracting</li> <li>I almost always treat others with respect using Kind Words, Kind Hands, Kind Feet</li> <li>I can respond well to other ideas and instructions</li> </ul>	 <ul style="list-style-type: none"> <li>I often try myself before asking for help</li> <li>I can focus on some tasks and sustain my involvement</li> <li>I recover from my mistakes and accept some suggestions to change approach,</li> <li>I recover quickly from most disappointments</li> <li>I am beginning to enjoy challenge in my learning (being in the pit)</li> <li>I practise until I master some skills and like to finish I task I start</li> </ul>
Y1	<ul style="list-style-type: none"> <li>I know how I learn best</li> <li>I am motivated to learn for myself and to support others</li> <li>I can ask general questions and decide on an enquiry question</li> <li>I know what I am good at and have an idea of what I can't do yet</li> <li>I use talk to refine my ideas</li> <li>I can plan my learning before I start</li> <li>I can respond to ideas to help me improve my learning</li> </ul>	 <ul style="list-style-type: none"> <li>I can use tools (like a visual timetable) to know what I am learning and what is coming next</li> <li>With a little support I can prepare for my learning and make good use of learning time</li> <li>I can select the resource I need for a task and use them safely</li> <li>I can use a wider range of learning resources and vocabulary specific to a subject</li> <li>I listen to others and to instructions</li> </ul>	 <ul style="list-style-type: none"> <li>I can usually decide when it is better to work on my own or with others</li> <li>I can usually choose a good partner or group to learn with</li> <li>I understand that sometimes I am the leader and sometimes not</li> <li>I can ignore most distractions and usually make good choices</li> <li>I understand other people's feelings and use Kind Words, Hands, Feet</li> <li>I almost always respond with a good choice</li> </ul>	 <ul style="list-style-type: none"> <li>When I start a task I can focus and stay on track</li> <li>I have some strategies to problem solve in my learning</li> <li>I learn from mistakes and can cope with some disappointment</li> <li>I often like to challenge myself and work hard to get out of the learning pit</li> <li>I am getting better at practising until I master new skills and take pride in finishing a task well.</li> </ul>
Y2	<ul style="list-style-type: none"> <li>I always take responsibility for my own learning</li> <li>I am highly motivated to learn and master new things</li> <li>I ask a number of enquiry questions before refining my enquiry focus</li> <li>I can explain in detail what I can and can't do yet</li> <li>I can explain precisely what I am finding difficult in my learning</li> <li>I use talk well to reflect and refine my thinking</li> <li>I make a detailed learning plan</li> <li>I edit and improve before needing support</li> </ul>	 <ul style="list-style-type: none"> <li>I always make sure I know what I am learning now and what is next</li> <li>I am well prepared for my learning</li> <li>I am selective over the resources I use choosing what is appropriate for the task</li> <li>I am confident using a range of subject specific resources and vocabulary</li> <li>I am responsible and safe with resources using Kind Hands</li> <li>I know that people are a great resource and listen carefully to ideas and instructions</li> </ul>	 <ul style="list-style-type: none"> <li>I make great decisions about when to work independently or collaboratively</li> <li>I can recognise what makes a good learning partner</li> <li>I work well in a pair or a group where I can cope with being the leader or not the leader</li> <li>I can ignore distractions and make independent choices</li> <li>I treat others with respect using Kind Words, Hands and Feet</li> <li>I always listen to others' ideas and instructions and respond appropriately</li> </ul>	 <ul style="list-style-type: none"> <li>I can start my learning independently</li> <li>I maintain great focus and sustain it over time</li> <li>I have developed strategies which help my learning</li> <li>I learn from mistakes and can cope with disappointment</li> <li>I challenge myself in the learning pit and expect to work hard</li> <li>I have high expectations of myself and enjoy achieving well</li> <li>I keep practising, make edits and improve work</li> <li>I take pride in the learning journey as well as my finished outcomes</li> </ul>

**Curriculum Intent for RE at Crookham Infant School**

The curriculum at Crookham Infant School is designed so that all pupils develop the learning habits of reflection, resourcefulness, reciprocity and resilience. They learn to apply these characteristics of learning effectively across all subjects and curriculum areas whilst at Infant School and continue to develop them in lifelong learning. Religious Education at Crookham Infants is a spiral curriculum so that within each school year and as children move through the school from Early Years to Year 2 they have the opportunity to revisit key concepts, to rehearse and expand vocabulary, to refine skills and build on technical knowledge. Our pupils are encouraged to ask questions, like Owl, to test techniques and tools, such as like Squirrel, to explore and collaborate, like Ant and to draw all that learning together into high quality outcomes, through resilience like Tortoise. Children at Crookham Infants will refine these learning habits as they develop their understanding and curiosity. As enthusiastic learners they will grow in understanding, knowledge and technical skill through their journey across the curriculum and be able to apply their skills as life-long learners.

**Implementation for Religious Education:**

In KS1, Religious Education is documented in our RE and PSHE class Floor Book. To reflect the EYFS curriculum, within Year R it is recorded in a shared learning journey Floor Book. Each topic uses a cover sheet with key concepts, key questions, and vocabulary covered.

Following the Early Years Framework, in our EYFS, Religious Education and the skills within are taught explicitly but usually embedded in multiple areas of learning as part of Understanding the World.

In KS1, Religious Education is taught as a discrete subject in half termly blocks, with links made to the wider curriculum where possible such as, English, Geography, History and PSHE, to enable deep contextual learning. Teachers follow a planned sequence of lessons across a unit that will build on and develop the children's knowledge, vocabulary and understanding of disciplinary skills. Children are taught to deeply explore and investigate a 'Key Question'. 'Hooks' are utilised to create engagement and enjoyment. Where possible, children are encouraged to relate their previous learning through their experiences at home and in school. We look together at what we know already, to support our learning of what we need to know and explore next. This also supports our evaluation of any misconceptions we need to explore. We encourage parents to join us in our learning and to celebrate our achievements in events like Open Classroom or through shared Home Learning tasks.

**Impact for Religious Education:**

Our Religious Education curriculum offers high quality and well-planned lessons which encourage carefully sequenced progression from Early Years to Year 2, preparing the children for their next steps in KS2 and beyond. In line with our learning habits, our pupils think critically, ask perceptive questions and evaluate evidence.

Children at Crookham Infant School show their love of Religious Education in the many opportunities to share their Floor Book learning with staff, parents and visitors. Through pupil voice, they talk about their discoveries and discussions, and are proud of the skills, vocabulary and knowledge they have acquired through practical learning and investigation. The Floor Book is a central point for each class' RE journey. It is rich in experience and skills. Floor Books are regularly monitored and teachers input assessment data onto Target Tracker when a unit of learning is complete to support their understanding of who is on track and where learning gaps can be promptly filled. Our Religious Education learning helps to shape our children into creative, skilled and knowledgeable citizens not only of the Team Crookham community but also gives them the knowledge and skills to take into the wider community and wider world.

**Long Term Planning LTP**

See Medium Term Planning MTP for more detail.

	Autumn	Spring	Summer
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<p><b>Year R</b></p>	<p><b>Who am I, and where do I belong?</b></p> <p><u><b>Identity</b></u> 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><u><b>Community</b></u> 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><b>Why do we have celebrations?</b></p> <p><u><b>Identity</b></u> 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><u><b>Community</b></u> 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><u><b>God</b></u> 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><b>What makes a place special?</b></p> <p><u><b>Identity</b></u> Reflect on places that are special for them, or places that they associate with special memories.</p> <p><u><b>Community</b></u> To know that places are special for different people and that some places hold special memories.</p> <p><u><b>God</b></u> Begin to understand that some people go to special buildings to pray or to be close to God.</p>	<p><b>What can we learn from stories?</b></p> <p><u><b>Identity</b></u> Explore a wide range of stories and picture books, religious and secular. 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><u><b>Community</b></u> Consider whether stories can teach people things, and what they can learn from stories.</p> <p><u><b>God</b></u> Reflect on what the Easter events might mean for them and what it means for Christians.</p>	<p><b>What makes something special?</b></p> <p><u><b>Identity/ God</b></u> Understand that something that is precious to them might not be to someone else and vice versa.</p> <p><u><b>Community</b></u> 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><b>What makes our world wonderful?</b></p> <p><u><b>Identity</b></u> Engage with their innate sense of wonder about the natural world, and their part in it as unique individuals.</p> <p><u><b>Community</b></u> To think about the way their community can work together to look after our wonderful world, and think about ways in which the whole school community can make a difference.</p> <p><u><b>God</b></u> Explore the Creation account from the Bible, whilst also thinking about their own and others' ideas.</p>
<p><b>Year 1</b></p>	<p><b>Why do Christians call God 'creator'?</b></p> <p><u><b>Identity</b></u> Respond to the world around them in a way that shows awe, sensitivity,</p>	<p><b>What is the 'Nativity', and why is it important to Christians?</b></p> <p><u><b>Identity</b></u></p>	<p><b>What do Christians learn from stories of Jesus?</b></p> <p><u><b>Identity</b></u> Talk about making friends, and other things that make us human</p>	<p><b>What is the Torah, and why is it important to Jewish families?</b></p> <p><u><b>Identity</b></u></p>	<p><b>Why do Jewish families celebrate the gift of Shabbat?</b></p> <p><u><b>Identity</b></u> Reflect on why rest might important</p>	<p><b>Why should we look after the world?</b></p> <p><u><b>Identity</b></u> Give simple reasons for why our world is important</p>

<p>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><b><u>Community</u></b> Give examples of how Christians &amp; 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><b><u>God</u></b> 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>suggest how we might be like those who are in our family/those around us give a simple reason for a view that they have 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><b><u>Community</u></b> talk about how our school community is like a family and that we all have things in common with each other</p> <p><b><u>God</u></b> 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>Identify with some parts of Jesus' life</p> <p><b><u>Community</u></b> Suggest how Christians might try to be like Jesus in the way they treat others</p> <p><b><u>God</u></b> 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>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><b><u>Community</u></b> 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><b><u>God</u></b> 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>I identify possible meanings for the commandments (rules) that God gave to Moses</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><b><u>Community</u></b> 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><b><u>God</u></b> Investigate source materials e.g. photographs, stories, artefacts to help answer questions</p>	<p>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><b><u>Community</u></b> 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>Give a reason why our world is important to them, recognising that others may have different reasons</p> <p><b><u>God</u></b> Identify similarities in what Christians, Jews and Muslims believe about caring for our world</p>
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	<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>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>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>
<b>Year 2</b>	<p><b>What is God like for Christians?</b></p> <p><b>Identity</b> Articulate their own beliefs / ideas about God</p> <p><b>Community</b> Consider what difference it might make to Christians to have God as their shepherd</p> <p><b>God</b> Suggest meaning for some Biblical images of God</p> <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><b>Why is giving important to Christians?</b></p> <p><b>Identity</b> 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><b>Community</b> 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><b>God</b> Suggest how Christians might be giving to /</p>	<p><b>Why do Christians call Jesus 'Saviour'?</b></p> <p><b>Identity</b> 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><b>Community</b> Talk about how other people in Zacchaeus' community might have reacted to what happened</p>	<p><b>What is important for Muslim families?</b></p> <p><b>Identity</b> 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><b>Community</b> 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><b>God</b> Talk respectfully and in straightforward terms about what Muslims</p>	<p><b>Who is Allah and how do Muslims worship him?</b></p> <p><b>Identity</b> 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> <p><b>Community</b> Observe simple similarities and differences in Muslim worship</p> <p><b>God</b> Talk respectfully about core beliefs about Allah</p> <p>Use the following vocabulary- Allah, beautiful names, pray, prayer, mosque</p>	<p><b>Is giving better than receiving?</b></p> <p><b>Identity</b> 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> <p><b>Community</b> Talk about different communities of people and how giving expresses what's important to them</p>

	<p>Explain how Christians are shown in the Bible that God loves them.</p>	<p>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 &amp; things Christians believe about Jesus</p>	<p>Talk about the impact of forgiveness on the Christian community</p> <p><b>God</b> Retell stories about how people were changed ('saved') by meeting Jesus</p> <p>Suggest why Christians call might 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>believe about Muhammad and the Quran</p> <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>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>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><b>God</b> 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>
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	AT 1 Learning About			AT 2 Learning From		
	Learning About Religion Beliefs and Teachings	Learning About Religion Religious Practices and Lifestyle	Learning About Religion Ways of expressing meaning	Learning From Religion Human identity, Personality and Experience	Learning From Religion Questions of Meaning and Purpose	Learning From Religion Values and Commitments
<b>Year R</b>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; PP2</p>			<p>Talk about the lives of the people around them and their roles in society; PP1</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling. PP3</p>		

<b>Year 1</b>	Recount elements of religious stories.	Recognise religious objects/places/people/practices.	Recognise some religious symbols and use some religious vocabulary correctly.	Express his/her own experiences and feelings, recognising what is important in his/her own life.	Recognise interesting/puzzling aspects of life.	Express what is of value and concern to himself/herself and others in relation to matters of right and wrong.
<b>Year 2</b>	Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary.	Describe some religious objects/places/people and practices and begin to be aware of similarities in religions.	Begin to suggest meanings for some religious actions and symbols and describe how religious belief is expressed in different ways.	Describe and respond sensitively to his/her own and others' experiences and feelings, including characters in stories with religious meaning.	Ask questions about puzzling aspects of life and experience and suggest answers, including religious ones.	Recognise and describe some religious values in relation to matters of right and wrong and make links between these and his/her own values.