

# Barnes Infant Academy

## Religious Education - Policy on a Page



### Statement of Intent

At Barnes Infant Academy, our Religious Education (RE) curriculum supports children to develop an understanding of beliefs, values and ways of life within Christianity, Judaism and Islam, alongside non-religious worldviews. Our RE curriculum is written specifically for Barnes Infant Academy, taking account of our local context in Sunderland, and is taught in accordance with Sunderland's Agreed RE Syllabus.

We recognise that many of our children enter school with varied experiences of religion and belief, as well as differing levels of language development. Therefore, our RE curriculum is carefully planned to build knowledge progressively, prioritise vocabulary and oracy, and ensure all children feel safe and respected when exploring beliefs and ideas. Our intent is for children to understand that people may hold different beliefs, that beliefs can shape how people live, and that respect for others is essential. This carefully sequenced curriculum ensures children leave Barnes Infant Academy with the secure knowledge, vocabulary and attitudes needed to succeed in the next stage of their education.

### Curriculum Design & Sequencing

Our RE curriculum is knowledge-led and carefully sequenced from EYFS through to Year 2. Learning begins with children exploring special people, stories, times and places before developing into a more explicit understanding of beliefs and how they influence lives.

The curriculum is structured around four key concepts: Belief, Authority, Expressions of Belief and Impact of Belief. These concepts are revisited across year groups so that learning is cumulative, enabling children to make increasingly secure links between beliefs, teachings and ways of life, in line with the Sunderland Agreed Syllabus.

### Vocabulary, Oracy & Communication

Vocabulary and oracy are explicitly prioritised within our RE curriculum. Religious and belief-related vocabulary is carefully selected, taught explicitly and revisited regularly so that children can talk accurately about beliefs, stories and practices.

Teachers model respectful language and provide structured opportunities for children to ask questions, explain ideas and share viewpoints using full sentences. This approach supports all learners, particularly those with EAL, and ensures children can communicate their understanding thoughtfully and confidently.

### Inclusion:

Our RE curriculum is designed inclusively from the outset. Lessons are planned to reduce cognitive load, use clear modelling, and incorporate visual, practical and language-based scaffolds.

Adaptations may include pre-teaching key vocabulary; use of stories, images and artefacts; repetition and retrieval of core knowledge; and flexible ways for children to demonstrate understanding through talk, drawing or reflection. These approaches ensure all children can access RE learning and feel confident to participate.

### Enhancement & Cultural Capital

Carefully selected enrichment experiences are used to enhance and deepen children's understanding of Religious Education. These experiences are planned to align closely with curriculum content and sequencing, ensuring all children have equitable access to cultural capital and opportunities to learn about different beliefs and ways of life.

Enhancements may include visitors, use of artefacts, celebrations of festivals, visits to places of worship (where appropriate), and meaningful discussion that helps children connect learning to the wider world.

### Impact - What This Looks Like for Children

As a result of our RE curriculum, children at Barnes Infant Academy:

- know more about Christianity, Judaism, Islam and non-religious worldviews
- use appropriate vocabulary when talking about beliefs, stories and practices
- show respect and curiosity towards people with different beliefs and ways of life
- can make simple links between beliefs and how people live
- reflect thoughtfully on their own ideas, values and experiences

This policy reflects our Barnes curriculum drivers of Belonging, Communication, Curiosity and Resilience.