

Morley Meadow Primory

Morley Meadow Primary School

RE Provision



INTENT

At Morley Meadow Primary School we believe that RE should provoke challenging questions about the meaning and purpose of life, beliefs about God, issues of right and wrong and what it means to be human.

In line with the Plymouth Agreed Syllabus, our RE curriculum develops children's knowledge and understanding of Christianity (which is taught throughout each key stage of learning) and other principal religions. The religions studied are Islam, Judaism and Hinduism. Consideration is also given to other non-religious perspectives such as Humanism. Where a child in our school follows a different religion from those studied, opportunities will be created to explore, compare and contrast this alongside the taught religions.

At Morley Meadow Primary School, our RE curriculum offers children opportunities for personal reflection and spiritual development as well as opportunities to look at religions through different "lenses" such as psychology, philosophy, theology and sociology. It encourages them to respond to the 'big questions' in life and consider the influence of religion on individuals, families, communities and cultures.

At Morley Meadow, RE aims to ensure that all pupils:

- Make sense of a range of religious and non-religious beliefs
- Understand the impact and significance of religious and non-religious beliefs on believers
- Make connections between religious and non-religious beliefs, concepts, practices and ideas studied as well as making links with and developing their own personal view.

In **Making Sense** of beliefs, children identify and make sense of core beliefs and concepts, understand what these beliefs mean within their traditions, recognise how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and develop skills of interpretation. (**LEARN**)

In **Understanding the Impact,** children examine how and why people put their beliefs into action within their everyday lives, within their communities and in the wider world. **(PRACTICE)**

In **Making Connections**, children reflect on and connect the beliefs and practices studied, allowing them to challenge ideas and for ideas to challenge their own thinking. They also discern possible connections between these ideas and thier own lives and ways of understanding the world. (APPLY)

A child-friendly version of our INTENT is shared at the beginning of every RE lesson

"In RE we learn about religions and other world views. We do this so that we can explore the BIG QUESTIONS about life, find out how other people answer those questions and DECIDE FOR OURSELVES how we want to answer them. Through exploring other people's truths, we will begin to find our own."

Our RE curriculum, which is adapted from the Plymouth Agreed Syllabus, has a spiral nature, meaning children will encounter some of the same concepts, using different key questions, at different ages. This should support their ability to connect ideas and develop a coherent understanding of religion and belief. Where possible, year groups study the same concept at the same time, encouraging discussion at home, display opportunities across the school and allowing staff, children and parents to see the development and progression in learning.

Approaches to teaching and learning in RE

At Morley Meadow we believe that RE is an exciting curriculum subject which should be challenging, thought-provoking and engaging. We employ a variety of teaching methods, including

- Visiting local places of worship and receiving visitors from faith communities.
- Using art, music, dance and drama.
- Children experiencing times of quiet reflection to develop their own thoughts and ideas.
- Using story, pictures and photographs.
- Using artefacts to help children develop their understanding of religious beliefs and forms of expression.
- Discussing religious and philosophical questions giving reasons for their own beliefs and those of others.
- Developing the use of ICT in helping children's knowledge and awareness of religions and beliefs

Diversity

At Morley Meadow, we believe it is important to acknowledge and teach about diversity WITHIN religion as well as diversity OF religion. We do this from the Early Years by using the language of "Some", "Many", "Most" and by exploring different beliefs within religion as we move up through the school.

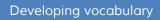
	Au 1	Au 2			Spr 1	Spr 2		Su 1	Su 2
	Creation Display	Incarnation Display			Thematic Units	Salvation Display		Shared Values	Thematic Units
F	GOD/CREATION	INCARNATION			Cross-faith study	<u>SALVATION</u>		Cross-faith study	Cross-faith study
	Why is the word 'God'	Why is Christmas special for			Being special: where do	Why is Easter special to		What places are special	What times/stories are
	so important to	Christians?			we belong?	Christians?		and why?	special and why?
	Christians?								
Y1	CREATION	INCARNATION Why does Christmas matter to Christians?			(10 weeks)		SALVATION	<u>Cross-faith study</u>	<u>Cross-faith study</u> (C, J, NR)
	Who do Christians say						Christian vs	What does it mean to	How should we care for
	made the world?						Secular traditions	belong to a faith	the world and for others
							(2)	community?	and why does it matter?
Y2	GOD	Who is a	INCA	ARNATION	Who is a Muslim and	SALVATION		GOSPEL	<u>Cross-faith study</u> (C, M)
	What do Christians	Muslim and	uslim and As Y1 but		how do they live? Part 2	Why does Easter matter to		What is the "good news"	What makes some places
	believe God is like?	how do they	Digging Deeper			Christians?		that Christians believe	sacred to believers
		live? Part 1	(3 w	eeks)				Jesus brings?	
		(3)							
Y3	CREATION/FALL	How do festivals and family life show what matters		How do festivals and	PEOPLE OF GOD		GOSPEL	<u>Cross-faith study</u> (C, M, J,	
	What do Christians learn			worship show what	What is it lik	e for someone to	What kind of world did	NR)	
	from the Creation story?			matters to a Muslim?	follow God?		Jesus want?		
				(1)					

		to a Jewish person?							How and why do people
		(5 weeks)							try to make the words a
									better place?
Y4	What do Hindus believe	INCARNATION/GOD What is		What does it mean to		SALVATION SALVATION		KINGDOM OF GOD	<u>Cross-faith study (</u> C, H, NR)
	God is like?	the 'Trinity' and why is it		be Hindu in Britain		Why do Christians call the days		For Christians, when	How and why do people
		important for Christians?		today?		Jesus died "Good Friday"?		Jesus left, what was the	mark the significant events
								impact of Pentecost?	of life?
Y5	GOD	INCARNATION Why do Christians believe Jesus was the Messiah?		What does it	Why	is the Torah	SALVATIONMary's	GOSPEL	<u>Cross-faith study</u> (C, M/J,
	What does it mean if			mean to be a	so important to		view:	Christians and how to	NR)
	Christians believe God is			Muslim in Britain	Jewis	sh people?	diary writing (2)	live: "What would Jesus	What matters most to
	holy and loving?			today? (5)	(5)			do?"	Humanists and Christians?
Y6	CREATION/FALL	KINGDOM OF GOD	INCARNATION Christian	Why do Hindus want to		SALVATION		Cross-faith study (C, NR)	Cross-faith study (all)
	Creation and science:	For Christians,	r (nristians I		be good?		istians believe	Why do some people	How does faith help
	conflicting or	what kind of king is vs secular				Jesus did to "save people"?		believe in God and some	people when life gets
	complementary?	Jesus?	s?					people not?	hard?





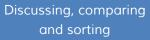
















Assessment and Recording

In line with the school's policy on assessment, record keeping and reporting, each teacher is expected to take responsibility for the regular assessment of RE; this is done through teacher marking against specific learning intentions (at the end of each lesson for the I Can, and at the end of the unit on the unit front cover) as well as through pupil reflection and discussion. Each term, teachers input achievement data into the school's main tracker system and this is then used by the RE Leader to track specific children/cohorts, as well as overall school attainment in RE. The annual report to parents indicates the effort and attainment achieved by pupils over the course of the year.

The contribution of RE to the wider curriculum

While RE has its own distinctive subject matter, it does make an important contribution to other aspects of children's learning. It plays an important part in preparing children for future life, helping them become successful learners and confident, responsible citizens. RE gives children the opportunities to discuss and reflect upon the big questions of meaning, such as the origins of the universe, life after death and beliefs about God. At Morley Meadow Primary School, we aim to ensure that children are provided with opportunities to find out about these areas with respect to different faiths and non-religious views, so they are able to continue through life with an understanding of their own ideas and beliefs, as well as understanding of and respect for the views of others, acknowledging that "Nobody stands Nowhere".

Staff Development

This takes place through staff meetings, INSET and CPD. The school subscribes to NATRE, providing teaching and planning support and resources. The RE subject leader attends Plymouth RE hub meetings. The subject leader also oversees RE provision throughout the school and feeds back any new information to staff. The RE subject lead tracks new research in the teaching and learning of RE and applies this to the school context via INSET and monitoring and feedback of planning.



Pollution and the environment.

To make use choices we have to not criticize people who aren't trying to help pollutionabut show them how they can help by you thing a tet showing them living a careful life where you're to help pollution and global warming our cleasions need to be based on a simm foundation, do you really need to buy new clothes or toys? You should only begun buy what you need to live; food, water clothes. You can make homemade dothes and toys with sabrics or old space boxes and paper.

When you're donating to a charity or helping animals don't show off about it and let everyone praise you just do it and keep it to yourself.

Racism

God dorth everyone the same no matter the colour of work skin, or our banguage is everyone should show her, merry, kindness and gence to everyone should show her, merry, kindness and gence to everyone they come across ty arryon makes you of colour people pornational because of the soly that book is although them to the soly they have they should treat them how they must no be truthed. Never fields when the truth because of the solver of their ships that the field signed to the field to the truth in the solver the solver the solver of the solver thin the special ships to colour this war your if you should progive them by they would be matting but so something that to them the things to the solver the your sale you should progive them by they did benothing but so from.

Applying to our lives