



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 their 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."

IMPLEMENTATION

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

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



Out and about discovering



Developing vocabulary



Being creative



Discussing, comparing and sorting



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.



Interviewing visitors

Pollution and the environment.

To make wise choices we have to not criticize people who aren't trying to help pollution. Show them how they can help by you living a better. Show them living a careful life where you try to help pollution and global warming. Our decisions need to be based on a firm foundation, do you really need to buy new clothes or toys? You should only buy what you need to live; food, water, clothes. You can make homemade clothes and toys with fabrics or old spare 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 loves everyone the same no matter the colour of your skin, or your language. Everyone should show love, mercy, kindness and peace to everyone they come across. If anyone makes fun of someone because of their skin they are not doing what God is asking them to do. The only way people make fun of other people sometimes because of their skin but they should treat them how they want to be treated. Never judge others because of the colour of their skin. If you did something bad to someone with a different colour skin than yours if your kind to them then they might forgive you and you should forgive them if they did something bad to you.

Applying to our lives