



RE Provision

Ask

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. Our RE focuses on developing a deep interest in world views and a sound knowledge built through a coherent and tightly sequenced curriculum. It embraces a global and cultural breadth, and we are mindful to ensure that the uniqueness and background of every child is recognised and valued.

Our diverse, culturally rich and wide-scoping curriculum is underpinned by the teaching of basic skills, knowledge, concepts and values in a rigorous and coherent way. Explicit links to storytelling and creativity are made to enthuse learners. Many enhancement and enrichment activities are used throughout the curriculum to engage children and create purposeful, high-leverage outcomes that give children the opportunity to use and apply their developing knowledge and skills.

Our aim is to create an environment that prompts curiosity and critical thinking and allows learners to connect strands of learning across all aspects of the curriculum.

We aim to ensure that all pupils:

- Make sense of a range of religious and non-religious beliefs through well told stories
- Understand the impact and significance of religious and non-religious beliefs on believers, exploring practice and history
- 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.
- Explore the different lenses through which RE can be viewed, teaching pupils to interpret and argue, to advance and weigh claims and to understand the different ways in which people seek truth.

EYFS and KS1 – Locally Agreed Syllabus

In line with the Plymouth Agreed Syllabus, our RE curriculum develops children's knowledge and understanding of Christianity 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.

We use an Opening Worlds pedagogy focusing on building the children's knowledge by:

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)**

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)**

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)**

KS2 - Opening Worlds

At Morley Meadow, we have a consistent approach, using clear themes from Opening Worlds and the National Curriculum that are built from Foundation to Y6, creating a curriculum that is progressive. It is characterised by strong vertical sequencing within subjects (so that pupils gain security in a rich, broad vocabulary through systematic introduction, sustained practice and deliberate revisiting) and by intricate horizontal and diagonal connections, thus creating a curriculum whose effects are far greater than the sum of their parts.

Each theme has an enquiry statement or question which will inform the components of knowledge that allow them to make connections and reach informed conclusions. Children will use a range of carefully curated resources from the Opening Worlds curriculum alongside religious artefacts, and core subject specific vocabulary to secure and gain understanding.

Children will consider how each lesson and unit is built upon from previous knowledge and they will create connections in their learning not only in RE, but through all aspects of the curriculum, particularly geography and history.

In studying religions through multiple disciplines, pupils will learn about and learn from the different kinds of question human beings can ask about religious origins, beliefs and practices, namely questions that derive from philosophy, theology, social sciences and history. For example, when studying a particular religion in a particular place, asking the following different kinds of question: how does this story from the Quran help Muslims to understand this precept from the hadith? What does this New Testament story mean to Christians? What are the big ideas that this Hindu story reflects (eg dharma)? How are these ideas expressed in other stories and in diverse religious practices across time and space? Or, how does this religious community perceive matters of justice? How has this religious tradition tackled the challenge of injustice to one another? How does this community's beliefs shape its approach to injustice? What does this community teach about injustice and why? What insights about injustice can we gain from this religious communities' texts, art, traditions and practices?

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?	<u>Cross-faith study</u> (C, M) What makes some places sacred to believers
Y3	A Hindu Story: Rama and Sita What does the story of Rama and Sita mean to Hindu peoples?	More Hindu Stories What do Hindus learn from Vishnu's stories and symbols?	Living Hindu Traditions How do Hindus show their devotion?	Abraham, Isaac and Joseph Why is the Promised Land so important in Judaism?	Joseph, Moses and the Exodus Why do Jews celebrate the festival of Passover?	The Kings, the Temple and Living as a Jew How do Jews today show the importance of the Jewish Temple and the kingdom of Israel?
Y4	Christianity 1: The Family of Jesus	Christianity 2: The Birth of Jesus	Christianity 3: The Life and Teachings of Jesus	Christianity 4: The Death and Resurrection of Jesus	Christianity 5: The Message of Jesus Spreads	Islam 1 What does Ramadan mean to Muslims today?

	Why is the idea of 'Messiah' so important to Christians?	How do Christians express their beliefs about Jesus at Christmas time	How does the life and teaching of Jesus affect the way in which Christians live?	What do the death and resurrection of Jesus mean in Christian traditions?	How did Christianity develop in the early Church and how do we know?	
Y5	Islam 2: The stories of the prophets What do Muslims learn from the prophets as role models?	Islam 3: Living Muslim traditions What lies behind the traditions of hajj?	Christianity 6: Living Christian traditions How are Christian beliefs and practices around the world similar and different?	Local study of 2 Christian sites Information TBC	The Prince who became a Buddha Why is suffering so important in the story of the Buddha?	Buddhist stories and teachings How do Buddhist stories and teachings inform how Buddhists live?
Y6 2025/6						

Out and about discovering

Being creative



Developing vocabulary

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.

In KS1, teachers will assess using routine, embedded, informal formative assessment. This happens all the time. It is built into every lesson. We are constantly checking that knowledge is secure and that pupils are learning to think philosophically with their new knowledge. Regular quizzing and short tasks are always giving us ongoing information about how well our pupils have remembered and understood, so that we can adapt and/or re-teach immediately, or at least in the next lesson, ensuring no pupil ever gets left behind. Each lesson is assessed with a tick against the learning objective and effective and accurate use of key vocabulary is highlighted.

In KS2, the Opening Worlds programme has three types of assessment:

i) Routine, embedded, informal formative assessment.

This happens all the time. It is built into every lesson. We are constantly checking that knowledge is secure and that pupils are learning to think philosophically with their new knowledge. The regular quizzing and short tasks are always giving us ongoing information about how well our pupils have remembered and understood, so that we can adapt and/or re-teach immediately, or at least in the next lesson, ensuring no pupil ever gets left behind.

ii) End of unit synoptic tasks

After the sixth lesson of each unit, pupils do an extended, synoptic task. This is often a piece of extended writing. It might also be an annotated diagram or a more creative outcome such as a story about the past or a little problem to solve using their geographical knowledge. These extended tasks allow pupils both to further develop and to demonstrate, their new knowledge, both substantive and disciplinary, from all six lessons

iii) End of term multiple choice tests

At the end of each term, we will administer a multiple choice test that randomly samples pupils' RE knowledge from across the whole term (two units in each subject).

Alongside this, teachers are responsible for regular assessment in lessons, particularly around the use of subject-specific key vocabulary and questioning to clarify and extend knowledge.

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 and is closely linked to their learning in History, Geography and English. 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".

Our Spiritual Development policy offers more detail.

Staff Development

This takes place through staff meetings, INSET and CPD. The RE subject leader attends WEST RE Subject Lead 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 on planning.

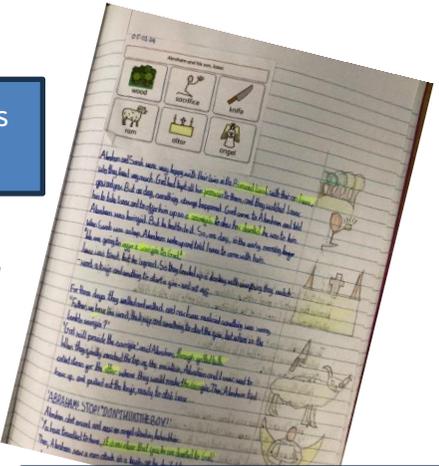
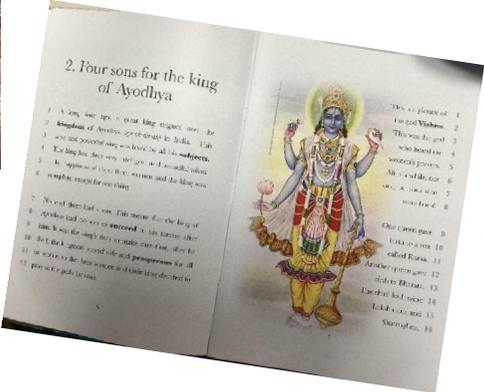


Interviewing visitors



Sharing our learning with parents

Using quality texts and stories



Demonstrating extensive RE knowledge in written work