



Moreton Church of England Primary School



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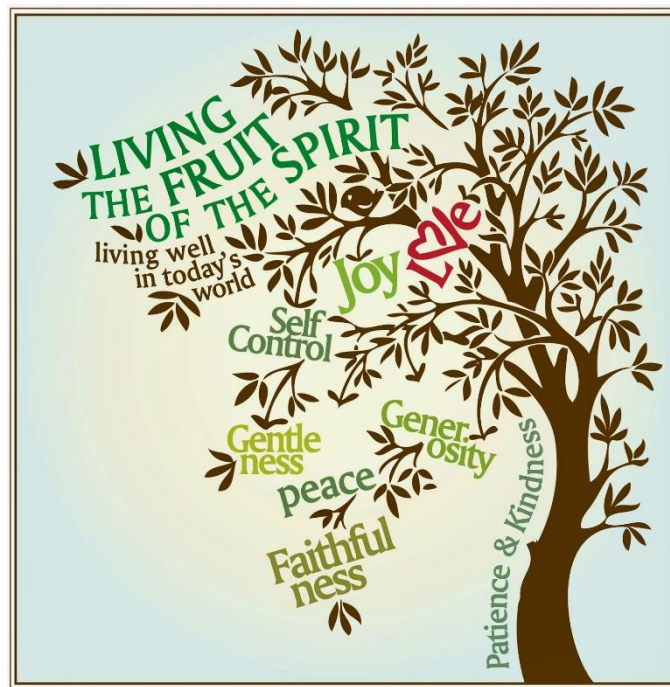


R.E. Policy

Agreed by Governors (Date):

Signed (CoG):

Date:



Growing Together in Faith, Knowledge and Love

Our vision is based on the fact that we are all created in God's image, blessed with the power and wisdom to pursue excellence. Therefore, as a tree is recognised by its fruit, so our pupils will be recognised by the good they do in our world as they grow together in faith, knowledge and love.

This reflects the biblical texts of Matthew 12:33 and Colossians 1:10-11 which encompass our belief that each child is like a seed which, when nurtured, will grow into knowing and loving God.

Matthew 12:33 "Make a tree good and its fruit will be good... for a tree is recognised by its fruit."

Colossians 1:10-11 "So that you may live a life worthy of the Lord and please him in every way: bearing fruit in every good work, growing in the knowledge of God, being strengthened with all power according to his glorious might so that you may have great endurance and patience."

Our school is the good ground and the roots that allow all who come into contact with it to grow well. Its seeds (pupils, staff and community) are given a rich diet to thrive into the best 'plant' possible. Our seeds are cared for during all 'seasons', given support and protection when it is needed, and encouraged to flourish. The plants are strong and resilient, able to live peacefully and joyfully with those around them. The rich harvest is the end result of this labour for pupils, staff and the community – the brightest of futures.

Intent: We use the Essex Agreed Syllabus 2022 for the teaching of RE at our school. We consider R.E. to be a core academic subject, and our RE curriculum is set within the broader intent of the whole school curriculum. It has been designed to provide our children with a crucial part of the “rich diet” outlined in our vision. Our R.E. teaching enables our children to develop a deep level of religious literacy, meaning that our pupils will have the ability to hold well-balanced and well-informed conversations about religion and worldviews.

At Moreton, R.E. is taught in accordance with our Trust Deed, and aims to fulfil those requirements set out in the Church of England R.E. Statement of Entitlement (February 2019). R.E. lies at the very heart of our wider school curriculum, and, as a deeply Christian Church of England primary school, we expect the impact of our R.E. teaching to be seen throughout the life of our school. Our R.E. curriculum therefore also links to our half termly Christian values, and these values are implicit in the life of our school. We seek to enable all pupils to:

- Know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using the Understanding Christianity resource, which critically engages with religious text.
- Gain knowledge and understanding of a range of religions and worldviews, appreciating diversity, continuity and change within each religion and worldview being studied.
- Engage with challenging questions of meaning and purpose raised by human existence and experience.
- Recognise the concept of religion and its continuing influence on Britain’s cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- Explore their own religious, spiritual and philosophical ways of living, believing and thinking.

We encourage our children to see religion and worldviews through the interconnected lenses of the three key disciplines involved in a deep understanding of religion: theology, philosophy and the human/social sciences.

Exploring R.E. through these three disciplines provides opportunities for children’s spiritual development and personal reflection, and provokes challenging questions about meaning and purpose, truth and values, identity and belonging. It prepares children for citizenship in today’s diverse society, enabling them to develop sensitivity to, and respect for, others.

These three disciplines are outlined by the Norfolk Syllabus and are clearly highlighted throughout our R.E. curriculum, both across and throughout each

year group, to ensure that our children have access to a broad and well-balanced R.E. programme of study.

Theology	Philosophy	Human/Social Sciences
Thinking through believing. It is about asking questions that believers would ask. It requires pupils to think like theologians, or to look at concepts through a theological lens. Pupils will explore questions and answers that arise from inside religions and worldviews.	Thinking through thinking. It is about asking questions that thinkers would ask. It requires pupils to think like philosophers, or to look at concepts through a philosophical lens. Pupils will explore questions and answers raised through considering the nature of knowledge, existence and morality.	Thinking through living. It is about asking questions that people who study lived reality or phenomena would ask. It requires pupils to think like human and social scientists, or to look at concepts through a human/social science lens. Pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives.

At Moreton, our R.E. teaching aims to provide children with key opportunities to question, investigate, reflect, and critically evaluate. Our curriculum is therefore structured using key questions, which provide learners with a basis from which to focus and explore their understanding of each “strand” of study of the three disciplines discussed above.

From these key questions, staff engage pupils through an enquiry-based learning approach, where pupils are encouraged to generate, explore, and respond to their own questions using skills they have developed through R.E. sessions and our wider school curriculum. Our enquiry-based approach to R.E. enables learners to take ownership of their own R.E. learning journey, and to engage effectively with religious scripture and imagery. It fosters our children’s curiosity for and engagement with R.E., throughout our school and into their own lives. We support our children to ask deep questions and give them the skills to explore these. Our children are challenged to:

- Link aspects of their learning together
- Design and carry out their own investigations into beliefs and practices
- Interpret and challenge religious material
- Use high order skills such as prediction, evaluation and reasoning.
- Engage with the evocative personal and imaginative dimension of religion

Christian Distinctiveness:

At Moreton, as a Church of England Voluntary Aided Primary School, and an active faith community, we aim for the impact of our R.E. teaching to be visible in all areas of our school life. We seek to fulfil the requirement that in our R.E. programme of study, Christianity should occupy 50 percent of our curriculum time.

Our R.E. curriculum incorporates many of the approaches outlined by the Understanding Christianity organization. This resource introduces pupils to the notions of God, Creation, Fall of Man, People of God, Incarnation, Gospel, Salvation and Kingdom of God using an approach which engages with biblical text and theological ideas. Our three core-teaching “units” are Creation, Incarnation and Salvation, studied in each year group across the school. In addition to the three core units, in Key Stage One, children are introduced to the concept of “God” through the Understanding Christianity unit, as a basis for their deeper understanding of the Trinity, which is explored in more detail at Key Stage Two level. Pupils in Key Stage Two also study the unit “Kingdom of God”, as they begin to explore the concepts of “life after death” and what Christians believe about God’s heavenly kingdom. Through this unit, we make direct links to our whole school celebration of important Christian festivals such as Harvest.

Through our use of the Understanding Christianity resource, we encourage our children to become theologically literate individuals, looking at Christianity through a theological lens and understanding.

Parental Rights of Withdrawal

The Worship and Religious Education provided by our school is in accordance with the Church of England Foundation. This foundation is also reflected in the curriculum and whole life of the community. Since the conduct of the school as a whole reflects the Church of England ethos, removal of pupils from Worship and/or Religious Education (as parents are legally entitled to do so) cannot insulate them from the religious life of the school. If a request for withdrawal is made, the Head Teacher will explore the reasons for the request and seek to arrive at an accommodation with parents and/or carers, outlining the purpose of R.E. in line with the Church of England R.E. Statement of Entitlement (February 2019).

Implementation:

Our R.E. curriculum is designed to enable pupils to gain a deep understanding of each unit, and R.E. teaching therefore forms more than 5% of our total curriculum time (the equivalent of just over one hour per week). Our pupils are given the opportunity to explore, critically analyses and reflect upon each broader key question in detail, either from a single-faith or multi faith focus.

Our R.E. teaching and learning feeds directly into, and is embedded within, our wider school curriculum. We advocate a cross-curricular approach to R.E., fostering our pupil's deeper understanding through making links to other areas of their learning. For example, our Year 5 and 6 R.E. unit asks the question "Why continue being Jewish?" as pupils begin to explore the Holocaust through their World War Two topic. Our pupils are encouraged to demonstrate high level literacy skills throughout their R.E. learning journey, and we use a range of teaching styles for active learning, such as Talk for Writing, to enable pupils to express their ideas coherently, thoughtfully and succinctly.

This should be used alongside the EYFS Long Term Plan which breaks down each area of the EYFS and intended learning for each term. Each area of the EYFS is also reflected throughout the continuous provision within the learning environment both inside and outside – this enables children to be independent in their own learning and practice and develop skills taught.			
Area for RE	Key skills/knowledge – What do you want children to know by the end of key stage	How we teach it – Topics / curricular goals (implementation)	Early Learning Goal – Where children will be by the end, the ELGs achieved (impact)
EYFS	<ul style="list-style-type: none">Explore religious and non-religious worldviews in terms of important people, times, places and objects.Visit places of worshipListen to and talk about stories with puzzling or interesting questionsIntroduced to specialist words and use their senses in exploring religious and non-religious beliefs, practices and forms of expression	Forest school clay, mud and stone sculptures Pen disco, Drawing tutorials Drawing club Andy Goldsworthy – sculptures with natural objects Art in the style of Eric Carl Animal patterns, Fruit printing Weaving Observational painting and drawing	Fine motor skills. Creating with materials.
E.A.S.: Essex Agreed Syllabus ENQ: Enquiry (another name for unit!) U.C.- Understanding Christianity <div><div></div><div>Theological Focus</div></div> <div><div></div><div>Philosophical Focus</div></div> <div><div></div><div>Human/Social Sciences Focus</div></div>		EYFS – Puzzling and interesting questions including Godly Play KS1 – 50% Christianity, 25% Judaism, 25% other faiths Lower KS2 – 50% Christianity, 25% Hinduism, 25% multi-faith build on Judaism Upper KS2 – 50% Christianity, 25% Islam, 25% other faiths Whole School progression: Autumn - Creation/God’s World; Incarnation Spring - Significant people/worldwide views; Salvation Summer - Kingdom of God; Worldwide views – living in harmony	
Breadth of study	<ul style="list-style-type: none">Theology: Thinking through believing. Asking questions that believers would ask. It requires pupils to think like theologians, or to look at concepts through a theological lens. Pupils will explore questions and answers that arise from inside religions and worldviews.Philosophy: Thinking through thinking. Asking questions that thinkers would ask. It requires pupils to think like philosophers, or to look at concepts through a philosophical lens. Pupils will explore questions and answers raised through considering the nature of knowledge, existence and morality.Human/Social Sciences: Thinking through living. Asking questions that people who study lived reality or phenomena would ask. It requires pupils to think like human and social scientists, or to look at concepts through a human/social science lens. Pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives.		

EYFS

At Moreton Primary School, our EYFS pupils study Christianity, along with other religion/worldviews in multi-faith focused units. Pupils begin to explore religion and world views in terms of stories, festivals, ceremonies and places of worship. Pupils listen to, and talk about, religious stories which may raise puzzling and interesting questions. They begin to consider their own and others' morality and are introduced to specialist vocabulary. Pupils use their senses to explore religious beliefs, practices and forms of expression.

EYFS	Autumn		Spring		Summer	
	Ourselfs	Light up the world	Can I have a pet penguin?	From a tiny seed	A long, long time ago	How do I get there?
	<i>What is this religious story about?</i> <ul style="list-style-type: none">• Recognise simple religious beliefs or teachings• Talk about some aspects of a religious or belief story• Raise puzzling and interesting questions about religious and belief stories• Recreate religious and belief stories through small world play• Talk about sacred texts Core knowledge: UC core unit F1 – Creation and Harvest Hindus celebrating Diwali Stories of Adam and Eve, Noah and the Ark UC core unit F2 – Nativity and first Christmas		<i>What is right? Wrong? Good? Bad?</i> <ul style="list-style-type: none">• Raise puzzling and interesting questions about the world around them.• Talk about what concerns them about different ways in which people behave• Say what matters to them or is of value.• Use their senses to investigate religion and belief. Core knowledge: link to 3 school rules and behaviour expectations	<i>Why do Christians put a cross in an Easter garden?</i> <ul style="list-style-type: none">• Talk about some aspects of a religious or belief story• Raise puzzling and interesting questions about religious and belief stories• Introduce key theological vocabulary such as 'God'• Talk about sacred texts Core knowledge: UC Core unit F3	<i>What ceremonies and festivals have you taken part in? What happens in a Church?</i> <ul style="list-style-type: none">• Identify simple features of religious life and practice in a family context.• Recognise a number of religious words.• Know where some religious worldviews originated• Name some religious symbols.• Name some religious artefacts.• Talk about religious events that they see or hear about e.g. festivals, ceremonies.• Talk about what people wear because of their beliefs.• Visit a local place of worship.• Talk to someone who holds a particular religious or non-religious belief. Core knowledge: Hindu festival of Holi Muslim festival of Eid	
	Religion or worldview	Christianity/Judaism/ Hinduism Focus		<u>Non-religious worldviews</u> , Christianity & Islam Focus	<u>Christianity Focus</u>	1 st half term: Hinduism and Islam focus 2 nd half term: Christianity Focus
Disciplinary lens	Theology		Philosophy	Theology	Human/Social Sciences	

Key Stage One

In Key Stage One, pupils are introduced to Christian concepts of God as a basis for their deeper understanding of the Trinity, which is explored in more detail at Key Stage Two level. They explore what it means to belong to a Christian community, and use religious stories, scripture and artefacts to question, evaluate and interpret. Our Key Stage One pupils also study the Abrahamic religion Judaism, both in relation to and separate from Christianity as a basis for their work at Key Stage Two. Some units have a multi-faith focus, to encourage pupils to make links between religious worldviews and traditions. In Key Stage One, the recording of R.E. teaching and learning takes a variety of forms.

Year 1	Autumn		Spring		Summer	
	Year A – Castles Year B – Fire Fire		Year A – Back to the future Year B – Bright Lights, Big City		Year A – Land Ahoy! Year B – Tribal Tales	
	<i>How do my senses tell me about the world of religion and belief?</i>	<i>Why is light an important symbol for many religious believers?</i>	<i>Why are symbols and artefacts important to some people?</i>	<i>Why does Easter matter to Christians?</i>	<i>What does it mean to belong to the Christian community?</i>	<i>Why do people have different views about the identity of 'God'?</i>
	<ul style="list-style-type: none"> UC Core unit 1.2 – Who made the world Introduce God's Big Story Creation around us 	<ul style="list-style-type: none"> UC Unit 1.3 Why does Christmas matter to Christians Jews – Hanukkah Hinduism – Fireworks at Diwali 	<ul style="list-style-type: none"> Shabbat and artefacts associated with it: Candles – are lit before Shabbat to create peace in the home Challah Bread – a special plaited bread to show how Jews love Shabbat Kiddush Cup – a special goblet that holds the wine that is blessed for Shabbat Zemirah – the special songs sung at the table for Shabbat Jewish synagogue 	<ul style="list-style-type: none"> U.C. Core Unit 1.3 	<ul style="list-style-type: none"> Link to school values & belonging to a group Faith families: First communion, Christenings & Baptism/prayer Local church – font, candles, chalice, hymn book 	<ul style="list-style-type: none"> Own ideas of God Different views of what God is like Jewish understanding of creation (in preparation for year 2)
	Core Knowledge: Concept of Creation Key philosophical vocabulary. Ways of reasoning. Make links between belief and behaviour.	Core Knowledge: Concept of incarnation. The Bible as a sacred text for Christians and its different genres. Concept of Brahma Hindu Holy Books including the Ramayana	Core knowledge: Key vocabulary associated with the study of Judaism. Shabbat and the importance of the home and family life The role of festivals which connect with Jewish history. The synagogue and varying ceremonies that take place within it.	Core Knowledge: Concept of Salvation The life and teachings of Jesus. The Bible as a sacred text for Christians and its different genres.	Core knowledge: Key vocabulary associated with the study of Christianity. The local church(es), symbolism and artefacts as expressions of Christianity. The importance of rites of passage, worship gathering and celebrations.	Core knowledge: Key philosophical vocabulary Ways of reasoning Make links between belief and behaviour
	Religion or worldview	Christianity Focus	Christianity / Judaism/ Hinduism Focus	Judaism Focus	Christianity Focus	Judaism Focus Non-religious worldviews
	Disciplinary lens	Philosophy	Theology	Human/Social Sciences	Theology	Human/Social Sciences Philosophy

 Year 2	Autumn		Spring		Summer	
	Year A – Castles Year B – Fire Fire		Year A – Back to the future Year B – Bright Lights, Big City		Year A – Land Ahoy! Year B – Tribal Tales	
	<i>Who created the world?</i> <ul style="list-style-type: none"> U.C. Digging Deeper Unit 1.2 7 days of creation 	<i>How do festivals/celebrations bring people together?</i> <ul style="list-style-type: none"> U.C. Unit 1.3. Digging Deeper Story of Rama and Sita 	<i>What does it mean to belong to the Jewish community?</i> <ul style="list-style-type: none"> Passover and seder meal Story of Moses Rosh Hashanah and Yom Kippur – forgiveness and new beginnings 	<i>What questions do religious stories make us ask?</i> <ul style="list-style-type: none"> UC: Digging deeper unit 1.3 	<i>How do people decide what is right/wrong?</i> <ul style="list-style-type: none"> Own view of beliefs/opinions God as love, God as light, God as Father and God as Creator. 10 commandments Love one another – new commandment Sikh concepts of God: ‘One Light fills all creation. That Light is You.’ 	<i>What do religious people say God is like?</i> <ul style="list-style-type: none"> UC Digging deeper unit 1.1 – what do Christians believe God is like? Meaning of Lord’s Prayer 99 Names for Allah Muslim belief of Allah Prophet Muhammed
	Core Knowledge: Concept of creation The life and teachings of Jesus. The Bible as a sacred text for Christians and its different genres.	Core knowledge: Key vocabulary associated with the study of Christianity and Hinduism. The local church(es), symbolism and artefacts as expressions of Christianity. The importance of rites of passage, worship gathering and celebrations. Dharma, symbolism and the centrality of the home in the Hindu tradition. Importance of gatherings for worship, dramatic storytelling and celebrations.	Core knowledge: Key vocabulary associated with the study of Judaism. Shabbat and the importance of the home and family life -The role of festivals which connect with Jewish history. The synagogue and varying ceremonies that take place within it.	Core knowledge: Key philosophical vocabulary. Ways of reasoning. Make links between belief and behaviour.	Core knowledge: Key philosophical vocabulary. Ways of reasoning. Make links between belief and behaviour.	Core Knowledge: Christianity - Concept of Salvation The life and teachings of Jesus. The Bible as a sacred text for Christians and its different genres. Islam – The concept of One God. The life and teachings of the Prophet Muhammad. The Qur’an as a revealed scripture.
	Religion or worldview	Christianity Focus	Christianity / Hinduism Focus	Judaism Focus	Christianity Focus	Christianity / Judaism /Sikh Focus Non-religious worldview
Disciplinary lens	Theology	Human/Social Sciences	Human/Social Sciences	Philosophy	Philosophy	Theology

Key Stage Two: Years 3 and 4

In Years 3 and 4, pupils build upon their understanding of Christianity and Judaism and begin to study one other principal religion, Hinduism. They begin to explore the origins of religious belief and consider their impact upon our world.

Year 3	Autumn		Spring		Summer	
	Year A – Ancient Civilisations		Year A – Tomorrow’s World		Year A – Survival	
	Year B – Invasions		Year B – Blue Planet		Year B – Magnificent Monarchs	
	<i>What do Christians and Hindus learn from their Creation stories?</i>	<i>Why do people have different views on the idea of God?</i>	<i>What does it mean to be a Hindu in daily life?</i>	<i>Can kindness/love change the world?</i>	<i>What is the Bible and how do people interpret it?</i>	<i>How do Synagogues give Jewish people a sense of identity and belonging?</i>
	<ul style="list-style-type: none">• UC Core unit 2A.1 – what do Christians learn from the creation story?• Hindu creation story – Vishnu and Lotus flower	<ul style="list-style-type: none">• UC Core unit 2A.3 – what is the trinity?• Brahma and the Aum symbol	<ul style="list-style-type: none">• Living as a Hindu• Life of Ghandi• Goal of Moksha• Explore the Four Paths: Knowledge, Meditation, Devotion and Good Works	<ul style="list-style-type: none">• UC Core unit 2A.5	<ul style="list-style-type: none">• U.C. Core Unit 2a.6 – the impact of Pentecost• Parables of the bible• Links to bible verses associated with whole school values	<ul style="list-style-type: none">• Parts of a synagogue – label and function• Worship in a synagogue
	Core knowledge Concepts of Creation and Fall, God (Trinity), Incarnation, and Salvation. Sources of authority such as the Bible.	Core knowledge: Concepts of God (Trinity) and Incarnation The different views about the nature of knowledge, meaning and existence.	Core knowledge: Key vocabulary and global diversity associated with the study of Hinduism. The impact of ahimsa, dharma and karma on daily life and beyond.	Core knowledge Concepts of Salvation The different views about the nature of knowledge, meaning and existence.	Core knowledge The life and teachings of Jesus. Sources of authority such as the Bible.	Core knowledge: Key vocabulary and global diversity associated with the study of Judaism. The role of Synagogue and Cheder in the Jewish community.
Religion or worldview	Christianity/Hinduism Focus	Christianity / Hinduism Focus Non-religious worldviews	Hinduism Focus	Christianity Focus	Christianity Focus	Judaism Focus
Disciplinary lens	Theology	Philosophy	Human/Social Sciences	Philosophy	Theology	Human/Social Sciences

Year 4	Autumn		Spring		Summer	
	Year A – Ancient Civilisations		Year A – Tomorrow's World		Year A – Survival	
	Year B – Invasions		Year B – Blue Planet		Year B – Magnificent Monarchs	
	<p><i>What kind of world should we live in?</i></p> <ul style="list-style-type: none"> • UC – Digging deeper 2A.1 – what do Christians learn from the creation story • Martin Luther King views/opinions • Global Christianity – <u>different</u> denominations • Moral decisions <p>Core knowledge: The work of one key Christian philosopher Ethical theory, including the importance of love and forgiveness within Christian tradition. Christian perspectives on moral issues.</p>	<p><i>How do Christians express their religious beliefs in modern Britain and across the world?</i></p> <ul style="list-style-type: none"> • UC – Digging deeper unit 2A.3 – what is the trinity? • Global Christianity – different worship styles • Role of charities • Fruits of spirit – <u>love, joy, peace, patience, kindness, goodness, faithfulness, humility and self-control</u> <p>Core knowledge: Key vocabulary and global diversity associated with the study of Christianity. The church, worship and festivals. The impact of Christian teachings on daily life, the varying expressions of prayer, cultural expressions of the Christian faith and the role of the Christian community in charity work</p>	<p><i>Where do Hindu beliefs come from?</i></p> <ul style="list-style-type: none"> • Living as a Hindu • Trimurti – mandir and congregational puja • <u>Dharma</u> and Seva • Guru <p>Core knowledge: Concepts: Brahman, Ataman, Avatars, Ahimsa, Samsara and Karma. The oral tradition and the Vedas, different genre and interpretations. Examples of teachings of Hindu teachers. Examples of events and experiences which have impacted on Hindu beliefs.</p>	<p><i>What does Sacrifice mean?</i></p> <ul style="list-style-type: none"> • UC – Digging deeper 2A.5 • Jesus' sacrifice – Easter • Humanism – self sacrifice • Islam – 4th pillar of Islam – Swam <p>Core knowledge: The different views about the nature of knowledge, meaning and existence Importance of evidence and reasoning in Humanist thought. Muslim perspectives on moral issues, including the idea of 'intention'.</p>	<p><i>When Jesus left, what was the impact of Pentecost?</i></p> <ul style="list-style-type: none"> • • UC – Digging deeper unit 2A.6 • Jesus' disciples • Symbols for holy spirit • AboY award <p>Core knowledge: The life and teachings of Jesus. The Bible as a sacred text for Christians and its different genres.</p>	<p><i>What happens in the life of Jewish people?</i></p> <ul style="list-style-type: none"> • Recap synagogue as place of worship • Sefer • Torah • Bar and Bat Mitzvah • Jewish weddings <p>Core knowledge: Key vocabulary and global diversity associated with the study of Judaism. Symbolism and artefacts used by some Jewish people at festivals and in rituals. The importance and role of Shabbat and reading of the Torah.</p>
Religion or worldview	Christianity Focus Non-religious worldviews	Christianity Focus	Hinduism Focus	Christianity, Islam and Humanism Focus	Christianity Focus	Judaism Focus
Disciplinary lens	Philosophy	Human/Social Sciences	Theology	Philosophy	Theology	Human/Social Sciences

Key Stage 2: Years 5 and 6

In Years 5 and 6, pupils are challenged to consider ideas about the creation of the universe, to deliberate reasons for the existence of suffering and to explore Christian and other worldview notions of everlasting life. Pupils begin to consider the impact of religion upon wider society and how to challenge perceptions of religion. In Year 6, pupils study 4 units in depth to enable them to have the opportunity to consider such challenging questions from the various religious and non-religious viewpoints.

Year 5	Autumn		Spring		Summer	
	Year A – Hola Mexico! Year B – Britain through the decades		Year A – Marvellous Muggles & Harry Potter Year B – Reach for the Stars		Year A – A place I call home Year B – Kingdoms – people and animals	
	<i>How has belief in creation impacted on music/art throughout history?</i> • Christian Art of creation • Islamic Art • Christian music compared to Muslim call to prayer • Hindu Art Core knowledge: The impact of Christian teachings on cultural expressions of the Christian faith. Diversity of expression, customs and practices within Islam and their impact on daily life. <i>Year B only: Why continue being Jewish? (The Holocaust and meaningful RE) – link to WWII topic</i>	<i>Was Jesus the Messiah?</i> • UC core unit 2B.4 Core knowledge: Concept of Incarnation. Sources of authority such as the Bible, tradition and different genres and interpretations. Key teachings from important Christian thinkers. How events in society have influenced Christian beliefs.	<i>Does religion bring peace, conflict or both?</i> • Muslim belief of peace • 5 pillars of Islam • Believers fight for peace: Malala Yousafzai Core knowledge: Key vocabulary and global diversity associated with the study of Islam. The masjid, the Five Pillars of Islam and the three main Muslims traditions (Sunni, Shia, Sufi).	<i>Why is there suffering in the world?</i> • UC core unit 2B.6 • Buddhism – Four Noble Truths <i>namely:</i> Dukkha – the truth of suffering, Samudaya – the truth of the origin of suffering, Nirodha – the truth of the end of suffering, Magga – the truth of the path to the end of suffering Core knowledge: The different views about the nature of knowledge, meaning and existence. Links between suffering and the Four Noble Truths.	<i>What kind of King is Jesus?</i> • UC core unit 2B.8 Core knowledge: The life and teachings of Jesus. Key teachings from important Christian thinkers. How events in society have influenced Christian beliefs.	<i>How to challenge perceptions of religion (anti-racist RE)</i> https://www.natre.org.uk/about-natre/projects/anti-racist-re/primary-classroom-resources/ Core knowledge: Islam – Diversity of expression, customs and practices within Islam and their impact on daily life. The importance of Ramadan, the two Eid festivals and Jummah prayers.
	Religion or worldview	Christianity, Islam and Hindu Focus	Christianity Focus	Islam Focus	Christianity and Buddhism Focus	Christianity Focus Islam Focus Non-religious worldviews
Disciplinary lens	Human/Social sciences	Theology	Human/Social Sciences	Philosophy	Theology	Human/Social Sciences

Year 6	Autumn		Spring	Summer	
	Year A – Hola Mexico! Year B – Britain through the decades		Year A – Marvellous Muggles & Harry Potter Year B – Reach for the Stars	Year A – A place I call home Year B – Kingdoms – people and animals	
	<p><i>How did the Universe come to be?</i></p> <ul style="list-style-type: none"> • UC digging deeper unit 2B.2 • Compare and contrast beliefs in creation stories – Christianity, Hindu, Islam, Humanism and Science • Creation/Science Conflicting or complimentary? <p>Core knowledge: Concepts of creation Christianity - Sources of authority such as the Bible, creeds, tradition and different genres and interpretations. Humanism - Importance of evidence. Absence of sacred texts and divine rules. Islam - The Qur'an and Hadith as sources of authority, different genres and the value of recitation.</p>	<p><i>Are angels real?</i></p> <ul style="list-style-type: none"> • Unit work on 'Are Angels Real?' • Messengers of God • Near death experiences • Power of prayer <p>Core knowledge: The different views about the nature of knowledge, meaning and existence. Introducing ethical theory - Islam The work of one key Christian philosopher Ethical theory, including the importance of love and forgiveness within Christian tradition. Year B only: <i>Why continue being Jewish? (The Holocaust and meaningful RE) – link to WWII topic</i></p>	<p><i>Can people come back to life?</i></p> <ul style="list-style-type: none"> • Christianity – UC 2B.7 What difference does the resurrection make for Christians? • Humanism view - <u>Great</u> Agnostic • Plato ideas • Hinduism – reincarnation and concept of moksha, dharma and karma • Buddhism - rebirth <p>Core knowledge: Concept of salvation Key teachings from important Christian thinkers. How events in society have influenced Christian beliefs. Buddhism - <u>Concepts</u>: the Buddha, the cycle of birth, death and rebirth, and the Five Precepts. Examples of events and experiences which have impacted on Hindu beliefs Concepts: Atheism, agnosticism, rationalism, One Life, and Happiness.</p>	<p><i>Is believing in God reasonable?</i></p> <p>UC 2B.8 – digging deeper – what kind of King is Jesus? Thy Kingdom Come – call to prayer for Christians Mosque Muslim prayer Buddhism: The Noble Eightfold Path Humanism beliefs and living life on earth Different viewpoints</p> <p>Link to Goodness/Mercy materials for RSE</p> <p>Core knowledge: Christian perspectives on moral issues. Buddhist perspectives on moral issues and consideration of the consequences of action in relation to karma Muslim perspectives on moral issues, including the idea of 'intention' Christian community in charity work. Diversity of expression, customs and practices within Islam and their impact on daily life. Key vocabulary and global diversity associated with the study of Buddhism. Meditation and study, festivals and pilgrimage and symbolism. Varying practice, and the importance of looking after the environment.</p>	
	Religion or worldview	Christianity, Hindu, Islam, Humanism Non-religious worldviews	Christianity & Islam Focus	Christianity Focus Hinduism, Buddhism and Humanism	Christianity Focus Buddhism and Islam
	Disciplinary lens	Theology	Philosophy	Theology	Philosophy Human/Social Sciences

Impact:

At Moreton Church of England Primary School, we believe that through our R.E. teaching, pupils should develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. These sit directly within the core skills identified in our wider school curriculum.

Pupils' progress and attainment is assessed in a variety of ways. We recognise that younger children often demonstrate a deeper oral understanding of religious traditions, concepts and worldviews than they would be able to communicate in writing. In EYFS and Year One, we therefore use class learning journals (including e-journals), photographs, and videos to record children's ideas, thoughts and reflections, in a similar way to our Collective Worship reflection journal. These methods of recording enable effective monitoring of the teaching and learning of R.E. whilst also enabling EYFS and Year One pupils to demonstrate a deeper understanding than traditional written methods of recording might allow. In Year Two, as a transition between Key Stage One and Key Stage Two, pupils record to record their ideas as detailed above but also move towards using individual R.E. books.

As pupils move into Key Stage Two and develop both their understanding of R.E. and their written skills, they record their own personal responses primarily using an R.E. book. However, we recognise that for some children, and in some lesson contexts, other forms of recording may be more appropriate. In Key Stage Two, pupils' R.E. books remain with them as they progress through our school, enabling both pupils and staff to view their personal R.E. learning journey.

Our pupils' progress is assessed in relation to the purpose and aims of the subject. We consider how well pupils are able to hold balanced and well-informed conversations about religion and worldviews and make a judgement based on their level of religious literacy. Attainment and progress are therefore linked to the multi-disciplinary approach to RE advocated throughout the Essex Agreed Syllabus. We use Arbor to record pupils' attainment on a termly basis.

Monitoring of R.E.

The monitoring of the effectiveness of this policy document is carried out by the R.E. Subject leader team in order to ensure that the Policy and R.E. curriculum are being put into practice; to inform future planning; to check on continuity and progression; to gather information, and to ensure the maintenance of standards in R.E. throughout the school.

Monitoring takes place in a variety of ways, including:

- Monitoring of Class Learning Journals, including e-journals.
- Monitoring of individual reflection/R.E. books
- Learning walks
- Observations of colleagues by the headteacher, Diocesan adviser and/or R.E. subject leader
- Monitoring of pupils' views through pupil discussion groups

Staff are supported in delivering our R.E. curriculum in line with the guidance set out in this document through CPD training opportunities from the R.E. subject lead, headteacher and outside agencies such as the Diocese of Chelmsford Board of Education. We have a curriculum folder which contains relevant resources to support teachers with planning.

Review and Development of Policy

This policy will be reviewed by the R.E. Subject leader team including the link RE governor, the Head teacher and Teaching and Learning focus group of the Governing Body, to ensure that:

- It is contributing to the achievement of high standards and progress in R.E. throughout the school.
- It complies with statutory requirements and any new legislation;
- Any necessary actions are included in the School Improvement Plan.

Review Date

This policy will be reviewed every 3 years.