



## RE (Religious Education)

Through Religious Education we aim to engage the children a range of opportunities and experiences to enable them to develop their knowledge and understanding of many of the world's major religions. By participating in these activities, the children will begin to understand the differences between religious communities and learn to respect the values and beliefs of others, which may differ from their own. At Morden Primary School we encourage children to explore the fundamental questions of life raised by human experiences and develop a reflective approach to life.

*National Curriculum for R.E states:*

*"RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society."*

- **The use of key vocabulary repeated throughout the lesson** – consolidating previous learning, enabling children to become confident with new words/ideas
- **Reference back to the unit title page** - at the start of each lesson, focussing attention on the skills to be developed in the proceeding learning activities.
- **Retrieval practice** - giving learners the chance to consolidate previous skills and knowledge.
- **Children engaged in interactive activities** - such as drama, art and story.
- **Children discussing** – exploring issues, related to R.E, in a sensitive and respectful way.
- **R.E come alive** - through visits to and from places of worship, use of artefacts
- **A safe place** – children confident to explore and learn from each other.
- **Inclusivity – learning that is accessible for all.**

Year 4 pupil- 'Learning about Christianity in my R.E lessons has had an impact on how I live my life'.

Year 2 pupil – 'I didn't know about any religions when I started school but now, I know about loads!'

## An example of skills and knowledge progression within our RE curriculum

DISCIPLINARY KNOWLEDGE						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>AT1 Learning About Religions</b> Knowledge and understanding of beliefs and teachings. Practices and lifestyles, expression and language	Recount parts of stories, recognise features.	Describe stories, beliefs and features, describe some messages and meanings.	Demonstrate some knowledge of beliefs, ideas, teachings and characteristics. Identify symbolism.	Explain significance of beliefs and teachings, what is involved in belonging and how believers express themselves.	Explain the links between religions, the effect of religion on lives and how beliefs are expressed in a variety of forms.	Using knowledge and understanding, explain variations within and between communities and the ideas and feelings which underlie them.
<b>Learning About Religion (AT1):</b> Beliefs, Teachings and Sources.	Remember a religious story and talk about it.	Tell a religious story and say some things that people believe.	Describe what a believer might learn from a religious story.	Describe how a believer might live their life from religious teaching.	Make links between the beliefs/teachings /sources of different religious groups and show how they are connected to the believer's lives.	Suggest reasons for the similar and different beliefs which people hold and explain how religious sources are used to provide answers to important questions about life and morality.

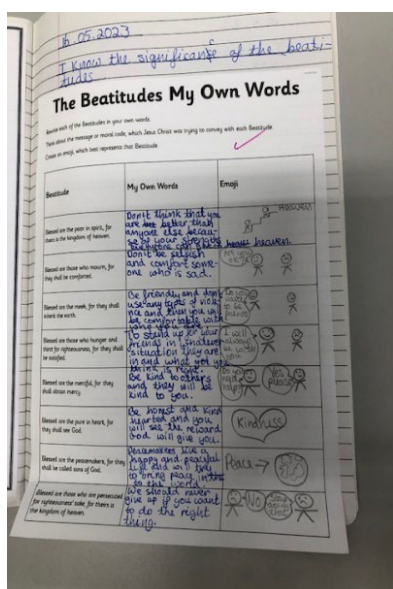
## Examples of learning



A Nursery child created a collage to represent a family visit to the Temple.



Year 2 visited The Baitul Futuh Mosque



Year 6 rewrote the Beatitudes in their own words.



Enacting the Nativity at Deen City Farm

### **Successes in 2022-2023**

- Y2 took a trip to the Ahmadiyya Mosque as part of their R.E unit of work and attended a Nativity play at Deen City Farm
- Years 5 and 6 worked with Bible Explorers for their units on the Christian Way of Life.
- End of unit assessment in place from Spring 2022.
- Progression documents for each year group reviewed to reflect diversity.
- R.E taught on a weekly basis across the school.
- The format of end of unit assessment agreed.
- Some Class assemblies focus on Religious festivals.
- Monitoring shows that R.E lessons match lesson plans, which match progression documents.
- Diversity reflected across LTP for R.E.

### **Priorities for 2023-2024**

- Children will discuss their learning with confidence and apply it to their everyday life.
- Children will complete end of unit assessments with confidence, awareness and a growth mind-set.
- Visits to and from places of worship planned for each year group.
- Non-negotiables outlined above (*If you were to walk into an RE lesson ...*) are evident in all lessons.
- Children will understand and use vocabulary appropriate to each unit of work.
- Whole school opportunities for R.E will be mapped across school calendar.
- Trips/visitors will be planned to support and develop learning in all year groups.
- Resources to support diversity coverage will be sourced.

### **Ambitions for R.E at Morden Primary School**

- All children will develop knowledge and understanding of major World religions which will develop positive attitudes and respect towards all people living within a religiously diverse society.
- All children will be challenged to explore and think about their own beliefs and values, and apply these in everyday life.

### **Some websites you might find particularly interesting:**

[www.buddhanet.net/](http://www.buddhanet.net/)

<http://www.dharmanet.org/>

[www.rejesus.co.uk/](http://www.rejesus.co.uk/)

[www.hindunet.org](http://www.hindunet.org)

[www.islamcity.com/](http://www.islamcity.com/)

[www.bbc.co.uk/religion/religions/judiasm/index.shtml](http://www.bbc.co.uk/religion/religions/judiasm/index.shtml)

[www.sikhism.com/](http://www.sikhism.com/)

[http://www.bbc.co.uk/schools/websites/4\\_11/site/re.shtml](http://www.bbc.co.uk/schools/websites/4_11/site/re.shtml)

<https://www.bbc.co.uk/education/topics/ztkxpv4/resources/1>