



RE

Intent

"Religious education in Hampshire, the Isle of Wight, Portsmouth and Southampton intends to play an educational part in the lives of children and young people as they come to speak, think and act in the world. This entails teachers bringing children and young people first to attend to their own experience and that of others, to engage intellectually with material that is new and to discern with others what is valuable with regard to living a religious life or one informed by a non-religious or other perspective" **Living Difference IV Purpose Statement**

At Moorlands Primary School we have designed our RE curriculum to ensure that the children have exposure to many different religions and beliefs which they are able to link to their own lives and experiences. Our curriculum aims to extend the children's vocabulary to be rich and extensive when engaging with material that is new to them.

We intend for the children to have empathy and understanding for others as well as extensive knowledge of religions and how they are linked. It is vital that all teachers who teach RE have impartial views as to not influence the children in any way, giving them the opportunity to form their opinions and views. These views can be included in these lessons as well as the beliefs and views of others.

Implementation

At Moorlands Primary School, religious education has equal standing in relation to the core and foundation subjects within the school. The syllabus we follow (Living Difference IV) is not designed to convert pupils, or to urge a particular religion or religious beliefs on pupils. There is a recommendation of the following minimum hours to be dedicated to Religious Education:

Early Years Foundation Stage (EYFS) - approximately 36 hours a year.

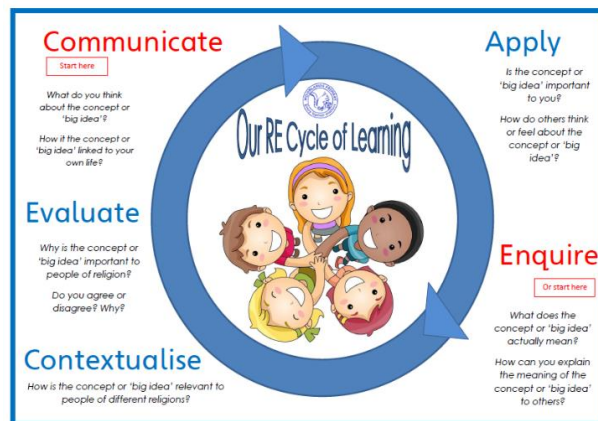
Key Stage 1 (KS1) - 36 hours per year.

Key Stage 2 (KS2) - 45 hours per year.

In each year group, the children are taught what it means to live life in the Christian traditions and will usually be studied for proportionately more time than any other single religious tradition or non-religious perspective, in any year. Abrahamic and Dharmic traditions must both be studied.

During Collective Worship, the themes are broadly Christian but the children will also be exposed to other religious celebrations or traditions at the time of year it falls.

We use a Cycle of Enquiry to structure our RE units. Each lesson focusses on a different stage of the cycle to show progression of skills throughout the unit. Throughout our units, there are Golden Threads, which are essential themes, which appear at least once per key stage in order to show progression. These themes are; belonging, special, love and community.



Early Years Foundation Stage (Year R) - Children will engage with aspects of what it means to live life in the Christian traditions, along with a depth study of aspects of what it means to live in a second tradition (Hindu Faith) selected for study at KS1. If there are children from other traditions in the class, the teacher can also include these traditions in the curriculum.

Key Stage 1 - Children are required to engage with and study aspects of what it means to live life in the Christian traditions, along with a depth study of a second tradition (Hindu Faith). If there are children from other traditions in the class, the teacher can also include these in an overview study at KS1 as well as study of non-religious perspectives.

Key Stage 2 - Children are required to engage with and study further aspects or what it means to live life in the Christian traditions as well as depth studies of two additional religious traditions; one across Year 3 and 4 (Sikhi Faith) and another across Year 5 and 6 (Islam). If there are children from other traditions in the class, the teacher can also include these in an overview study at KS2 as well as study of non-religious perspectives.

Impact

Assessment is carried out through questioning and task design throughout the unit (differentiated as required) to allow the class teacher to know how the pupils' knowledge and understanding has developed throughout the lesson and beyond. From their learning, pupils will be confident to discuss other religions, be empathetic towards others and demonstrate an understanding of others' views and opinions.

Each RE lesson is taught through a discussion point and then lessons vary, as there are opportunities to work in pairs or in groups. Pupils record work in an individual shared PSHE/RE exercise book to show individual understanding, skills and knowledge gained from each lesson.

When children leave Moorlands in Year 6 they will have developed the knowledge and skills to understand the world's religions and other people's beliefs.

The impact of our RE curriculum is measured in a variety of ways:

- Questioning during lesson time
- Marking children's written work
- Listening to children's contributions during discussions
- Book looks
- Pupil interviews

Moorlands Primary School

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	Christianity Hinduism	Belonging Belonging (A: Belonging)	Christmas / Diwali (A: Celebration)	Special stories special (A: Specialness)	New Life (A: Celebration)	Special places Community (A: Specialness)	Special books (A: Specialness)
		Bread / Harvest (B: Symbolism)	Light (A: Symbol of light)	Precious things (A: Special)	Holi (A: Celebration / Imagery)	Water (Baptism) belonging (B: Symbolism)	Bible stories (A: Story telling)
Year 1		Wisdom (A: Wisdom)	Life of Jesus Community (A: Identity)	Religious stories (A: Storytelling)	New Life / Easter (B: Symbol)	Heaven / God Love (A: Belief)	Krishna (A: Celebration)
Year 2		5Ks belonging (A: Identity)	Guru Nanak (A: Teaching)	Jesus through art (A: Imagery)	Journeys community (B: Pilgrimage)	Creation (B: Creation)	Religion through music (B: Worship)
Year 3	Christianity Sikhism	Granth Sahib / Bible (B: Sacred)	Places of worship special (B: Ritual)	Nam Kamran / Bible (A: Belonging)	Authority (A: Authority)	Vaisakhi (A: Celebration)	Angels love (B: Angels)
Year 4		Shahada / prayer Belonging (B: Worship)	The Magi (B: Prophecy)	Families love (A: Families)	Pascal Candle special (C: Paschal Candle)	Umma / community (A: Belonging)	Bible / Quran (C: Bible / Quran)
Year 5	Christianity Islam	Contrasting denominations belonging (B: Worship)	Eid (intro) B (Ritual)	Peace in Islam / Christianity (A: Peace)	The Empty Cross (C: Resurrection)	Work of the church community (C: Mission)	Death (A: Ceremony / Death)
Year 6							

Religious Education Long Term Topic Map