

INTENT

At Moreton, we value RE as an important part of the children's entitlement to a broad and balanced curriculum. We deliver our RE teaching through the Devon Agreed Syllabus for RE 2019. Our principal intent for religious education is to explore what people believe in our world and what difference this makes to how they live, so that our children can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

The agreed syllabus intends to ensure that all children:

1. Make sense of a range of religious and non-religious beliefs, so that they can: - identify, describe, explain and analyse beliefs and concepts in the context of living religions using appropriate vocabulary. - explain how and why these beliefs are understood in different ways, by individuals and within communities. - recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation.
2. Understand the impact and significance of religious and non-religious beliefs, so that they can: - examine and explain how and why people express their beliefs in diverse ways. - recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world. - appreciate and appraise the significance of different ways of life and ways of expressing meaning.
3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can: - evaluate, reflect on and enquire into the key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses. - challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitment clearly in response. - discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.

We are committed to providing our children with an exciting and positive learning environment, in which they have the opportunity to develop their knowledge and understanding of religions while contributing to their spiritual, moral social and cultural development.

The full 'New RE Syllabus' may be found here:

<https://www.babcockldp.co.uk/improving-schools-settings/curriculum-additional/religious-education>

IMPLEMENTATION

At Moreton, we deliver our RE teaching through the Devon Agreed Syllabus for RE, 2019 which is systematic and thematic and covers major religions and world views.. We also, where applicable, incorporate RE within other areas of the curriculum such as PSHE, literacy, citizenship and Relationships Education.

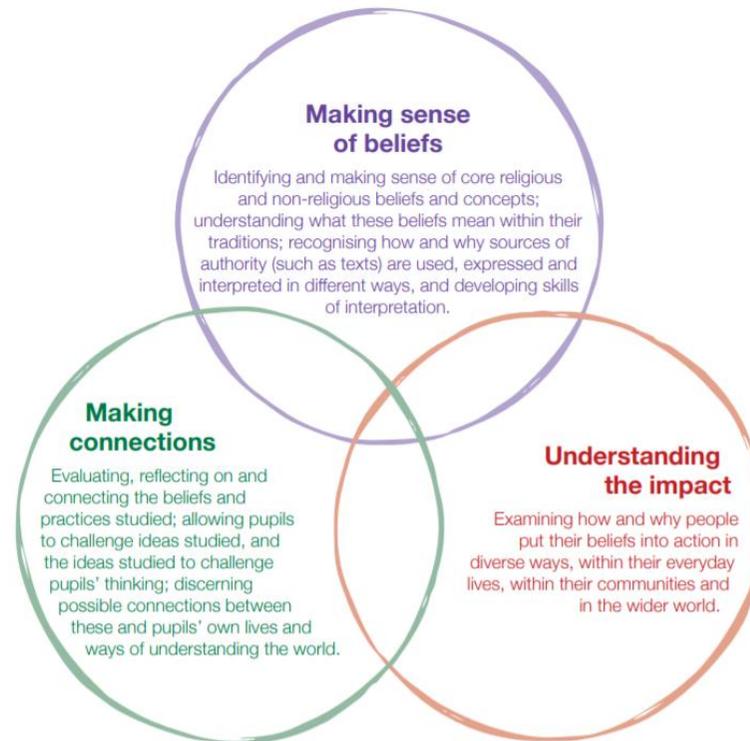
RE is legally required for all pupils. We provide 'Plural RE' that conveys and accords equal respect to different religions and non-religious world views (e.g. humanism) is a core subject and an entitlement for all pupils throughout their schooling, from Reception year up to and including Key Stage 5.

Our curriculum time for RE is distinct from the time spent on collective worship or school assembly, although we make links between the collective worship and the purposes and themes of RE as appropriate.

The times given in the 'Subject Content' section below relate to the amount of time which should be allocated for RE.

An RE themed day, or week of study can complement (but not usually replace) the regular programme of timetabled lessons and RE is taught in clearly identifiable time.

The teaching and learning of RE at Moreton has three core elements which are woven together to provide breath and balance within teaching and learning about religion and beliefs:



RE is taught by studying one religion at a time (systemic units) and then including thematic units, which build on learning by comparing the religions, beliefs and practices studied. Teachers link with key dates and religious festivals, providing opportunities to celebrate festivals and religions with greater relevance and consistency and enhances a cross-curricular approach.

The school has well established links with our local Church who lead a whole-school assembly once a half term. We participate in services at the Church and children will visit the church both when local community events are held and to support their learning of Christianity. In school, we hold an annual fundraising Harvest Assembly. To help develop understanding of all faiths and to further deepen understanding, we welcome parents and visitors to school to talk about their faith, festivals and beliefs.

These visits provide the children with opportunities to ask questions and have hands on experiences such as: making Christingles and Diwali lights and singing Christmas carols. During their time at Moretonhampstead, we aim to take children to visit places of worship such as Buckfast Abbey, Exeter Mosque and Exeter Synagogue.

IMPACT

At Moreton, we seek to ensure that all children in our school are educated to develop spiritually, academically, emotionally and morally to enable them to better understand themselves and others and to cope with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world.

Assemblies and celebrations of learning help to celebrate the diversity of the school community and promote positive images of people in the wider community, including their beliefs, traditions, culture, language and history. We will support our pupils to participate in an open, articulate and understanding society.

SUBJECT CONTENT

EYFS

(36 hours of RE)

(e.g. 50 minutes a week or some short sessions implemented through continuous provision)

In EYFS, teachers should be able to indicate the opportunities they are providing to integrate RE into children's learning. Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. The subject sits within the areas of personal, social and emotional development and understanding of the world. Children at our school learn to develop a positive sense of themselves, and others, and learn how to form positive and respectful relationships from an early age. They will be supported in this through encountering religious and non-religious worldwide views through special people, books, places and objects and by visiting places of worship. The children will have the opportunity to listen to and talk about stories. They are introduced to subject-specific words and use all of their senses to explore beliefs, practices and forms of expression. In the Early Years, the children ask questions and reflect on their own feelings and experiences. They use their imaginations and curiosity to develop their appreciation of, and wonder at, the world in which they live.

KS1

36 hours of tuition per year

(e.g. an hour a week, or less than an hour a week plus a series of RE days)

Christians, Jews and Muslims

KS2

45 hours of tuition per year

(e.g. an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE)

Christians, Muslims, Hindus and Jews

Consideration of other religions and nonreligious worldviews can occur at any key stage, as appropriate to the school context.

Coverage across each Key Stage is as follows:

EYFS	KS1	LKS2	UKS2
F1 Why is the word 'God' so important to Christians? [God]	1.1 What do Christians believe God is like? [God]	L2.1 What do Christians learn from the creation story? [Creation/Fall]	U2.1 What does it mean if Christians believe God is holy and loving? [God]
F2 Why is Christmas special for Christians? [Incarnation]	1.2 Who do Christians say made the world? [Creation] 1.3 Why does Christmas matter to Christians? [Incarnation]	L2.2 What is it like for someone to follow God? [People of God] L2.3 What is the 'Trinity' and why is it important for Christians? [God/ Incarnation]	U2.2 Creation and science: conflicting or complementary? [Creation] U2.3 Why do Christians believe Jesus was the Messiah? [Incarnation]

<p>F3 Why is Easter special for Christians? [Salvation]</p> <p><i>Thematic:</i></p> <p>F4 Being special: where do we belong?</p> <p>F5 Which places are special and why?</p> <p>F6 Which stories are special and why?</p>	<p>1.4 What is the 'good news' Christians believe Jesus brings? [Gospel]</p> <p>1.5 Why does Easter matter to Christians? [Salvation]</p> <p>1.6 Who is a Muslim and how do they live? [God/Tawhid/ibadah/iman]</p> <p>1.7 Who is Jewish and how do they live? [God/Torah/ People]</p> <p>1.8 What makes some places sacred to believers?</p> <p>1.9 How should we care for others and the world, and why does it matter?</p> <p>1.10 What does it mean to belong to a faith community?</p>	<p>L2.4 What kind of world did Jesus want? [Gospel]</p> <p>L2.5 Why do Christians call the day Jesus died 'Good Friday'? [Salvation]</p> <p>L2.6 For Christians, what was the impact of Pentecost? [Kingdom of God]</p> <p>L2.7 What do Hindus believe God is like? [Brahman/atman]</p> <p>L2.8 What does it mean to be Hindu in Britain today? [Dharma]</p> <p>L2.9 How do festivals and worship show what matters to a Muslim? [Ibadah]</p> <p>L2.10 How do festivals and family life show what matters to Jewish people? [God/Torah/People/the Land]</p> <p>L2.11 How and why do people mark the significant events of life?</p> <p>L2.12 How and why do people try to make the world a better place?</p>	<p>U2.4 How do Christians decide how to live? 'What would Jesus do?' [Gospel]</p> <p>U2.5 What do Christians believe Jesus did to 'save' people? [Salvation]</p> <p>U2.6 For Christians, what kind of king is Jesus? [Kingdom of God]</p> <p>U2.7 Why do Hindus want to be good? [Karma/dharma/samsara/ moksha]</p> <p>U2.8 What does it mean to be a Muslim in Britain today? [Tawhid/iman/ibadah]</p> <p>U2.9 Why is the Torah so important to Jewish people? [God/Torah]</p> <p>U2.10 What matters most to Humanists and Christians?</p> <p>U2.11 Why do some people believe in God and some people not?</p> <p>U2.12 How does faith help when life gets hard?</p>
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