



Religious Education



Our R.E. leader is Mrs Scotney.

INTENT

At the heart of our curriculum are our school curriculum drivers – Diversity, Responsibility and Opportunities. The drivers shape our curriculum, bring about the aims and values of our school, and respond to the needs of our community. Here at Moat Farm Junior School, we follow the Sandwell Agreed Syllabus for Religious Education 2018-2023.

The principal aim of Religious Education is “To explore what people believe and what difference this makes to how they live, so that pupils 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.” (SACRE pg6)

Our curriculum for R.E. aims to ensure that all pupils can:

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 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 commitments 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.

IMPLEMENTATION

Schools have a statutory responsibility to deliver Religious Education to all pupils. Here at Moat Farm Junior School, we ensure that sufficient time is given in order to enable pupils to meet the expectations set out in the agreed syllabus (SACRE), ensuring that the curriculum is coherent and shows progression, particularly across transitions between key stages. A minimum of 5% of curriculum time is allocated to religious education; this equates to one hour per week. In addition to 5% of curriculum time, we also have a series of R.E. days and various religious assemblies throughout the academic year.

RE planning is personalised to the needs of our children; it challenges them and builds on previous learning. To further support this, teachers plan activities within each RE lesson following our ‘basic, advancing and deep’ structure, which runs throughout our wider curriculum. Our whole-school RE overview not only ensures that children are given the opportunity to visit different places of worship in every year group to understand practices and lifestyles, but that there is also progression in learning throughout the year groups.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	2. What is it like to be a Hindu? (Diwali 27 th October)	5. What is it like to be Jewish? (Hanukkah 22 nd December-30 th December)	4. What is it like to be a Sikh in Sandwell? (Vaisakhi 24 th April)	8. Why do Christians call the day Jesus died "Good Friday"? (Easter 22 nd April)	11. Keeping the 5 pillars of Islam (Ramadan 23 rd April-23 rd May)	3. What do Christians learn from the Creation story?
Trips		Walsby Farm	Walsby Farm			
Year 4	12. Why does the Prophet matter to Muslims?	1. What is the deeper meaning of festivals?	7. What kind of world did Jesus want?	9. What is the Trinity and why is it important to Christians?	10. For Christians, what was the impact of the Pentecost? (Pentecost Sunday 31 st May)	6. What values matter most? Christians and humanists
Trips	Walsby Farm					
Year 5	11. Why do Hindus want to be good?	7. For Christians, what type of King was Jesus?	1. What does it mean if Christians believe God is holy and caring?	4. What do Christians believe Jesus did to 'save' people?	9. What can we learn from religion about ourselves?	8. Christians and how they live. What would Jesus do?
Trips		Walsby Farm				
Year 6	5. Hindu, Jewish and Islamic prayer. How, when, what and where?	10. What impact do people's beliefs make to their lives?	3. Can religions help people when times get hard?	10. Christian and Islamic belief. Can they change the world?	2. An enquiry into living places of worship.	9. What will make someone a more respectful citizen?
Trips	Walsby Farm					



IMPACT

At Moat Farm Junior School, we want our RE provision to impact our children in the ways listed below. We want our children to become religiously literate pupils. In order to achieve that, our children will show:

- An outstanding level of religious understanding and knowledge.
- A thorough engagement with a range of ultimate questions about the meaning and significance of existence.
- The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.
- Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- A wide knowledge and deep understanding across a wide range of religion and beliefs.

We monitor the impact of our RE provision through half termly whole school pupil perceptions, termly assessments, lesson observations and monitoring of RE books.