



Religious Education (R.E) Portfolio



We may have different religions,
different languages, different
colored skin, but we all belong to
one human race.

— Kofi Annan —

This document is a work in progress and currently being developed further.

Curriculum overview:



Intent

At The Mease, we believe that it is important for all our pupils to learn from and about religion, so that they can understand the world around them. The aim of Religious Education (RE) in our school is to help children to acquire and develop knowledge and understanding of Christianity as well as the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development. It plays an important role, along with all other curriculum areas, particularly PSHE, in promoting social awareness and understanding in our children. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. We include and promote British values, ensuring that children are aware of their rights and responsibilities as UK citizens.

Implementation

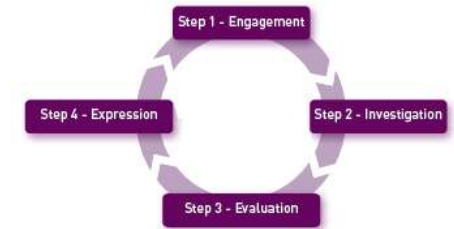
We use 'Discovery RE' to plan and teach Religious Education. It has been developed by Jan Lever who also created the 'Jigsaw' PSHE scheme of work that we use in school. Through studying RE at The Mease, children will encounter and appreciate religions such as: Christianity, Islam, Judaism, Hinduism, Buddhism, Baha'i, Humanism and Sikhism. Where a religious event or celebration is covered more than once (Easter and Christmas), 'Discovery RE' gives them a new treatment each time to ensure progression.

We teach RE regularly, sometimes over the course of a whole morning or afternoon, and ensure the teaching time amounts to at least one hour per week each half term. The lessons are taught as an enquiry and most enquiries are made up of 6 distinct lessons. Each enquiry has a sequence of learning objectives which show the small steps in learning over the course of the enquiry. As well as this, each enquiry features SMSC (Spiritual, Moral, Social and Cultural) development opportunities, which are mapped out throughout as are each enquiry's contribution to our teaching of the British Values.

Each year group has its own distinct owl mascot and these are used as part of each enquiry. Throughout the sequence of lessons children may ask the owls questions (their names mean 'wisdom' in a variety of languages), the owl may pose questions to the children, the owl may share important information or they may be used as a 'talking object' during class discussions.

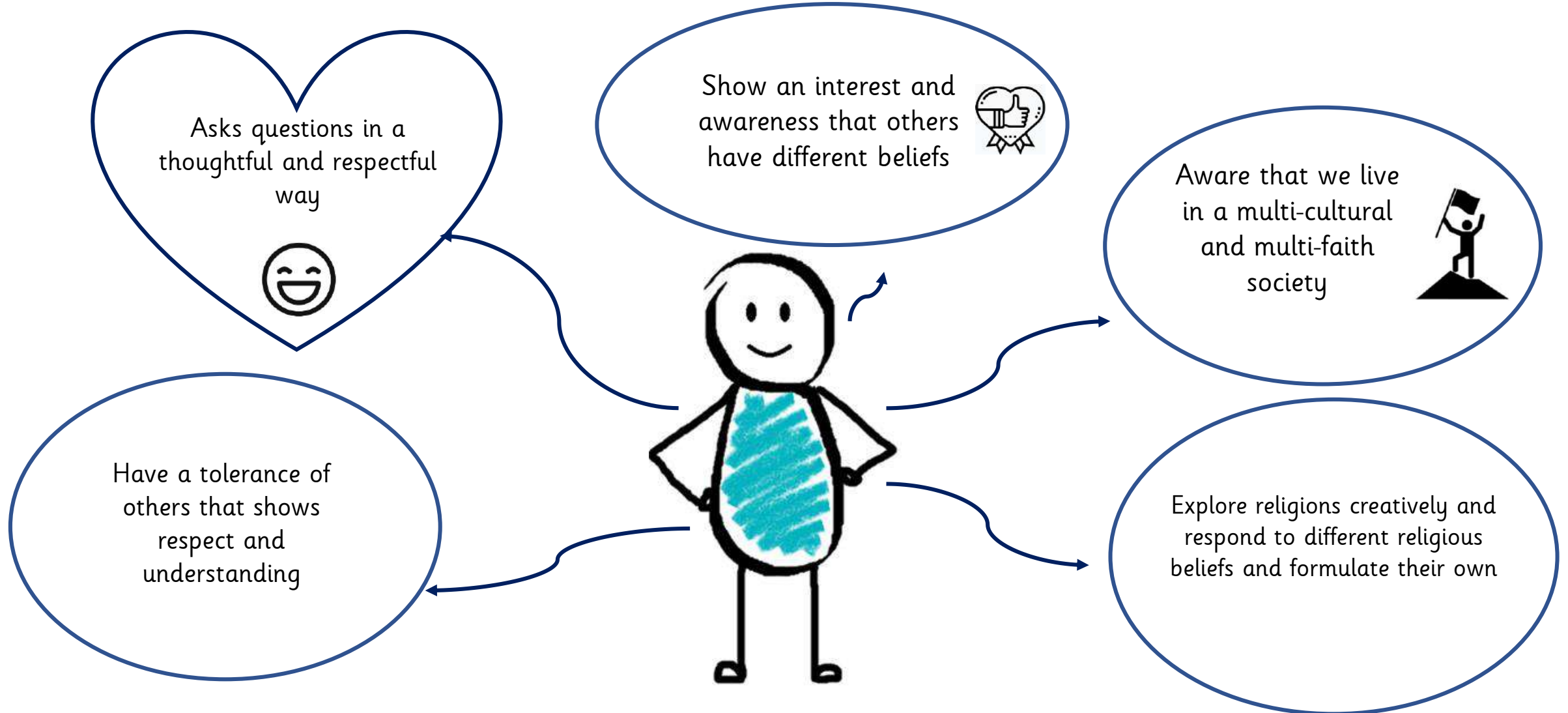
Impact

We know that our RE curriculum is having its desired impact if we see that the children at The Mease enjoy learning about other religions and why people choose, or choose not, to follow a religion. Through their R.E. learning, the children are able to make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people's cultures and ways of life. As such, R.E. is invaluable in an ever changing and shrinking world. We use three main strands to assess our children's progress in RE and these are shown to the right.





What a successful R.E student looks like:





SMSC & Global citizenship:

Our aim is to inspire all our pupils to love learning and to be socially and morally responsible citizens of the world. Our purpose is to nurture the growth of the whole child- academically, socially and emotionally. Good relationships are at the heart of our school- our ethos is warm, supportive and family friendly. Our school REFLECT values are embedded in our school SMSC education through PSHE lessons, assemblies and teachable moments that occur in the everyday life of school. We define SMSC as:

	<u>Spiritual development</u>	<u>Moral development:</u>	<u>Social development:</u>	<u>Cultural development</u>
Definition	Explore beliefs and experiences; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect meaningfully on their own actions and the actions of others.	Recognise right and wrong; understand consequences; investigate moral and ethical issues, offer reasoned views.	Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.	Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.
Examples of SMSC in PE	-Have opportunities for creativity and using their imagination - Sing in lessons and in assemblies a variety of songs. -Explore, express, share and compare feelings and opinions. Structures such as Growth Mindset, Mindfulness and 'I wonder' questions, are used to support explore and beliefs. Constantly reaffirm the importance of relationships across the curriculum. - Read religious stories, giving them opportunities to discuss and reflect. -Begin to develop their own system of beliefs, which may or may not include religious beliefs.	-Giving pupils opportunities to explore and develop moral concepts and values. - Adults modelling fairness, integrity and respect to all pupils. - Recognizing and respecting different cultures represented by pupils and staff in our school.	- Explore the 'Big Questions' – particularly through our RE curriculum, topics, worship, theme weeks, news events and through nurture sessions. -Encourage everyone to show kindness, caring and compassion, and to express these in practical ways. -Reflect on the situations of others through role play or stories.	-Express awe and wonder, appreciate beauty in all its forms, and appreciate the connections and unity in the world. -Learn and take part in religious festivals such as Diwali, Christmas and Hanukah - Celebrating the attitudes and values and traditions of religions and cultures



Equality and Diversity (including BV):

Discovery RE helps to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Whilst Discovery RE does not teach UK law, it teaches children of the laws of that religion so that they understand what a law might be helping them with the idea of 'rule of law'.

As one of the main aims of the RE curriculum is to promote tolerance of those of different faiths and beliefs, and mutual respect, these values are covered throughout the scheme. R.E lends itself to the idea of individual liberty and mutual respect so therefore these are covered in almost every lesson. A British Values Mapping Grid, shows how the promotion of British Values can be supported by Discovery RE.

We celebrate all main festivals such as Christmas, Diwali and Eid to give the children an broadened understanding of the world around them.

KEY STAGE 1:

Discovery Enquiry	Religions studied:	British Values				
		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
Year 1						
Does God want Christians to look after the world?	Christianity		✓ not to damage others' property /graffiti etc.		✓	✓
What gift would I have given Jesus if he had been born in my town, not in Bethlehem?	Christianity				✓	✓
Was it always easy for Jesus to show friendship?	Christianity			✓	✓	✓
Why was Jesus welcomed like a king or celebrity on Palm Sunday?	Christianity	✓	✓ (Roman ruler how to treat monarchy)		✓	✓
Is Shabbat important to Jewish children?	Judaism		✓ (Shabbat rules)	✓ (choice about party in assessment)	✓	✓
Does celebrating Chanukah make Jewish children feel close to God?	Judaism			✓	✓	✓
Year 2						
		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
Is it possible to be kind to everyone all of the time?	Christianity			✓	✓	✓
Why did God give Jesus to the world?	Christianity				✓	✓
How important is it for Jewish people to do what God asks them to do? OR Does praying at regular intervals every day help a Muslim in his/her everyday life?	Judaism Islam		✓ (Passover rules)	✓	✓	✓
Is it true Jesus came back to life again?	Christianity		✓ (Jesus allowed himself to be condemned under the law of his land)		✓	✓
How special is the relationship Jews have with God? OR Does going to a Mosque gives Muslims a sense of belonging?	Judaism Islam		✓ (The Covenant / prayer in the Qur'an/pillar of Islam)	✓	✓	✓
What is the best way for a Jew to show commitment to God? OR Does completing a Hajj make a person a better Muslim?	Judaism Islam		✓ (613 rules) / (Hajj as a pillar of Islam)	✓	✓	✓



Supporting children with SEND

To overcome potential barriers within R.E, some pupils may need content and teaching tailored teaching to meet the specific needs of pupils at different developmental stages. The following resources and strategies are used at The Mease:

- Social skills are practised in a fun and non-threatening way in every lesson through games, group work and sharing ideas. The child is able to participate at a level that is comfortable for them.
- Visual pictures/images to support their learning in R.E
- Wider choice in how they demonstrate their understanding
- A voice recording device (talking tin) to describe/explain their learning, or having their sentences scribed by an adult/peer
- Opportunity to explore and learn about R.E through stories, videos and role play
- Support from peers and adults- talk partners and mixed ability grouping.





Examples of our REFLECT values across our R.E curriculum

Early years

E

Achieving together by supporting and encouraging each other in our nativity



R

Being brave, taking risks, trying new things and showing resilience



C

Developing effective questioning and reasoning

E

Having experiences of different celebrations



Examples of our REFLECT values across our R.E curriculum

KS1



Showing enjoyment through exploring different religious festivals and celebrations



Sharing ideas, views and beliefs



Having belief, trust and self confidence in ourselves, and in others to create a safe space to share our beliefs



Help, praise and encourage others



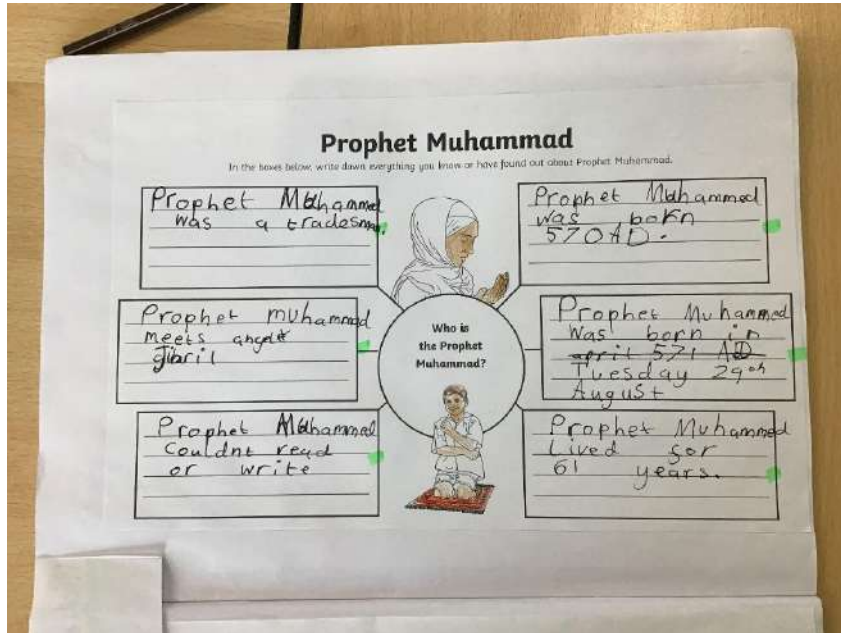
Resilience in our work by trying and trying again until we succeed





Examples of our RE curriculum

KS2



Exploring different religions and their important celebrations.



Discussing and forming opinions on the true meaning of different religious celebrations.





What do pupils say?

R

T, Reception – “We learnt how to make Diya lamps. I liked watching how to make them and painting them.”

C

F

M, Year 2 - “Jesus was born at Christmas. We sequenced the story of the first Christmas and did a Nativity.”

E

J, Year 3 – “People lit Diya lamps so Rama and Sita could find their way home. We learnt about Hinduism and how they made Rangoli patterns to celebrate Diwali.”

E

J, Year 2 “We looked at Christianity. I liked watching videos of Jesus helping people and curing sickness.”

L

O, Year 3 – “My favourite religion we’ve learnt about is Islam. They have to wash before they pray and take their shoes off before they enter the mosque.”

E

A, Year 2 – “I really liked learning about Jesus and was also celebrated Diwali.”

L

P, Year 2 – “We made Rangoli patterns in a tuff tray. We also made Diya lamps for Diwali which is the festival of light.”



How could I support my child at home?

- Share your own beliefs with your child and encourage them to reflect upon them in their own way.
- Discuss with your child the similarities and differences between your/your family's beliefs and those of your wider family, friends and community. Support your child in understanding and valuing diversity.
- Take time every day to talk and listen to your child without distractions. Share what you have been doing in the day. Talk about the things that went well and the challenges and how you dealt with them. Discuss how your own beliefs support you in your daily life. Encourage your child to do the same.
- Encourage your child to talk about their own beliefs and those of others. Talk about characters in a book or film. What beliefs might these characters have in different situations? How do they behave and react to different things in the story?
- Talk about what other choices these characters could have made. Ask your child what they think about the choices made. Ask your child what they would have done in the same situation and why they would have done this.
- Recognise and celebrate when your child has done well, for example helping to put away the shopping, sharing toys with friends, showing kindness and consideration for others or taking part in a game and having fun regardless of the result. ---
- Discuss with your child how their actions link to the beliefs they have.
- Talk with your child about things which are happening in the world and how these link to people's beliefs.
- Encourage your child to be confident in expressing their own beliefs but also sensitive to the beliefs of others

Useful websites and Apps:

