



Highly-engaging Building schemas Retrieval practice Expert modelling and exposition Adaptive Teaching

R.E. LTP



Intent

MRA's enquiry-based R.E. curriculum develops an understanding and appreciation for beliefs, cultural practices and values. Pupils appreciate the place of religion and belief in the local, national and global community and our curriculum contributes to their spiritual, moral, social and cultural development. Moreover, we enable learners to apply the insights of the principal religious traditions to their own search for identity and significance. Children have a positive attitude to the search for meaning and purpose in life, and they have respect and tolerance for other people who hold religious beliefs different from their own. We include and promote British values, ensuring that children are aware of their rights and responsibilities as UK citizens. Our curriculum is designed to encourage creativity, imagination, enquiry, debate, discussion and independence. This compliments our PRIDE values of Positivity, Respect, Integrity, Determination and Empathy.



Implementation

At MRA, we structure our R.E. curriculum using the Hackney SACRE Agreed syllabus guidance. From YR-Y6, children are taught a variety of the world's largest religions. These include Buddhism, Christianity, Islam, Hinduism, Judaism and Sikhism. RE is taught for one week per half-term and are given the opportunity to compare religions and find their similarities and differences within our multi-religion lessons. Learning is planned and sequenced to support pupils in building an ever-increasing picture over time, constantly building their knowledge and understanding of key subject knowledge and specialist vocabulary around concepts focusing on Believing, Living and Thinking. This ensures that the investigation, exploration and reflection of their own and others' responses to 'Big Questions' can continuously increase in depth, breadth and complexity. As pupils move through the Religious Education curriculum and the 'Big Questions' increase in complexity, depth and breadth, the expectations of pupils to explain 'what' the beliefs, practices and values are and the relationships between them, as well as explaining 'why' these are important and may make a difference to people, and 'how' they relate, change or impact on a wider world view also increases.



Impact

We ensure that all pupils at MRA 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. Regular assemblies and celebrations of religious and non-religious festivals and events, implemented alongside weekly R.E. lessons, help to celebrate the diversity of the wider community, including their beliefs, traditions, culture, language and history. Moreover, enjoyment of the R.E. curriculum promotes creativity, achievement, confidence and inquisitive minds, whilst children feel safe to learn new things and share their beliefs with others in an accepting environment.



Progression

As pupils progress through their R.E., they should be looking deeper into spiritual, ethical, moral and social issues and in increasing breadth across different religions and worldviews through time and around the world. Pupils will develop the skills to build and use a specialist vocabulary to communicate accurately and respectfully their knowledge and understanding of what others believe and practise; apply their broad specialist vocabulary to access, interpret, analyse and reflect on a range of written and spoken religious and non-religious sources and texts; Apply, interpret, analyse and evaluate what they have learnt about other religions and worldviews in relation to spiritual, ethical, moral and social issues and develop, communicate, reflect on, apply and evaluate their views and beliefs. Pupils will also develop a wide range of skills, including literacy, problem solving, team-work, self-awareness, imagination, ICT and language and literacy.



Enrichment

MRA's R.E. curriculum is enriched through workshops and visitors. For instance, we have visitors who come to speak to classes for question-and-answer sessions about aspects of their religion. Just like our workshops, we have a range of opportunities for trips at MRA. This allows children to experience and visit a range of religious places where they may otherwise not be able to. Religion themes and festivals are also discussed during our school assemblies. Furthermore, Eid al-Adha, Eid al-Fitr, Diwali, Easter and Christmas are celebrated with special assemblies and with a range of activities in class. Additionally, we have a range of religious artefacts and replicas which are used as stimulus in our RE lessons. Each topic has a box full of religious artefacts and role play activities. Children can handle and use these resources within lessons to enhance their understanding, and to bring their learning to life.



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Year Group Map



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Why do people celebrate Harvest?	Why do people celebrate Hannukah and Christmas?	Why do people celebrate Chinese New Year?	Why do people celebrate Holi and Easter?	Why do people celebrate Ramadan and Eid?	Why and how are places special to people?
Year 1	How and why do people celebrate Harvest? Why should we be grateful for our food, how Christians and Jews celebrate	How and why do Christians celebrate Christmas? What is the Christian story about Jesus' birth and how do Christians describe Jesus	Who are the Muslims in our community? Describe the 5 Pillars, discuss why Allah is important to Muslims	What does Divali teach Hindus about good and evil? What can we learn from the story of Rama and Sita	What is important to Jews? What do Jews believe and how do they practise their beliefs	Academy-decided unit
Year 2	What do Hindus believe? Why they believe that Ganesh and Krishna are special	What values does Hanukkah teach? Recall story of Hannukah and explain how these beliefs may impact on believers' lives	Why do Christians celebrate Jesus' resurrection at Easter? How does it show that Jesus is special and that Easter is a happy time	What does it mean for a Christian to belong to the Church? What a Christian church community is like	How do we know what actions are right and wrong? What happens when we do bad things and why forgiveness is important	Academy-decided unit
Year 3	What is special about Guru Nanak? How and why we celebrate births and what values Guru Nanak had	What can we learn from the Bible? Why it's important to Christians and what it tells them about Jesus	Who are the Jews? The story of Abraham and Jewish features, beliefs and practices	How do features of a mosque help Muslims pray? Why Muslims wash and what we see outside and inside a mosque	Why do believers go on Pilgrimage? What makes a place special and pilgrimage for Christians and Muslims	Academy-decided unit
Year 4	How does the synagogue show what is important to Jews? The 10 commandments and the Torah	How do those who believe build a relationship with God? What some people believe about God and how they communicate	How do different Christians show their beliefs? Symbols, artefacts and features in their place of worship	Why is the Qur'an special to Muslims? Rules of the Qur'an and how they bring Muslims closer to Allah	What happens when we die? Beliefs about the soul and how people mark death	Academy-decided unit
Year 5	What did the Buddha teach about living a better life? The Four Noble Truths and the Eightfold Path	What happened to Islam in the Middle Ages? How Islam spread and the Crusades	What are some of the beliefs and values of Sikhism? The 5 K's and the values the Gurdwara reflects	What can we learn from the past? The Shoah and the Pesach	How are women valued in religion and beyond? How different religions view women and the actions of some women	Academy-decided unit
Year 6	What do Jews believe are their responsibilities to God? What the Shema teaches and the importance of Mitzvot	How does being in a community help Buddhists to follow the Buddha's teaching? Buddhist shrines and the Sangha	Academy-decided unit	Academy-decided unit	How did the world begin? Genesis, animals and suffering	Academy-decided unit