



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, the R.E curriculum is structured in line with guidance from the Hackney Learning Trust, with each unit focused on a key golden question. 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.



R.E. LTP 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 Ramadan and Eid?	Why and how are places special to people?	
Year 1 What does it mean to belong?	What does it mean to belong to Christianity?	How do Christians celebrate Christmas? Assessment of Autumn 1 & 2	What does it mean to belong to Hindu Dharmic religion?	What does it mean to be a Muslim? Assessment of Spring 1 & 2	How do you belong to Sikhi?	What does it mean to be a Humanist? Assessment of Summer 1 & 2
Year 2 'What can we learn from special stories?'	Where did the world come from and how should we look after it?	Why did Jesus tell stories? Assessment of Autumn 1 & 2	Why are different books special for different people?	How does special food and fasting help people in their faith? Assessment of Spring 1 & 2	How can we live in peace?	What does it mean to say sorry? Assessment of Summer 1 & 2
Year 3 How are symbols and sayings important in religion?	How do Jewish people celebrate their beliefs at home and in the synagogue?	What is the significance of light in religion? Assessment of Autumn 1 & 2	How did Jesus and Buddha make people stop and think?	How and why do Hindu people celebrate Holi? Assessment of Spring 1 & 2	What do Sikhi sayings tell us about Sikhi beliefs?	What can we learn about special symbols and signs used in religions? Assessment of Summer 1 & 2
Year 4 'What is important to the people in my local community?'	Why is the Bible special for Christian people?	How and why do Hindu people worship at home and in the mandir? Assessment of Autumn 1 & 2	What is important to Humanists?	Why is Easter important to Christian people?	What religions and worldviews are represented in our neighbourhood?	What makes me the person I am? Assessment of Summer 1 & 2
Year 5 What impact do beliefs have on actions?	How do Christian people try to follow Jesus' example?	How is Christmas celebrated around the world? Assessment of Autumn 1 & 2	What inner forces affect how we think and behave?	Why are Muhammad and the Qur'an important to Muslim people? Assessment of Spring 1 & 2	What impact do beliefs have on the Alevi community?	How important is thankfulness? Assessment of Summer 1 & 2
Year 6 How important are the similarities and differences between and within religions?	What qualities are important to present day religious leaders?	What similarities and differences do religions and worldviews share? Assessment of Autumn 1 & 2	What do people believe about life after death?	What are the sources of the story about what happened on the first Easter Sunday? Assessment of Spring 1 & 2	How could we design a celebration that involved everyone, whether religious or not, in a meaningful and imaginative way?	Philosophy and Ethics taught by Mossbourne Community Academy & Assessment of Summer 1