

RE

Intent: At Mengham Junior School, we strive to capture the children's interest and give opportunities to deepen their thinking and to see from religious and non-religious perspectives. We want our children to be responsive and develop the ability to communicate their opinions with each other and express their thoughts and feelings confidently and respectfully. We endeavour to give them a mature view on the world and to learn the skills and knowledge to be caring, respectful and tolerant.

Implementation: At Mengham Junior School we use the Hampshire Living Difference syllabus as a basis for our learning in RE. We create successful learners through a range of concepts that are experienced by everybody and can be distinctive to different religions: temptation, freedom, ritual, belonging and symbols. Through this conceptual cycle of learning, the children learn to communicate, apply, enquire, contextualise and evaluate their own experiences and use these to support their investigation into different religions. The focus for our religious learning at MJS is Christianity, Judaism and Islam and we build on our understanding throughout each year group. To motivate the children, we immerse them in creative, engaging and varied activities which support all children. We use a range of artefacts, participate in role-play, encourage discussion through Philosophy for Children as well as use a variety of supporting videos. To enhance their learning and understanding further, we invite enlightening visitors from local churches, have a regular collective worship from Open the Book, who bring to life stories from The Bible, and provide the children with trips to religious sites such as the Portsmouth Jami Mosque and Islamic Centre. These varying experiences brighten their learning and lead the children to apply their skills of questioning, debating, comparing, explaining and evaluating to their responses.

Impact: Our children extend their thinking and become reflective learners and challenge themselves and each other in all aspects of their learning as well as in their home lives. We also allow them to be responsible members of the community by enabling them to develop an understanding of their local community and the wider world around them. Confidently, they draw on their own lives, grow in their awareness of others, and appreciate how people's lives are changed by different experiences. MJS learners thrive on equality and inclusion and this is supported through our diverse RE curriculum.

Skills progression for RE

Year 3	Year 4	Year 5	Year 6
Communicate			
Express creatively their responses to their own experiences of the concepts studied.	Describe their responses to their own experiences of the concepts studied.	Respond creatively with their response to their own experience of concepts explored.	Explain their response to their own experience of concepts explored.
Apply			
Recognise how their responses are, or can be, applied in their own lives and the lives of others.	Describe how their responses are, or can be, applied in their own lives and the lives of others.	Begin to explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.	Explain confidently examples of how their responses to the concepts can be applied in their own lives and the lives of others.
Inquire			
Begin to describe the meanings of the key concepts that have been taught within chosen traditions.	Accurately describe the meanings of the key concepts that have been taught within chosen traditions.	Begin to explain meanings of key concepts that have been taught within chosen traditions.	Accurately explain key concepts meanings of key concepts in that have been taught within chosen traditions.
Contextualise			
Start to describe some variations in ways in which the concept is shown in the lives of those studied.	Accurately describe some variations in ways in which the concept is shown in the lives of those studied.	Start to explain how the concepts taught impact the lives of those in the traditions given.	Accurately explain how the concepts taught impact the lives of those in the traditions given.
Evaluate			
Begin to recognise the value in concepts to the people living those traditions and begin to describe some issues raised.	Build on their recognition to begin to discern the value in concepts to the people living those traditions and start to recognise, identify and describe some issues raised.	Begin to discern the value of these concepts in lives of those living the traditions taught and recognise some of the issues this might raise. Start to discern possible value in the concepts for their own lives and communities.	Discern the value of these concepts in lives of those living the traditions taught and recognise some of the issues this might raise. Discern possible value in the concepts for their own lives and communities.