



# The Willows Primary School

## RELIGIOUS EDUCATION Curriculum



<b>Subject Leader</b>	<b>Mrs N Arnold</b>
<b>INTENT</b>	
<p>Our RE curriculum is designed to engage and enthuse learners. We believe that it is an essential area of study which ensures that children are well prepared for life in a world where there are a multitude of viewpoints. We enable the children to make their own informed decisions and to have the confidence to voice their views.</p> <p>We aim to develop pupils’ understanding of world faiths and other world views by exploring their commonality and diversity. There is both depth and breadth of study. The RE curriculum aims to nurture pupils’ awareness of diversity as well as sensitivity to the questions and challenges that different views and cultures can present. We want our children to enjoy RE and develop resilient responses to misunderstandings, stereotyping and division. We want to offer the children a place where difficult or ‘risky’ questions can be tackled within a safe but challenging context.</p> <p>RE nurtures SMSC development and pupils’ understanding of diversity. The children discuss challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. A holistic approach to Spiritual, Moral, Social and Cultural development (SMSC), British Values, and Community Cohesion focuses on preparing pupils for life in the 21st century.</p> <p>We aim to provide our children with religious literacy where they will develop their knowledge and understanding of Christianity, other religious traditions and world views and explore their responses to life's challenges. This gives pupils the knowledge and skills to flourish both within their own community and as members of a diverse and global society.</p>	



### IMPLEMENTATION

We will use the Trafford Agreed Syllabus supported by RE Today Scheme of Work for RE and we will make meaningful links with the other subjects of the curriculum. Strong links will be made with the teaching of English where possible. Stories, plays and poems from the bible and other religious and moral sources will be shared with the children. Religious Education will become a stimulus and a springboard for the development of oracy, writing and for the development of thinking and reasoning skills. Art, design technology, drama will be closely linked with Religious Education as children use these subjects to communicate what they have learnt.

At Willows Primary, it has been agreed that having taken into account the requirements and guidelines presented in the Agreed Syllabus, the following religions and world views have been selected for study:

- Christianity
- Islam
- Judaism
- Hinduism
- Buddhism
- Sikhism
- Humanism

Children will encounter religions more than once in more depth and detail as they progress through the school.

From the syllabus it is required that:-

- In the Early Years Foundation Stage children will encounter Christians and people of other faiths, as part of their growing sense of self, their own community and their place within it.
- KS1 – The religious traditions of Christians, Muslims or Jewish people are to be studied in depth
- KS2 – The religious traditions of Christians, Muslims, Hindus and Jewish people are studied in depth.

We will begin the teaching of Religious Education in Foundation Stage as the children begin developing their knowledge skills and understanding of

# The Willows Primary School

## RELIGIOUS EDUCATION Curriculum



the world by finding out about festivals and worship. It will be taught in accordance with the Agreed Syllabus.

As the children move into Key Stage 1 they will build on their earlier work using the Trafford Agreed Syllabus as the guidelines for teaching and learning. As they become older the children will learn about Christianity and other major world views as set out in the Trafford Agreed Syllabus. On every appropriate occasion teachers will use first-hand experience, visits, visitors, artefacts, and the local and wider environment to engage children's interest and imagination.

Through their understanding of the different faiths and beliefs children will be encouraged to develop their feelings and empathy and understanding for others. Learners will be helped to develop an understanding of the British society in which they live and will learn about the influence of religion, faith and belief on democracy, our government, the Monarchy, citizenship, and the Law. They will learn about rights and responsibilities, moral, spiritual, social and environmental issues.

There are no presumptions made as to the religious backgrounds and beliefs and values of the children and the staff. We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity and we value the links, which are, and can be made between home, school, and a faith community. We acknowledge that each religion studied can contribute to the education of all our pupils. We promote teaching in Religious Education that stresses open enquiry and first-hand experiences wherever possible for both staff and children.

We will use financial resources to build up an extensive collection of resources, artefacts and books to support the teaching of religious education.



What is taught when?						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Half Term 1	Who is Christian and what do they believe?	Who is Muslim and what do they believe?	What do different people believe about God?	Why is the Bible important for Christians today?	Why do some people believe God exists?	What can be done to reduce racism? Can religion help?
Half Term 2	Who is Jewish and what do they believe?	What can we learn from sacred books?	What do different people believe about God?	How do people from religious and non religious communities celebrate key festivals?	What would Jesus do? Can we live by the values of Jesus in the twenty-first century?	What do religions say to us when life gets hard?
Half Term 3	What makes some places sacred?	How and why do we celebrate special or sacred times?	Why do people pray?	Why is Jesus inspiring to some people?	If God is everywhere, why go to a place of worship?	Is it better to express your beliefs in arts and architecture or in charity and generosity?
Half Term 4	What makes some places sacred?	How and why do we celebrate special or sacred times?	Why are festivals important to religious communities?	Why do some people believe life is a journey and what significant life experiences mark this?	If God is everywhere, why go to a place of worship?	Is it better to express your beliefs in arts and architecture or in charity and generosity?
Half Term 5	What does it mean to belong to a faith community?	How should we care for others in the world and why does it matter?	How do family life and festivals show what matters to Jewish people?	What does it mean to be a Hindu in Britain today?	What does it mean to be a Muslim in Britain today?	What matters most to Christians and Humanists?
Half Term 6	What does it mean to belong to a faith community?	How should we care for others in the world and why does it matter?	What does it mean to be a Christian living in Britain today?	What can we learn from religions about deciding what is right and wrong?	What difference does it make to believe in Ahimsa, grace and/ or Ummah?	Green religion? How and why should religious communities do more to care for the Earth?



### Knowledge and Skills Prior to KS1 - RELIGIOUS EDUCATION in EYFS

The MSSTT Manchester, Salford, Stockport, Tameside and Trafford) Agreed Syllabus for RE sets out experiences and opportunities and appropriate topics for children in the Foundation Stage. These also connect to some of the EYFS seven areas of learning. RE makes particular contributions within the prime areas of communication and language and personal, social and emotional development (PSED), as well as specific areas including understanding the world and expressive arts and design. This framework enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have the opportunity to develop their emerging moral and cultural awareness.

Children in EYFS should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

#### **Prime area: Communication and Language.**

RE enables children to:

- Develop their spoken language through quality conversation in a language-rich environment, gaining new vocabulary about religion and worldviews • Engage actively with stories, non-fiction, rhymes and poems from the RE field, taking opportunities to use and embed new words in a range of contexts
- Share their ideas via conversation, storytelling and role play, responding to support and modelling from their teacher, and sensitive questioning that invites them to elaborate their thoughts in the RE field
- Become comfortable using a rich range of vocabulary and language structures in relation to RE content.
- Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems.

#### **Prime area: Personal, Social and Emotional Development.**

RE enables children to:

- Observe and join in warm and supportive relationships with adults and learn how to understand their own feelings and those of others
- Manage emotions and develop a positive sense of self, understanding their own feelings and those of others e.g. through religious story
- Talk and think about simple values as they learn how to make good friendships, co-operate and resolve conflicts peaceably
- Notice and respond to ideas about caring, sharing and kindness from RE content including stories, sayings and songs.

#### **Prime area: Physical Development.**

RE enables children to:



- Use and develop their motor skills through RE based arts and craft activities and, for example, small world play, visual representations of their ideas and thoughts, role play

**Specific area: Literacy.**

RE enables children to:

- Build their abilities in language comprehension through talking with adults about the world around them, including the world of religion and belief
- Engage with stories and non-fiction in RE settings and enjoy rhymes, poems and songs together.
- Build their skills in RE-related word reading, recognizing religious words and discovering new vocabulary in relation to religions and worldviews
- Articulate ideas and use RE examples to write simple phrases or sentences that can be read by others.

**Specific area: Mathematics.** RE enables children to:

- Develop their spatial reasoning skills, noticing shape, space and measures in relation to RE content
- Look for patterns and relationships and spot connections, sorting and ordering objects simply.

**Specific area: Understanding the World.**

RE enables children to:

- Make sense of their physical world and their community, e.g. on visits to places of worship, or by meeting members of religious communities
- Listen to a broad selection of stories, non-fiction, rhymes and poems to foster understanding of our culturally, socially and ecologically diverse world.
- Extend their knowledge and familiarity with words that support understanding of religion and belief
- Talk about the lives of people around them, understanding characters and events from stories.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read and experienced in class.
- Explore the natural world around them making observations of animals and plants, environments and seasons, making space for responses of joy, wonder, awe and questioning.

**Specific area: Expressive Arts and Design.** RE enables children to:

- Develop artistic and cultural awareness in relation to RE materials in relation to art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings.
- Build their imagination and creativity by exploring and playing with a wide range of media and materials using RE content, responding in a variety of ways to what they see, hear, smell, touch and taste.
- See, hear and participate in a wide range of examples of religious and spiritual expression, developing their understanding, self-expression, vocabulary and ability to communicate through the arts.
- Create work drawing from religions and beliefs with a variety of materials and tools, sharing their creations and explaining the meaning of their work.
- Adapt and recount religious stories inventively, imaginatively and expressively, and sing, perform and learn from well-known songs in RE imaginatively and expressively.

Teachers in EYFS at the Willows will follow the MSSTT agreed syllabus. The units of study taught in the reception class are:



# The Willows Primary School

## RELIGIOUS EDUCATION Curriculum



Which Stories are special and why?  
Which people are special and why?  
Which places are special and why?  
Which times are special and why?  
Where do we belong?  
What is special about our world and why?



Skills and Knowledge Progression					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Knowing about and understanding religions and worldviews.</b>					
<p>Recall different beliefs, including festivals, worships, rituals, in order to find out about the meanings behind them.</p> <p>Retell some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come from.</p> <p>Recognise some different symbols and actions which express a community's way of life.</p>	<p>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life in order to find out about meanings behind them.</p> <p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come from.</p> <p>Recognise some different symbols and actions which express a communities way of life, appreciating some similarities between communities</p>	<p>Describe different features of the religions they study, discovering more about celebrations, worship, which mark important points in life.</p> <p>Describe links between stories they are investigating.</p> <p>Explore a few beliefs and symbols so they can understand different ways of life.</p>	<p>Describe between different features of the religions they study, discovering more about celebrations, worship, which mark important points in life in order to start to reflect on their own ideas.</p> <p>Describe links between stories they are investigating and starting to respond to a few sources.</p> <p>Explore and describe some beliefs and symbols so that they can understand different ways of life.</p>	<p>Describe and begin to make connections between different features of the religions they study, discovering more about celebrations, worship, pilgrimages which mark important points in life in order to reflect on their ideas.</p> <p>Describe and understand links between stories and other aspects of communities they are investigating, responding to a range of sources.</p> <p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life.</p>	<p>Describe and make many connections between different features of the religion and world views they study, discovering more about celebrations, worship, pilgrimages and rituals which mark important points in life in order to reflect thoughtfully on their ideas.</p> <p>Describe, understand and explain links between stories and other aspects of communities they are investigating, responding thoughtfully to a range of sources and to beliefs and teachings that arise from them in different communities.</p> <p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>



### Expressing and Communicating ideas related to religions and worldviews.

<p>Ask questions about what communities do so that they can identify what difference belonging to a community might make.</p> <p>Observe different ways of expressing identity and belonging, responding sensitively for themselves</p> <p>Notice similarities between different religions and world views.</p>	<p>Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.</p> <p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>Notice and respond sensitively to some similarities between different religions and world views.</p>	<p>Observe examples of religions so that they can start to explain the significance to individuals and communities.</p> <p>Understand the challenges of commitment to a community of faith or belief.</p> <p>Observe different dimensions of religions.</p>	<p>Observe and start to understand some examples of religions so that they can explain the significance to individuals and communities.</p> <p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable.</p> <p>Observe and consider different dimensions of religion, so that they can start to explore understanding of similarities between different religions.</p>	<p>Observe and understand some examples of religions so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable and in their own lives.</p> <p>Observe and consider different dimensions of religion, so that they can explore understanding of some similarities and differences between different religions.</p>	<p>Observe and understand varied examples of religions and world views so that they can explain fully, with reasons, their meanings and significance to individuals and communities.</p> <p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in diverse communities being studied and in their own lives.</p> <p>Observe and consider different dimensions of religion, so that they can explore, explain fully and show understanding of many similarities and differences between different religions and world views.</p>
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### Gaining and Deploying the skills for studying religions and worldviews.

<p>Explore questions about belonging, meaning and truth so that they can start to express their own ideas and opinions in response using music, art or poetry.</p> <p>Find out examples of cooperation between people who are different.</p> <p>Find out about questions of right and wrong.</p>	<p>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>Find out about and respond with ideas to examples of cooperation between people who are different.</p> <p>Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<p>Discuss their own and one other view on challenging questions about belonging, meaning applying in different forms including reasoning, music, art and poetry.</p> <p>Consider ideas about ways in which communities can live together for the well being of all.</p> <p>Discuss their own and one other idea about ethical questions, including ideas about what is right and wrong.</p>	<p>Discuss their own and others' views (more than one) on challenging questions about belonging, meaning, applying in different forms including reasoning, music, art and poetry.</p> <p>Consider ideas about ways in which communities can live together for the well being of all and start to respond to ideas about community, values and respect.</p> <p>Discuss their own and others' ideas (more than one) about ethical questions, including ideas about what is right and wrong and starting to express their own idea in response</p>	<p>Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including reasoning, music, art and poetry.</p> <p>Consider and start ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</p> <p>Discuss and start to apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own idea clearly in response.</p>	<p>Discuss, present and explain thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including reasoning, music, art and poetry.</p> <p>Consider, explain and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully and explaining fully to ideas about community, values and respect.</p> <p>Discuss, explain and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>
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Key Vocabulary Progression			
EYFS	KS1	Lower KS2	Upper KS2
<p>Religion, Special books, Special places, Special stories, Prayer, Christmas, Bible, Church, Jesus, Moses, Passover, Torah, Synagogue, Allah, Prophet Muhammad, Qur'an, Mosque, Non-religious</p>	<p>Religion, celebration, festival, symbol, thankful, faith, belief, wise sayings, rules for living, cooperation, belonging, worship, holiness, sacred, creation story, Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel, Jewish, synagogue, Torah, bimah, Chanukah/Hanukkah, Ark, Judaism, Shabbat, mezuzah, Tenakh, Muslim, Islam, Allah, Prophet, mosque, Eid, Qur'an, moon and star, Ramadan, tawhid, Humanist, Golden Rule, non-religious</p>	<p>Religion, spiritual, commitment, values, prayer, pilgrim, pilgrimage, ritual, symbol, community, worship, devotion, belief, life after death, destiny, soul, inspiration, role-model, Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, liturgy, church, Gospel, Jesus, Holy Spirit, God the Creator, Trinity, Heaven, Jewish, Judaism, Moses, Exodus, Lawgiver, Ten Commandments, Star of David, Passover/Pesach, Shabbat, Shema, Torah, Muslim, Islam, Allah, Prophet, mosque, Qur'an, surah, moon and star, paradise, Hindu, mandir, murtis, gods, goddesses, Diwali, Aum, Trimurti, dharma, Ramayana, Humanist, Golden Rule, nonreligious, spiritual but not religious, atheist</p>	<p>Religion, harmony, respect, justice, faith, interfaith, tolerance, moral values, religious plurality, moral codes, holiness, spiritual, inspiration, vision, symbol, community, commitment, values, sources of wisdom, spiritual, Golden Rule, charity, place of worship, sacred text, devotion, prayer, worship, compassion, prejudice, persecution, Christian, Jesus, Bible, Gospel, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, resurrection, Christmas, Easter, Pentecost, Eucharist, agape, Judaism, Jewish, synagogue, schul, Jerusalem, Western Wall, Orthodox, Reform, Tu B'Shevat, tzedakah, tikkun olam, Muslim, Allah, Prophethood, Ummah, 5 Pillars, Prophet Muhammad, Iman (faith), akhlaq (character or moral conduct) Qur'an, Hadith, Mosque, Hajj, Hindu, ahimsa, karma, dharma, murtis, Brahman, mandir, gods, goddesses, shrines, Mahatma, Atheist, agnostic, Humanist, rationalist, Golden Rule, 'spiritual but not religious'</p>



### IMPACT

Our RE curriculum is high quality, well thought out and is planned to demonstrate progression.

The children at the Willows Primary enjoy learning about other religions and why people choose, or choose not to follow a religion. Through their Religious Education 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.

By the end of each key stage, pupils are expected to know, apply and understand the content, skills and methods specified in the Agreed Syllabus and RE Today scheme of work for RE. Teachers will weigh up pupils' achievements using the criteria from the Agreed Syllabus and Learning outcomes from the scheme of work. Teachers will listen to, observe and study what pupils say and do in lessons in order to make formative and summative assessments.

The children make progress by knowing more, remembering more and being able to do more. They need to transfer and embed key concepts into their long-term memory and apply them fluently.

Children will make at least good progress from their last point of assessment.