



The Woodlands Primary RE Curriculum

Our Vision

At Woodlands, we relentlessly strive to be 'Outstanding in All' in order to provide the best opportunities for the children in the community we serve.

We believe in a truly inclusive school where there are no barriers to participation and learning. We are ambitious in our drive to ensure all children achieve the highest outcomes. At Woodlands we believe in working collaboratively with our partners and stakeholders to enable all children to succeed.

Nurture your belief to be open to the beliefs of others

Our Intent

Religious education is an important part of our Million Dream curriculum, where we are actively taking part in preparing children for the exciting, diverse world that is waiting for them. Our Religious education curriculum develops children's curiosity by giving them the chance to explore different religious and non-religious views in order to find their own place in the world.

Being at the heart of a community with small religious diversity, we aim to provide opportunities for our students to experience the diverse and ever changing landscape of Britain which they might not see in their daily life.

"We are all different, which is great because we are all unique. Without diversity, life would be very boring." - Catherine Pulsifer.

Our Principles -

1. Asking challenging questions about meaning and purpose in life, different beliefs, issues of right and wrong and what it means to be part of the ever changing landscape of the world .
2. Pupils learn about religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to these questions.
3. Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully.
4. Equipping children with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities.
5. RE develops in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and beliefs.
6. Pupils gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

As a consequence of adopting these principles, Woodlands pupils will:

1. Know about and understand a range of religions and worldviews , so that they can:
 - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
 - identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews
 - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
 2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
 - explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
 - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues appreciate and appraise varied dimensions of religion.
 3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
 - find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
 - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
 - articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.
- The Woodlands Primary School the RE Curriculum meets and exceeds the content of the National Curriculum, exploring what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Curriculum Rationale

- The RE Curriculum is designed to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.
- In Early Years, the curriculum is centred Children encountering Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.
- In Year 1 and Year 2, learn to identify core beliefs and concepts studied and give a simple description of what they mean and give examples of how stories show what people believe (e.g. the meaning behind a festival). Pupils learn to give clear, simple accounts of what stories and other texts mean to believers. Children learn to give examples of how people use stories, texts and teachings to guide their beliefs and actions and ways in which believers put their beliefs into practice. Pupils think, talk and ask questions about whether the ideas they have been studying and have something to say to them.
- In Year 3 and Year 4, students begin to make clear links between texts/sources of authority and the core concepts studied. They start to offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers. Pupils learn to make simple links between stories, teachings and concepts studied and how people live, individually and in communities. They begin to describe how people show their beliefs in how they worship and in the way they live and identify some differences in how people put their beliefs into practice
- In Upper Key Stage 2, continue developing the skill of describing examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts and give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority. They reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.

Children thrive in this subject because ...

We help them develop their understanding of different religions which they are not exposed to in their daily life. This what they can build their own understanding of the world and find their place in it.

Skills progression							
Skills	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Thinking about religion and belief	<ul style="list-style-type: none"> talk about some religious stories in Christianity and Judaism 	<ul style="list-style-type: none"> recall features of religious, spiritual and moral stories and other forms of religious expression recognise and name features of religions and beliefs 	<ul style="list-style-type: none"> retell religious, spiritual and moral stories in Christianity and Hinduism identify how religion and belief is expressed in different ways identify similarities and differences in features of religions and beliefs 	<ul style="list-style-type: none"> make links between beliefs, stories and practices identify the impacts of beliefs and practices on people's lives identify similarities and differences between religions and beliefs in Christianity, Judaism, Islam, Hinduism 	<ul style="list-style-type: none"> comment on connections between questions, beliefs, values and practices describe the impact of beliefs and practices on individuals, groups and communities describe similarities and differences within and between religions and beliefs in Christianity and Hinduism 	<ul style="list-style-type: none"> explain connections between questions, beliefs, values and practices in different belief systems from the perspective of Christian, Muslim, Jew, Humanist recognise and explain the impact of beliefs and ultimate questions on individuals and communities explain how and why differences in belief are expressed from the perspective of Christian, Muslim, Jew, Humanist 	<ul style="list-style-type: none"> use religious and philosophical terminology and concepts to explain religions, beliefs and value systems in Islam, Christianity and Humanism explain some of the challenges offered by the variety of religions and beliefs in the contemporary world explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures
Enquiring, investigating and interpreting	<ul style="list-style-type: none"> talk about somewhere that is special to themselves, saying why understand that some religious people have places which have special meaning for them. Look at 	<ul style="list-style-type: none"> identify what they find interesting and puzzling in life recognise symbols and other forms of religious expression 	<ul style="list-style-type: none"> looking at Christianity and Hinduism, recognise that some questions about life are difficult to answer ask questions about their own and others' feelings and experiences 	<ul style="list-style-type: none"> investigate and connect features of religions and beliefs in Christianity ask significant questions about religions and beliefs in Christianity describe and suggest meanings for 	<ul style="list-style-type: none"> gather, select, and organise ideas about religion and belief in Christianity and Hinduism suggest answers to some questions raised by the study of religions and beliefs in 	<ul style="list-style-type: none"> suggest lines of enquiry to address questions raised by the study of religions and beliefs suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence 	<ul style="list-style-type: none"> identify the influences on, and distinguish between, different viewpoints within religions and beliefs interpret religions and beliefs from different perspectives interpret the significance and impact of different

	Christianity, Judaism and Hinduism		identify possible meanings for symbols and other forms of religious expression	symbols and other forms of religious expression in Christianity	Christianity and Hinduism <ul style="list-style-type: none"> suggest meanings for a range of forms of religious expression, using appropriate vocabulary 	<ul style="list-style-type: none"> recognise and explain diversity within religious expression, using appropriate concepts. 	forms of religious and spiritual expression
Beliefs and teachings (what people believe)	<ul style="list-style-type: none"> recall simple stories connected with Christmas/ Easter and a festival from another faith - Hinduism 	<ul style="list-style-type: none"> recount outlines of some religious stories 	<ul style="list-style-type: none"> retell Christian and Hindu religious stories and identify some religious beliefs and teachings 	<ul style="list-style-type: none"> describe some religious beliefs and teachings of religions studied, and their importance in Christianity, Judaism, Islam, Hinduism 	<ul style="list-style-type: none"> describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between Christianity and Hinduism 	<ul style="list-style-type: none"> explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities 	<ul style="list-style-type: none"> make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.
Practices and lifestyles (what people do)	<ul style="list-style-type: none"> re-tell religious stories making connections with personal experiences (Christianity and Judaism) 	<ul style="list-style-type: none"> recognise features of religious life and practice 	<ul style="list-style-type: none"> identify some religious practices, and know that some are characteristic of more than one religion - Christianity and Islam 	<ul style="list-style-type: none"> describe how some features of religions studied are used or exemplified in festivals and practices 	<ul style="list-style-type: none"> show understanding of the ways of belonging to religions and what these involve 	<ul style="list-style-type: none"> explain how selected features of religious life and practice make a difference to the lives of individuals and communities 	<ul style="list-style-type: none"> explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.
Expression and language (how people express themselves)	<ul style="list-style-type: none"> recognise some religious symbols and words in Christianity and Judaism 	<ul style="list-style-type: none"> recognise some religious symbols and words 	<ul style="list-style-type: none"> suggest meanings in religious symbols, language and stories - Christianity, 	<ul style="list-style-type: none"> make links between religious symbols, language and stories and the beliefs or ideas 	<ul style="list-style-type: none"> show, using technical terminology, how religious beliefs, ideas and feelings can be 	<ul style="list-style-type: none"> explain how some forms of religious expression are used differently by individuals and communities 	<ul style="list-style-type: none"> compare the different ways in which people of faith communities express their faith.

			Islam and Hinduism	that underlie them	expressed in a variety of forms, giving meanings for some symbols, stories and language		
Identity and experience (making sense of who we are)	<ul style="list-style-type: none"> identify some of their own feelings in the stories they hear 	<ul style="list-style-type: none"> identify aspects of own experience and feelings, in religious material studied 	<ul style="list-style-type: none"> respond sensitively to the experiences and feelings of others, including those with a faith 	<ul style="list-style-type: none"> compare aspects of their own experiences and those of others, identifying what influences their lives 	<ul style="list-style-type: none"> ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers 	<ul style="list-style-type: none"> make informed responses to questions of identity and experience in the light of their learning 	<ul style="list-style-type: none"> discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
Meaning and purpose (making sense of life)		<ul style="list-style-type: none"> identify things they find interesting or puzzling, in religious materials studied 	<ul style="list-style-type: none"> realise that some questions that cause people to wonder are difficult to answer 	<ul style="list-style-type: none"> compare their own and other people's ideas about questions that are difficult to answer 	<ul style="list-style-type: none"> ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied 	<ul style="list-style-type: none"> make informed responses to questions of meaning and purpose in the light of their learning 	<ul style="list-style-type: none"> express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
Values and commitments (making sense of right and wrong)		<ul style="list-style-type: none"> identify what is of value and concern to themselves, in religious material studied 	<ul style="list-style-type: none"> respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong 	<ul style="list-style-type: none"> make links between values and commitments, including religious ones, and their own attitudes or behaviour 	<ul style="list-style-type: none"> ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues 	<ul style="list-style-type: none"> make informed responses to people's values and commitments (including religious ones) in the light of their learning 	<ul style="list-style-type: none"> make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply

SKILLS AND PROCESSES TO BE DEVELOPED THROUGH RELIGIOUS EDUCATION



Progression in RE depends upon the development of the following generic learning skills applied to RE. These skills should be used in developing a range of activities for pupils to demonstrate their capabilities in RE. They ensure that teachers will move pupils on from knowledge accumulation and work that is merely descriptive to higher level thinking and more sophisticated skills.

Reflection – this includes:

- Reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices

Empathy – this includes :

- Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others
- Developing the ability to identify feelings such as love, wonder, forgiveness and sorrow
- Seeing the world through the eyes of others, and seeing issues from their point of view

Investigation – this includes:

- Asking relevant questions
- Knowing how to gather information from a variety of sources
- Knowing what may constitute evidence for justifying beliefs in religion

Interpretation – this includes:

- Drawing meaning from artefacts, works of art, music, poetry and symbolism
- Interpreting religious language
- Suggesting meanings of religious texts

Evaluation – this includes:

- Debating issues of religious significance with reference to evidence and argument

Analysis – this includes:

- Distinguishing between opinion and fact
- Distinguishing between the features of different religions

Synthesis – this includes:

- Linking significant features of religion together in a coherent pattern
- Connecting different aspects of life into a meaningful whole

Application – this includes:

- Making the association between religion and individual, community, national and international life

Expression – this includes:

- Explaining concepts, rituals and practices
- Expressing religious views, and responding to religious questions through a variety of media

Recommended Teaching Sequence/Map: Summary

	Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)	Expressing (Religious and spiritual forms of expression; questions about identity and diversity)	Living (Religious practices and ways of living; questions about values and commitments)
Year 1	<ul style="list-style-type: none"> • Who is a Christian and what do they believe? Christianity 	<ul style="list-style-type: none"> • What makes some places sacred? Christianity 	<ul style="list-style-type: none"> • What does it mean to belong to a faith community? Christianity and Islam
Year 2	<ul style="list-style-type: none"> • Who is a Muslim and what do they believe? Islam • What can we learn from sacred books? Islam, Christianity, Judaism 	<ul style="list-style-type: none"> • How and why do we celebrate special and sacred times? - Christianity 	<ul style="list-style-type: none"> • How should we care for others and the world, and why does it matter? Christianity, Judaism
Year 3	<ul style="list-style-type: none"> • What do different people believe about God? - Christianity • Why is the Bible so important for Christians today? - Christianity 	<ul style="list-style-type: none"> • Why do people pray?- Christianity, Judaism, Islam, Hinduism • Why are festivals important to religious communities? Christianity 	<ul style="list-style-type: none"> • What does it mean to be a Christian in Britain today? Christianity
Year 4	<ul style="list-style-type: none"> • Why is Jesus inspiring to some people? Christianity 	<ul style="list-style-type: none"> • Why are festivals important to religious communities? Islam, Christianity • Why do some people think that life is like a journey and what significant experiences mark this?- Christianity, Hinduism 	<ul style="list-style-type: none"> • What does it mean to be a Hindu in Britain today? Hinduism • What can we learn from religions about deciding what is right and wrong? Christianity

<p>Year 5</p>	<ul style="list-style-type: none"> • Why do some people think God exists? Christianity, Islam, Judaism, Humanism • What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) Christianity 	<ul style="list-style-type: none"> • If God is everywhere, why go to a place of worship? Christianity, Hinduism and Judaism 	<ul style="list-style-type: none"> • What does it mean to be a Muslim in Britain today? Islam
<p>Year 6</p>	<ul style="list-style-type: none"> • What do religions say to us when life gets hard? Christianity, Hinduism, Islam 	<ul style="list-style-type: none"> • Is it better to express your beliefs in arts and architecture or in charity and generosity? Christianity and Islam 	<ul style="list-style-type: none"> • What matters most to Christians and Humanists? Christianity, Humanism • What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? Christianity and Islam