Willow Primary Academy

RE Curriculum



*“*The beauty of the world lies in the diversity of its people.”

**INTENT**

The principle aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. The purpose of our school’s RE curriculum, therefore, is to enable them to be ready to live well in the wider world: the region, the nation, the global community. Diversity is not evident in the school’s local community, so pupils must learn from seeing the wider regional and national pictures in order to understand our nation better.

**IMPLEMENTATION**

**Delivery**

* Teachers plan effectively using the Gloucestershire Agreed Syllabus and Discovery RE.
* Teachers map out learning using planning tool on Cornerstones Maestro.
* One religion is studied per unit with supplementary thematic units comparing religions, beliefs and practices studied.
* Three core elements that make up the teaching and learning approach:
  + - 1. Making sense of beliefs
      2. Making connections
      3. Understanding the impact of beliefs
* Unit outcomes and suggested content enable good planning and progression.
* Key questions are used to open up the content to be studied.
* Learning should be inquisitive and promote curiosity using questioning and reasoning skills to explore different religions.
* Assessment takes place during learning to address misconceptions, identify strengths and gaps and inform next steps.
* Cross-curricular links are used whenever possible, i.e. Literacy, Art and Computing.
* RE is also covered in other areas of the curriculum, such as: whole school themed days/weeks/events.

**Progression**

* The RE curriculum is designed to progressively develop the children’s skills in music from Year 1 through to Year 6.
* In Reception, children study different religions by looking in-depth at festivals that occur throughout the year.
* Long term plan has been designed to enable systematic religion units to lead into the thematic units, where pupils can make some comparisons between beliefs at the end of each year.
* RE is taught in half-termly units that enable pupils to study religions in depth.
* Each unit builds on prior learning to ensure better cognition and retention.
* Each unit has clear overview outlining key concepts, knowledge, skills and vocabulary to be taught and evaluated to measure impact.
* Teacher plan individual lessons using overviews.
* Adaptive teaching is used to enable every pupil to meet the learning objective, e.g. adult support, scaffolding, peer work.
* Pupils study in depth the religious traditions of the following groups:

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| **KS1** | Christians, Jews and Muslims | Consideration of other religions and non-religious worldviews can occur at any key stage, as appropriate. |
| **KS2** | Christians, Muslims, Hindus and Jews |

**IMPACT**

At Willow Primary Academy, we seek to ensure that all pupils in our school 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, will help to celebrate the diversity of the wider community in Gloucester, including their beliefs, traditions, culture, language and history.

**Long Term Plan – 2022 – 23**

Glos Syllabus Discovery RE

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|  | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** | **Unit 6** |
| **FS** | Jewish – Rosh Hashanah – 26th September  Jewish - Yom Kippur – 5th October | Hindu/Sikh – Diwali – 9th November  Jewish – Hannukah – 19th December  Christian – Christmas – 25th December | Buddhism – Chinese New Year – 22nd January  9th | Christian – Easter – April  Muslim – Ramadan and Eid-al-Fitr – 22nd March – 22nd April | Jewish – Shavuot – 26th May |  |
| **Year 1** | 1.10 What does it mean to belong to a faith community? | 1.1 What do Christians believe God is like? | 1.7 Who is Jewish and how do they live?  Summer 1 and 2 – Shabbat, Rosh Hashanah and Yom Kippur | | 1.2 Who do Christians say made the world?  Autumn 1 – Creation Story | 1.9 How should we care for the world and for others, and why does it matter?  (C, J, NR) |
| **Year 2** | 1.6 Who is a Muslim and how do they live? Part 1  Spring 1 – Prayer at Home  Summer 1 - Community and Belonging | 1.3 Why does Christmas matter to Christians?  Autumn 2 – Christmas – Jesus as a gift from God | 1.6 Who is a Muslim and how do they live? Part 2  Summer 1 - Community and Belonging  Summer 2 - Hajj | 1.5 Why does Easter matter to Christians?  Spring 2 - Easter- Resurrection | 1.4 What is the ‘good news’ Christians believe Jesus Brings?  Autumn 1 – What did Jesus teach? | 1.8 What makes some place sacred to believers?  (C, M) |
| **Year 3** | L2.1 What do Christians learn from the Creation story? | L2.2 What is it like for someone to follow God? | L2.9 How do festivals and worship show what matters to a Muslim? | L2.10 How do festivals and family life show what matters to Jewish people?  Y3 – Autumn 1 – Beliefs and Practices | L2.4 What kind of world did Jesus want? | L2.12 How and why do people try to make the world a better place?  (C, M, J, NR) |
| **Year 4** | L2.3 What is the ‘Trinity’ and why is it important for Christians? | L2.7 What do Hindus believe God is like?  Y3 Summer 1 – Hindu Beliefs | L2.8 What does it mean to be Hindu in Britain today?  Y5 Autumn 1 – Prayer and Worship | L2.5 Why do Christians call the day Jesus died ‘Good Friday’?  Y3 – Spring 2 – Easter - Forgiveness | L2.6 For Christians, when Jesus left, what was the impact of Pentecost? | L2.11 How and why do people mark the significant events of life?  (C, H, NR) |
| **Year 5** | U2.1 What does it mean if Christians believe God is holy and loving? | U2.8 What does it mean to be a Muslim in Britain today? | U2.3 Why do Christians believe Jesus was the Messiah? | U2.9 What is the Torah so important to Jewish people? | U2.4 Christians and how to live: ‘What would Jesus do?’ | U2.10 What matters most to Humanists and Christians?  (C, M, J, NR) |
| **Year 6** | U2.2 Creation and science: conflicting or complementary? | U2.11 What do some people believe in God and some people not?  (C, NR)  Y6 – Spring 2 – Easter - Gospel | U2.7 Why do Hindus want to be good?  Y5 – Summer 1 – Beliefs and Moral values | U2.5 What do Christians believe Jesus did to ‘save’ people?  Y5 – Spring 2 – Easter - Salvation | U2.6 For Christians, what kind of king is Jesus? | U2.12 How does faith help people when life gets hard? |