

Subject

Religious Education & World Views,

Aims/Intent

The intent of our RE curriculum is to deliver a curriculum which is accessible to all and which will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this, they will become independent and responsible members of a society who understand and explore big questions about life. They can find out what people believe and what difference this makes to how they live. This will allow our children to make sense of religion and reflect on their own ideas and ways of living.

We provide our children at Weston with opportunities for them to learn about and from religions and worldviews in local, national and global contexts. They can discover, explore and consider different answers to big questions. They will be equipped with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. Our children are encouraged to develop an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and worldviews.

Weston School's Curriculum for Religious Education:

- ensures that all pupils develop **knowledge and understanding of sources of wisdom and their impact** whilst exploring **personal and critical responses**
- provides **eight Key Areas** of study through which to plan the subject content and to devise key questions and enquiries
- encourages schools to spend an appropriate proportion of their time allocation for RE **reflecting the background of their own pupils**, whilst ensuring a **broad and balanced RE curriculum** that reflects the diversity within as well as between institutional **religions and worldviews**
- offers a flexible model of progression through expected learning outcomes at each Key Stage to support school assessment procedures
- enables teachers to recognise **what it means to be 'religiously, theologically and philosophically literate'** at each Key Stage
- engages pupils both **academically and personally**.

A. Sources of wisdom from religions and worldviews and their impact

All pupils should:

- know, understand and explore the significance and impact of sacred texts, other sources of wisdom and ways of expressing meaning

- express ideas and insights about the nature of beliefs, values and practices and their impact on the identity of individuals and communities locally, nationally and globally
- recognise and explore similarities and differences which exist within and between religious and non-religious worldviews

B. Personal and critical responses to religion and worldviews

All pupils should:

- express with increasing discernment their personal reflections, critical responses and connections to faith and belief enquiring into and responding to spiritual, philosophical, moral and ethical issues
- engage with the questions and responses offered by religions and worldviews concerning ultimate questions and human responsibility
- develop the skills required to engage with others in dialogue and to cooperate in society with respect and compassion

Within lessons, pupils develop their knowledge and understanding of Christianity and also the other five principal religions: Islam, Hinduism, Sikhism, Judaism and Buddhism. Pupils have opportunities to explore religious artefacts and visit religious places around our local area. We look for opportunities to explore religion in our local community by inviting visitors into our school. We also invite parents and relatives into school to talk about their religious beliefs. For example, the parent of one of our children visited to share with the whole school their Hindu family traditions.

Our pupils have the opportunity to experience a range of extra-curricular opportunities throughout the year. Pupils take part in activities to raise money for charities and are part of a harvest festival where we collect and share food donations to a local foodbank. At Christmas time, we hold a nativity and we participate in church services periodically throughout the school year. Collective Worship throughout the year provide opportunities to enrich our teaching and learning of RE. For example, learning about festivals around the world and how they are celebrated in Britain, such as, Diwali, the Hindu festival and how Jewish people celebrate Hanukkah. We also teach a set of British and Christian values throughout the year following the 'Roots and Fruits' programme. These are:



Curriculum Content – EYFS

RE is non-statutory at Nursery (ages 3-4) but children must have opportunities to achieve the Early Learning Goals. The Herts Agreed Syllabus will help with these, especially PSED and Understanding the World, so we encourage using this for that age-group.

Children discover some religious words and ideas in the context of their experiences.

Teachers should plan opportunities to achieve the appropriate Early Learning Goals through exploring the eight Key Areas of RE.

Children should:

Beliefs and practices

- **Share** their own beliefs, ideas and values and listen to and reflect on those of others in the class and beyond.

Sources of wisdom

- **Listen and respond** to a range of stories that **engage** them, including faith stories, fables, some prayers, reflections and wise sayings

Symbols and actions

- **Directly experience** religion, its symbols and actions. **Engage** with artefacts, people and places. **Explore** local places of importance, including at least one place of significance for a religious family. They should **share** their own experiences of places which are important to them

Prayer, worship and reflection

- **Learn about** key figures in their own lives and key members of a local religious group. **Listen** and respond to visitors from faith communities. **Talk about** prayer and worship and experience times of quiet and stillness

Identity and belonging

- **Explore** how people know that they belong to a family and other groups, including religious groups

Ultimate questions

- **Experience** aspects of the natural world, using their imagination and curiosity about life and develop their appreciation and wonder of the world in which they live. **Ask questions** that are philosophically challenging and consider answers

Human responsibility and values

- **Explore** some of the ways in which people express care and concern for each other and the importance of this for relationships. They should **develop** an awareness of their own values and those of others

Pupils in Reception will be taught the following units from Understanding Christianity and Emmanuel Project:

Year A & B
○ <i>Why is the word 'God' so important to Christians?</i> ○ <i>Why do Christians perform Nativity plays at Christmas?</i> ○ <i>How can we help others when they need it?</i> ○ <i>Why do Christians put an Easter cross in their gardens?</i> ○ <i>What makes each single person precious and unique?</i> ○ <i>How can we care for our wonderful world?</i>

They will visit the local church of Holy Trinity as part of their learning.

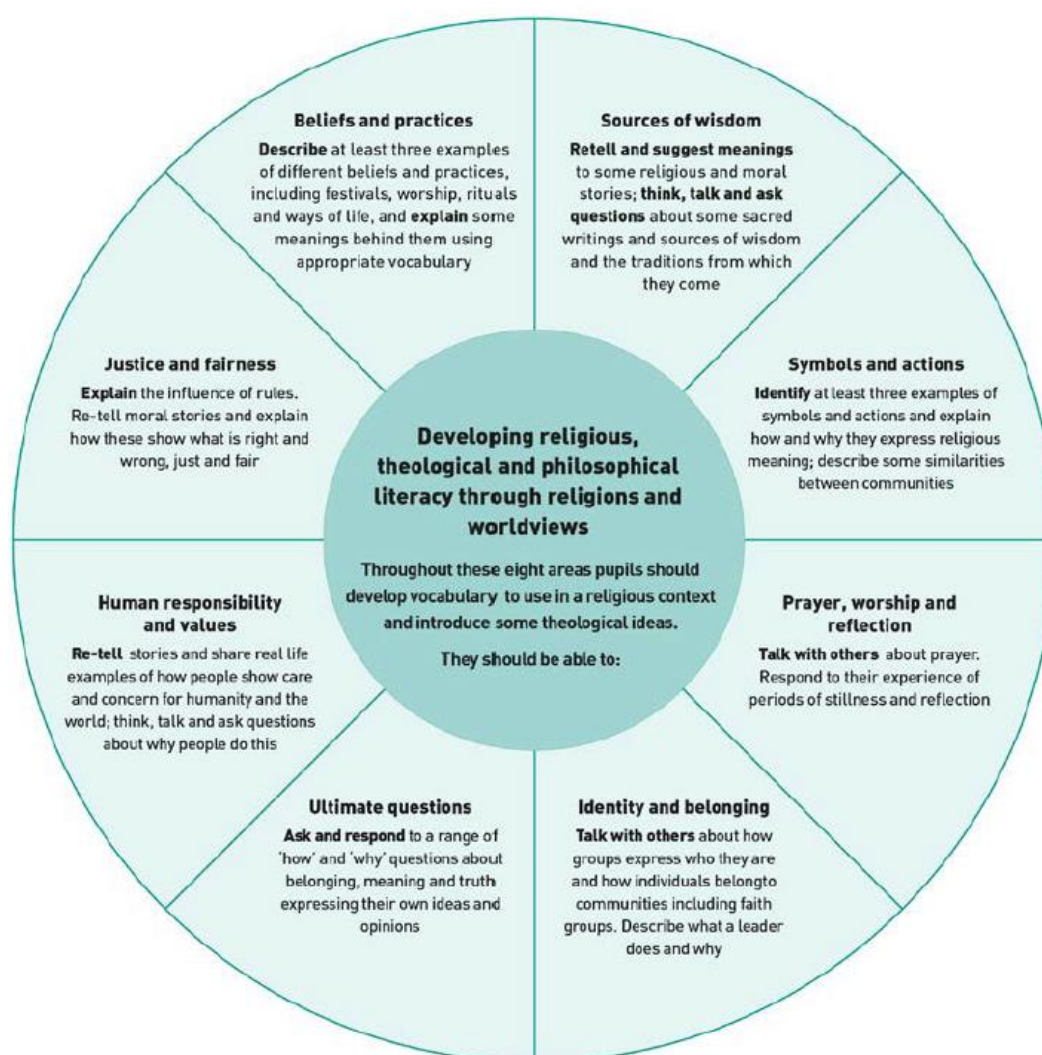
Pupils in Years 1, and 2 will be taught the following units:

UC = Understanding Christianity curriculum

EP = Emmanuel Project Curriculum

Year A	Year B
○ <i>What do Christians believe God is like? (UC)</i> ○ <i>Why is learning to do good deeds so important to Jewish people? (EP)</i> ○ <i>Who made the world? (UC)</i> ○ <i>Why is Easter matter to Christians? (UC)</i> ○ <i>Why do Jewish families say so many prayers and blessings? (EP)</i> ○ <i>Why is belonging to a church family important to Christians? (UC)</i> <i>Visit Holy Trinity church</i>	○ <i>Why do Jewish families talk about repentance at new year? (EP)</i> ○ <i>Why does Christmas matter to Christians? (UC)</i> ○ <i>Hoe do some Muslims show Allah is compassionate and merciful?</i> ○ <i>What are the best symbols of Jesus's death and resurrection at Easter?</i> ○ <i>Why is the Torah such a joy for the Jewish community?</i> ○ <i>What is the good news that Jesus brings?</i> <i>Visit Welwyn garden City Synagogue</i> suelip@ntlworld.com

Pupils in KS1 will be taught to:



Pupils in Years 3 and 4 (LKS2) will be taught the following units:

UC = Understanding Christianity curriculum

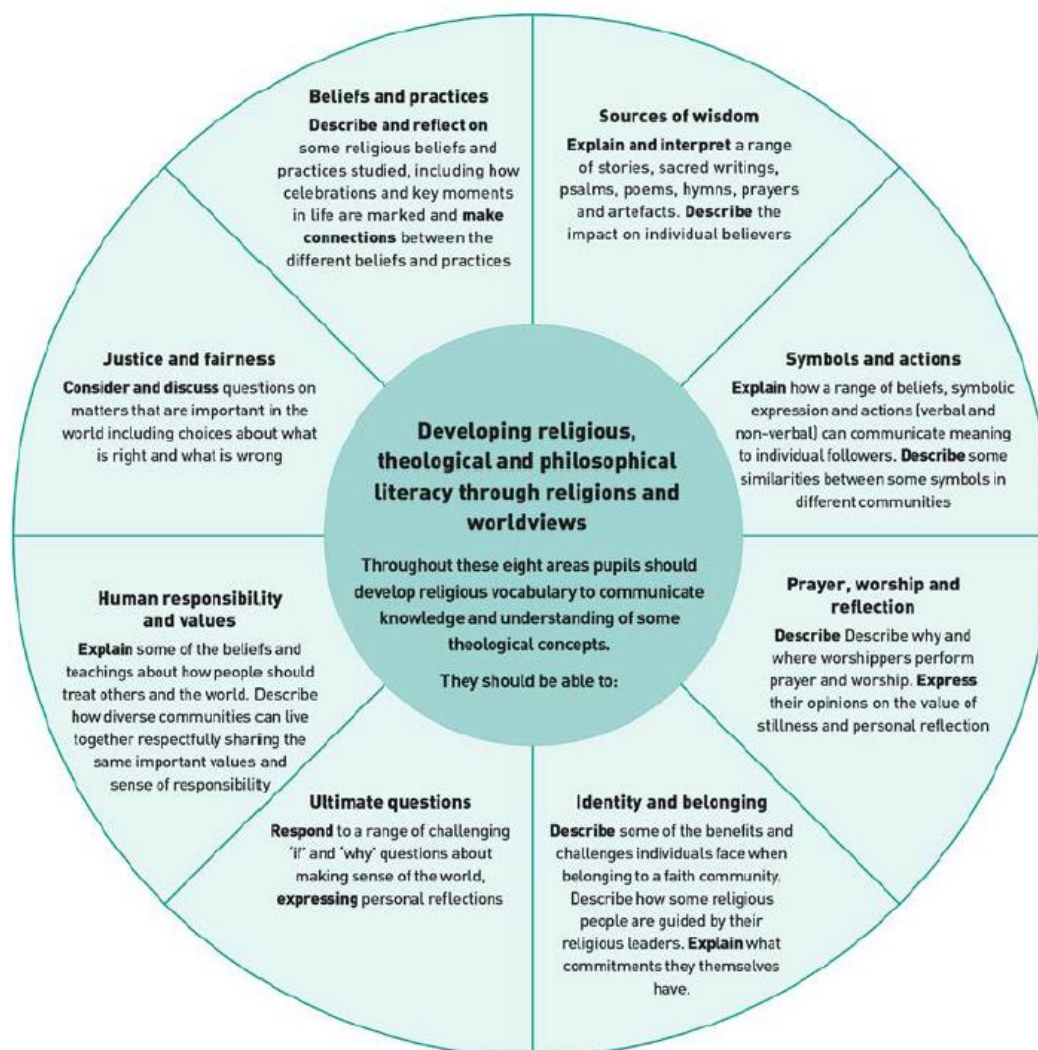
EP = Emmanuel Project Curriculum

Year A	Year B
○ <i>What is it like to follow God? (UC)</i> ○ <i>What symbols and stories help Jewish people remember the covenant with God? (EP)</i> ○ <i>How does a Muslim show their submission and obedience to Allah? (EP)</i> ○ <i>What kind of world did Jesus want? (UC)</i> ○ <i>Why do Muslims call Muhammad the 'seal of the prophets'? (EP)</i>	○ <i>How does the story of Rama and Sita inspire Hindus to follow their Dharma? (EP)</i> ○ <i>What do Christians learn from the Creation story? (UC)</i> ○ <i>How do Sikhs put their beliefs about equality into practice? (EP)</i> ○ <i>Why do Christians call the day Jesus died 'Good Friday'? (UC)</i> ○ <i>Why do Hindus want to collect good karma? (EP)</i> ○ <i>What is the Trinity? (UC)</i>

- *When Jesus left, what was the impact of Pentecost? (UC)*
Visit a mosque/Gudwara - Sri Guru Singh Sabha Gurdwara, Hitchin
<https://gnsgh.co.uk/>

Visit to Hindu Temple and farm -Hindu school visits <ies@krishnatemple.com watch <https://www.youtube.com/watch?v=YZhMelkufs>

Pupils in LKS2 will be taught to;



Pupils in Years 5 and 6 will be taught the following units:

All units from EP = Emmanuel Project Curriculum

Year A	Year B
○ <i>Why is the gospel such good news for Christians?</i> ○ <i>What does the Q'ran reveal about Allah and his guidance?</i> ○ <i>What spiritual pathways to Moksha are written about in Hindu Scripture?</i>	○ <i>How did Buddha teach his followers to find enlightenment?</i> ○ <i>How does tawhid create a sense of belonging to the Muslim community?</i> ○ <i>How do questions about Brahman and Atman influence the way a Hindu lives?</i>

○ What is the great significance of the Eucharist to Christians? ○ What is holiness for Jewish people : a place/a time/an object/or something else?(Kedushah /holiness) ○ How do Christians show their belief that Jesus is God incarnate? ○ Visit - Amaravati Buddhist Monastery - "Student Visits Amaravati" studentvisits@amaravati.org school visits here throughout the year apart from the three months of Winter Retreat which lasts from 3rd January until 31st of March every year. ○ Visit St Albans Abbey harvest – Diocese by invitation	○ Should believing in the resurrection change how Christians view life and death? ○ How does the Triple Refuge help Buddhists in their journey through life? ○ Why do Humanists say happiness is the goal of life? ○ Visit Coptic Church Stevenage - VisitUs@CopticCentre.com
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Pupils in UKS2 will be taught to:

