



Whitley Abbey Primary School

Hand in hand we learn

RE Curriculum

Curriculum Drivers			
Possibilities and Citizenship	Reading and Vocabulary	Health and Wellbeing	Celebrating Diversity
<p>Our curriculum is designed to promote aspirations by preparing children for a changing world by making links between their learning and careers and opportunities in adult life. The curriculum enables children to make connections between what is learnt in school and open-up possibilities for them in later life.</p> <p>Teachers support children to be good citizens through the development of British Values and the core learning values of; Commitment, Opportunity, Respect and Excellence.</p>	<p>Our curriculum is designed to meet the needs of the children we serve placing great emphasis on the development of tier 2 and tier 3 vocabulary and fluency in reading. At Whitley Abbey we recognise that vocabulary development helps children to communicate effectively and to understand what they hear.</p> <p>Reading enables pupils to develop independent learning skills – skills that will serve them well in later life.</p>	<p>Our curriculum is designed to promote children's health, wellbeing and resilience through the promotion of Whitley Character Values, friendship, kindness, courage, resilience, gratitude and honesty. We want our children to make good choices about their own health and wellbeing.</p> <p>Research suggested that better emotional wellbeing is associated with higher achievement in primary school. When children feel safe they are able to better access learning in the classroom.</p>	<p>Our curriculum is designed to celebrate diversity. This means understanding that each individual is unique and recognising and celebrating our individual differences. The concept of diversity encompasses community, acceptance and respect. We foster the exploration of these differences in a safe, positive, and nurturing environment.</p> <p>We believe that by practicing mutual respect for qualities and experiences that are different from our own we build alliances across differences so that we can work together to eradicate all forms of discrimination.</p>

Intent

Good Religious Education makes a positive contribution to the learning of pupils. RE is important to help pupils to become literate and articulate about religions and beliefs, and to be thoughtful members of society. In learning from religion they are able to make informed choices about how they want to live their lives whilst also understanding more about the faith of other people they meet. RE is therefore relevant to every pupil and every citizen of Coventry

and Warwickshire. Our intent in RE is to support the development of British Values as part of PREVENT and to promote – Tolerance, Respect, Individual Liberty. Our RE curriculum is also designed to support the development of Spiritual, Moral, Social and Cultural understanding to prepare pupils to be global citizens.

EYFS	
<p>In the Foundation Stage, the learning and development of RE is taught through the People and communities strand of Knowledge and understanding of the world. The foundation stage curriculum lays the foundations for later subject specific studies..</p> <p>ELG: People, Culture and Communities Children at the expected level of development will: - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	
Key Stage 1	Key Stage 2
<p>Children are taught to develop tolerance and respect for the beliefs of others. To respectfully share their own thoughts and beliefs To develop their own values and respect the values of others</p>	<p>Develop tolerance and respect and show empathy and understanding for the beliefs and practices of others</p> <p>To be able to debate ideas, values and ideologies demonstrating respect for those that differ to their own.</p>
<p>Our RE curriculum is supported and complimented by Votes for Schools Assemblies - Votes for Schools supports outstanding SMSC, British Values, and Prevent delivery and the No Outsiders curriculum, which tackles issues regarding prejudice.</p>	

Implementation

New Curriculum organisation:

In the academic Year 2021/22 pupil numbers have led to the necessity to combine classes in Year 1 and 2 and Year 4 and 5 for their foundation subject teaching. School has retained a one form entry model for the delivery of English and Maths teaching. This significant change has resulted in a whole school review of the planned curriculum. Leaders have developed

an aspiration curriculum which meets the needs of the unique teaching set up. Pupils in Year 1 and 2 and 4 and 5 will be taught in a two year rolling curriculum program to ensure full curriculum coverage with the exception of science where key objectives have been identified for each curriculum year group. In the year 2023/24 it is the intention to return to single year group classes as numbers have increased.

Resources

We follow the Coventry and Warwickshire agreed syllabus which will enable pupils through RE to develop their knowledge and skills to prepare them for life in a modern, diverse Britain and in a plural world. It is structured so that pupils are challenged to think rigorously and creatively, to make informed judgements and to understand that it is acceptable to have doubts and to disagree in a reasoned and sensitive way. In the process they can examine and reflect upon a range of questions about spirituality and identity, morality, values and commitments. Living in and growing up in the world of the 21st century will challenge all pupils.

Assessment:

At Whitley Abbey Primary School, assessment is carried out in accordance with our Assessment Policy. Ongoing teacher assessment ensures that skills are developed and progress is made in the area of RE. Key assessment questions are planned for in the curriculum, at the end of each unit of work.

Monitoring:

- Books scrutiny to check coverage of content, skills, quality and evidence of key computing vocabulary being taught in all topics.
- Pupil voice
- Teacher observations
- Evidence of continuous assessment

Work-life balance:

The SACRE scheme of work supports staff by providing lessons plans and resources to support the teaching of the RE curriculum.

EYFS				
Our EYFS curriculum is planned but may be adapted to be responsive to pupil's interests				
<div>~ We ensure resources within our Early Years provision reflect the diversity of life in modern Britain.</div> <div>~ Encourage children to talk about the differences they notice about people.</div> <div>~ Take part in assemblies.</div> <div>~ Celebrate and value cultural, religious and community events and experiences.</div> <div>~ Learn about different celebrations around the world:</div> <div><ul style="list-style-type: none">• Harvest• Advent and Christmas• Diwali• Bonfire Night• Remembrance Day• Chinese New Year• Pancake Day• Mother's Day• World Book Day• Vaisakhi• Easter• Eid</div>				
Vocabulary Special, unique, people who help us, firefighter, police, nurse, doctor, paramedic relations, parents, teachers, baptism, christening, birthday, Jesus, Christianity nativity, Easter, special place, church, Christian, reflect (words linked to festivals and celebrations)			Assessment Questions Can children express a belief they have? Can children listen to the beliefs of others? Can children talk about similarities and difference between their country and others? Can children show respect for the cultures of others? Can children talk about a religious festival or celebration they have learnt about?	
Year 1				
	Term	Autumn	Spring	Summer
RE	Deliberate Practice (Skills)	<div><ul style="list-style-type: none">• Develop tolerance and respect for the beliefs and practices of others• To respectfully express their ideas and values and appreciate those of others</div> <div>Deliberate practise vocabulary: understanding, respect, tolerance, community, values, British values.</div>		
	Knowledge	Assessment Questions: Autumn 1: Who is a Christian and	Assessment Questions: Spring 1: Who is a Muslim and	Assessment Questions: Summer 1 and 2: What makes some places

	Assessment questions:	what do they believe? (part 1) Who do Christians believe in? Why is God special to Christians? How do Christians describe God? Which symbol reminds Christians of God? How do Christians worship God? What do they do to show their respect for him? Autumn 2: How and why do we celebrate special and sacred times? (part 1) Can you name a Christian festival? What does the festival represent? How is it celebrated? Can you name a Muslim festival? Why do Muslims celebrate Eid? How is it celebrated?	what do they believe? (part 1) What is the Muslim faith called? Who do Muslims believe in? Can you explain what the Pillars of Islam are? What do Muslims do during Ramadan? Spring 2: What does it mean to belong to a faith community? Can you name groups that you and some of your friends belong to? What is the symbol of belonging for Christians? What is the symbol of belonging for Muslims? Why are symbols of belonging important? Can you explain what happens in a baptism/welcoming ceremony?	sacred? <ul style="list-style-type: none"> Can children name the sacred places of worship for people of the Islam, Christian and Jewish faith? Can you name the holy book for each faith? Can you identify some features in a mosque and explain their meaning to believers? Can you identify some features of a synagogue and explain their meaning to believers? Can you identify some features of a church and explain their importance?
	Vocabulary	Autumn 1: Christian, Jesus, God, bible, cross, church, worship. Autumn 2: Christmas, Easter, Eid. Jesus. Palm Sunday, palm leaf, bread, wine, hot crossed bun, cross <div> Ramadan, fasting, </div>	Spring 1: Islam, God, Allah, Prophet Muhammed. Five pillars of Islam. Ramadan, Eid. Spring 2: belonging, shared interests, shared beliefs, baptism/welcoming ceremony.	Sacred, holy. Islam, Judasiasm, Christianity. Mosque, Synagogue, Church. Bible, altar, cross, lectern, stained-glass window, font, pews, pulpit. Qur'an, washroom, mihrab, qubba, prayer mat, crescent moon and star. <div> Torah scroll, kippah, ark, tallit, shabbat candles. </div>
Year 2				
	Term	Autumn	Spring	Summer
RE	Deliberate Practice (Skills)	<ul style="list-style-type: none"> Develop tolerance and respect for the beliefs and practices of others To respectfully express their ideas and values and appreciate those of others 		
	Knowledge Assessment questions:	<u>Assessment Questions</u> Autumn 1: Who is Jewish and what do they believe? Who do Jewish people believe in?	<u>Assessment Questions</u> Spring1: Who is a Muslim and what do they believe? (part 2) Where do Muslims worship?	<div> Deliberate practise vocabulary: understanding, respect, tolerance, community, values, British values. </div> <u>Assessment Questions</u> Summer 1: How can we learn from scared books? Can you retell a story from the bible or another sacred

		<p>Can you explain one way that Jewish people remember God? Can you name some objects in a Jewish person's home? What are the objects used for? What is Shabbot?</p> <p>Autumn 2: How and why do we celebrate special and sacred times? (part 2) Can you tell me about the festival of Pesach? Why is Pesach celebrated? What are the similarities between Pesach and Eid-ul-Fitr and/or Easter? What are the differences between Pesach and Eid-ul-Fitr and/or Easter?</p>	<p>How do Muslims pray and worship? Why do Muslims fast during Ramadan? How does this make them feel? Why is the Qur'an important to Muslims? How does the Qur'an affect the way Muslims behave?</p> <p>Spring 2: Who is Christian and what do they believe? (part 2) Can the children retell a story about Jesus with visual aids? What does the story tell us about bad and good, right and wrong? How do Christians try to behave? How do Christians show that they believe in God?</p>	<p>book? What does the story teach us about good and bad, right and wrong? Do all people believe in the same stories? Is that okay? How and why are the sacred books cared for? Can you name the sacred books for someone of the Christian faith, Muslim faith and Jewish faith?</p> <p>Summer 2: How should we care for the world and others and why does it matter? What did Jesus say about the importance of people? Can you give me an example of how people from a particular faith help/care for others? What does the Torah teach people about caring for others? What would it be like if no one cared for one another? Can you describe the behaviour of someone who is following the golden rule?</p>
	Vocabulary	<p>Autumn 1: Jewish, shabbot, Star of David, seder plate, mezuzah, challah bread Autumn 2: Ramadan, Eid, fasting, Mosque, charity. Synagogue, Passover, Pesach, freedom, sacrifice. Easter, feast, celebration, family.</p>	<p>Autumn 1: Mosque, fast, Ramadan, Eid, holy Qur'an. Autumn 2: behaviours, worship, conscience, The Good Samaritan, strength, justice.</p>	<p>Autumn 1: Muslim faith; Islam, Prophet Mohammed. Christian faith, Jesus, bible, Jonah. Autumn 2: morals, Jesus, Torah, golden rule, creation.</p>

Year 3

	Term	Autumn	Spring	Summer
RE	Deliberate Practice (Skills)	<ul style="list-style-type: none"> Develop tolerance and respect and show empathy and understanding for the beliefs and To be able to debate ideas, values and ideologies demonstrating respect for those that 		
	Knowledge Assessment	<p><u>Assessment Questions</u></p> <p>Autumn 1: What does it mean to be a Christian in Britain today? (part 1)</p>	<p><u>Assessment Questions</u></p> <p>Spring 1: Why is the bible so important to Christians today?</p>	<p><u>Assessment Questions</u></p> <p>Summer 1: What do different people believe about God?</p>

Deliberate Practise Vocabulary:

respect, tolerance, empathy, beliefs, values, ideology, belonging, purpose, diversity.

	questions: Can children identify differences between a Christian family home and a non-Christian? Can you explain how Christians show their beliefs in church? How do Christians use music to worship God? Why do people use music to worship God? Autumn 2: What does it mean to be a Hindu in Britain today? (part 1) What do Hindu's believe about God? What are the similarities between the life of a Hindu child and child who is not Hindu? What are the differences? What is puja? How does puja show the beliefs of a Hindu? Can you describe two aims of Hindu life?	What is the bible? Why do Christians and people from other religions believe their book is sacred/holy? Can you describe how the bible is divided and arranged into two testaments? Can you explain what Christians find useful about reading the bible? Can you explain how the bible teaches people about forgiveness? Spring 2: Why are festivals important to religious communities? (part 1) Easter focus How are religious and non-religious celebrations different? How are they similar? Which symbols tell us about the Easter story? Can you describe three things that make Holy Week a special time for Christians? Can you describe the last supper? How is this linked to sacrifice?	How do Christians describe God? How do Hindus describe God? How do Muslims describe God? How are these beliefs similar/different? Can you suggest why having a faith or belief in something can be hard? How does it make a difference to people's life to believe in God? Summer 2: Why do people pray? How do Christians pray? How/where do Muslims pray? Can you describe Hindu pray? What are the similarities and differences between how people in these faiths pray? What do people believe when they pray? How does praying comfort believers?
	Vocabulary Autumn 1: worship, hymns, community, Bible, cross, grace, church, God. Autumn 2: Hindu, puja – ceremonial worship/ritual, diva lamp, 4 aims of life; Purusharthas- artha (wealth), kama (desire), dharma (righteousness), moksha (libration).	Spring 1: Bible, old, new testament, sacred, forgiveness, comfort, guidance. Spring 2: Easter, Holy Week, Good Friday, Easter Sunday, last supper, sacrifice, palm branches, resurrection.	Summer 1: Christians/Christianity, Muslims/Islam faith, Hindus/Hinduism, God, Brahman, Allah. Summer 2: Comfort, guidance, reassurance, pray, prayer mat, washroom, mihrab, puja.

Year 4

	Term	Autumn	Spring	Summer
RE	Deliberate Practice (Skills)	<ul style="list-style-type: none"> Develop tolerance and respect and show empathy and understanding for the beliefs and To be able to debate ideas, values and ideologies demonstrating respect for those that 		
	Knowledge Assessment questions:	<u>Assessment Questions</u> Autumn 1: What does it mean to be a Hindu in Britain today? (part 2) Can children describe the Hindu belief in karma? Can children describe some important events in the life of Ghandi?	<u>Assessment Questions</u> Spring 1: Why are festivals important to religious communities? Eid focus Can the children tell the story of Rama and Sita and explain the feelings of Rama and Sita at different points?	<u>Assessment Questions</u> Summer 1: What can we learn from other religions when deciding what is right and wrong? Can children talk about how religion may help believers make a difficult decision? Can the children retell a story of temptation and explain why people find it hard to be good?

Deliberate Practise Vocabulary:

respect, tolerance, empathy, beliefs, values, ideology, belonging, purpose, diversity.

	<p>Can children explain how the actions of Ghandi affect the life of Hindus today? Can children describe Hindu life in Britain today?</p> <p>Autumn 2: What does it mean to be a Christian in Britain today? (part 2) Can children explain what happens in Holy Communion and why Christians regularly take part? Can children explain how Catholic Christians prepare to take part In their first Holy Communion? Can the children identify how churches in our local area support the community or how Christian groups support their community? Can children explain who Rosa Parks is and what she stood up for?</p>	<p>Can the children explain how the story links to Hindu's beliefs and celebrations of Diwali? Can the children identify similarities and differences between Eid and Easter? Can the children identify the sacrifices made at Easter and before Eid? Can the children explain why Jewish people celebrate Pesach annually?</p> <p>Spring 2: Why is Jesus inspiring to some people? Can the children describe how a Christian might live today based on what Jesus has taught them? Can the children explain how Christians celebrate Holy week and Easter Sunday? Can the children identify the most important parts of Easter for Christians and explain why? Can the children define Christian terms such as salvation and gospel?</p>	<p>Can the children identify someone inspirational who has been guided by their religion? Can the children discuss how themselves and others decide what is right and wrong? Can the children recognise similarities and difference between the codes for living of two different religions?</p> <p>Summer 2: Why do some people think that life is like a journey and what significant experiences mark this? Can the children identify the key milestones some people think they will reach during their life? Can the children describe what happens in ceremonies of commitment in the Christian, Jewish and Hindu faith? What do the rituals symbolise in these ceremonies? Can the children suggest why marking milestones in life are important to people in these faiths?</p>
Vocabulary	<p>Autumn 1: inspire, independence, philosophy, Mahatma Ghandi, leader, British Empire, culture. Autumn 2: Holy Communion, bread, wine, Rosa Parks, rights, equality, justice.</p>	<p>Spring 1: celebration, sacrifice, Rama and Sita, Diwali, Pesach, Passover, slavery. Spring 2: gospel, salvation, incarnation.</p>	<p>Summer 1: Morals, conscience, temptation, sacrifice, Summer 2: commitment, baptism, Namkaran. Wedding, ketubah, chuppah</p>

Year 5

	Term	Autumn	Spring	Summer
RE	Deliberate Practice (Skills)	<ul style="list-style-type: none"> Develop tolerance and respect and show empathy and understanding for the beliefs and To be able to debate ideas, values and ideologies demonstrating respect for those that 		
	Knowledge Assessment questions:	<p>Assessment Questions Autumn 1: Why do some people think God exists? Can children explain what Christians think God is like using examples and evidence?</p>	<p>Assessment Questions Spring 1: What matters most to Christians and humanists? Can the children define what a humanist is? Can the children explain what Christians believe about</p>	<p>Assessment Questions If God is everywhere, why go to a place of worship? Can the children compare how believers from different religions feel about their place of worship?</p>

Deliberate Practise Vocabulary:
Tolerance, empathy, democracy, equality, practices, debate, interpretation.

	<p>Can children explain how believing in God has a positive impact on the lives of Christians?</p> <p>Can the children consider how believing in God might lead to challenges for Christians?</p> <p>Can the children share their own ideas on how believing or not believing in God may impact on someone’s life?</p> <p>Can children give their own viewpoint and ideas on why some people believe in God and some do not?</p> <p>Autumn 2: What does it mean to be a Muslim in Britain today? (part 1)</p> <p>Can the children explain what Muslims believe about God?</p> <p>Can the children explain the practice related to each of the five pillars?</p> <p>Can the children explain how the five pillars link to Muslim’s belief about God?</p> <p>Can the children make links between each of the five pillars and Muslim beliefs about Prophet Muhammed?</p>	<p>how humans exist and why they are good and bad?</p> <p>Can the children describe some Christian and humanist values?</p> <p>Can the children express their own views on values, are some more important than others?</p> <p>Can the children suggest why it might be helpful to follow a moral code?</p> <p>Can the children suggest why it might be difficult to follow a moral code?</p> <p>Spring 2: What would Jesus do? Can we live by the values of Jesus in the 21st century?</p> <p>Can the children explain how Jesus’ teaching suggests followers should live?</p> <p>Can the children discuss two meanings of a parable of Jesus? What might this teach Christians about how to live?</p> <p>Can the children suggest how Jesus’ teachings might have an impact on Christians today?</p> <p>Can the children suggest what Jesus would do in relation to a moral dilemma in the world today?</p>	<p>Can the children describe the most important functions of a place of worship for the community?</p> <p>Can the children explain how places of worship support believers in difficult times?</p> <p>Can the children share views and discuss the importance of people in the place of worship rather than the place itself?</p>
Vocabulary	<p>Autumn 1: God, God as the Father, Spirit, Son, eternal, almighty, holy, rock, light, hope, creator, atheists.</p> <p>Autumn 2: Prophet Muhammed, mosque, five pillars; Shahadah (declaration of faith), Salah (prayer), Zakat (Almsgiving), Sawm (Fasting), Hajj (Pilgrimage).</p>	<p>Spring 1: morals, fairness, freedom, truth, peace. Jesus’s rules; love God and love your neighbour.</p> <p>Spring 2: moral dilemma, parable, followers, Christians.</p>	<p>Traditions, synagogue, mosque, church, temple, community, comfort, reassurance, guidance.</p>

Year 6

	Term	Autumn	Spring	Summer
	Deliberate Practice (Skills)	<ul style="list-style-type: none"> Develop tolerance and respect and show empathy and understanding for the beliefs and To be able to debate ideas, values and ideologies demonstrating respect for those that 		
RE	Knowledge Assessment questions:	<p><u>Assessment Questions</u></p> <p>Autumn 1: What does it mean to be a Muslim in Britain today? (part 2)</p> <p>Can the children explain the significance of the</p>	<p><u>Assessment Questions</u></p> <p>Is it better to express yourself in art and architecture then charity and generosity?</p>	<p><u>Assessment Questions</u></p> <p>What do religions say to us when life gets hard?</p> <p>Can children give examples of how and why religion can help believers</p>

Deliberate Practise Vocabulary:

Tolerance, empathy, democracy, equality, practices, debate, interpretation

		<p>holy Qur'an to Muslims? Can the children explain other guidance which is significant to Muslims? Can children compare the guidance they are given in their life with that guidance given to a Muslim? Can the children make links between the main functions of a mosque and Muslim beliefs?</p> <p>Autumn 2: What difference does it make to believe in Ahimsa, Grace and/ or Ummah?</p> <p>Can children make connections between beliefs and practices in different religions? Can children explain the beliefs in Ahimsa, Grace and Ummah? How are they similar? Can the children discuss challenges that people face being a Hindu, Christian or Muslim in Britain today? Can the children recognise the similarities and differences between behaviour in different faiths?</p>	<p>Can the children describe religious creativity – buildings and art? Can the children express their own views on religious creativity? Can the children show an understanding of the value of sacred buildings and art? Can the children suggest reasons why some believers see generosity and charity as more important than buildings and art? Can children link messages from sacred writings (scriptures) to the title question?</p>	<p>when times are hard? Can the children give a brief explanation of Christian, Hindu and non-religious beliefs about life after death? Can the children recognise similarities and differences between the beliefs about life after death? Can the children explain why Christians and Humanists have different ideas about afterlife?</p>
	Vocabulary	<p>Autumn 1: Mosque, five pillars, purpose, Qur'an, Hadith, Sunnah, value, Prophet Mohammed, Muslim community – Ummah. Autumn 2: Ahimsa (harmlessness), Grace, Ummah. Forgiveness, karma, zakat (the 3rd pillar of Islam). commitment.</p>	Religious creativity. generosity, charity, scriptures, debate.	Sense of purpose, prayer, hardship, solutions, death, salvation, heaven, reincarnation, suffering, comfort, afterlife, respect, acceptance.