

Curriculum Intent: RE

At Villiers Primary School, we believe that it is vital for all our pupils to learn from and about religion, so that they **gain an understanding of the world around them.** Through Religious Education, children develop their knowledge of the world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. At Villiers we encourage our children to ask questions about the world around them and **to reflect on their own beliefs, values and experiences.**

We use the agreed Wolverhampton Religious Education syllabus as the basis for our curriculum.

There are no presumptions made as to the religious backgrounds, 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 between home, school, and a faith community.** We acknowledge that each religion studied can contribute to the education of all our children. We promote teaching in Religious Education that stresses open enquiry and first-hand experiences wherever possible for both staff and children.

At Villiers Primary School, we envision RE curriculum **impacting** the pupils in the following ways:

- **extending** their knowledge and understanding of religions and beliefs.
- developing a religious vocabulary and interpret religious symbolism in a variety of forms
- **reflection** on questions of meaning, offering their own thoughtful and informed insights into religious and secular world-views.
- **exploring** ultimate questions of beliefs and values in relation to a range of contemporary issues in an ever-changing society R.E. offers our children the means by which to understand how other people choose to live and to understand why they choose to live in that way. As such, R.E. is invaluable in an ever changing and shrinking world.

RE Today Services worked with Wolverhampton SACRE to provide a scheme of work to Wolverhampton SACRE consisting of 28 medium term planned units of work, based upon best practice and local to Wolverhampton. There are two for the Reception class, 8 for KS1 and 15 for KS2.

The project aimed,

- To raise standards of RE across Wolverhampton via the provision of excellent planned units of work for all schools
- To energise teachers and pupils with creative, imaginative and rigorous RE ideas which are practical
- To apply thinking skills, enquiry and creative learning methods to RE
- To raise the profile of SACRE and RE in schools, including especially where the subject is weak.
- To challenge and equip all Wolverhampton schools to set high standards of RE

Wolverhampton SACRE along with RE Today advisory staff wrote the plans for this major RE curriculum development project. This set of units pictures a primary school teaching about the main religions of the West Midlands – covering material on Islam, Sikhism, Christianity, Jewish and Hindu life.

The scheme provides 10 units for 4-7s:

- 1.1 EYFS Playful RE, RE through play in continuous provision: an ideas bank
- 1.2 EYFS Who celebrates what? How and Where? Celebrations that matter in Wolverhampton (Christian, Muslim, Hindu, Sikh)
- 1.3 Y1 What can we learn from prayers and stories of Jesus?
- 1.4 Y1 Questions that puzzle us
- 1.5 Y1 How can we find out about Christianity today in Wolverhampton?
- 1.6 Y1 Beginning to Learn Sikhism: Belonging at the Gurdwara and Stories of Guru Nanak.
- 1.7 Y2 Beginning to learn Islam: What can we learn from Muslims in Wolverhampton?
- 1.8 Y2 How and why are some books holy? Sacred Books and Stories for Muslims and Christians.
- 1.9 Y2 Holy places: Where and how do Christians, Hindus, Sikhs or Muslims worship?
- 1.10 Y2 What can we learn from stories from the Bible?

There are 15 planned units for 7-11 year olds:

- 2.1 Y3 / 4 What do people believe about God? (Christianity)
- 2.2 Y3 / 4 Exploring Key Leaders: Who do Sikhs and Hindus follow?
- 2.3 Y3 / 4 What is it like to be a Hindu? Community, Worship, Celebration (Hinduism)
- 2.4 Y3 / 4 What do we celebrate and why? (Christian Muslim Hindu Sikh)
- 2.5 Y3 / 4 What is it like to be Jewish? Family, Synagogue and Torah (Judaism)
- 2.6 Y3 / 4 Why does the Prophet matter to Muslims? (Islam)
- 2.7 Y3 / 4 Why do some people think Jesus is inspirational? (Christianity)
- 2.8 Y3 - 6 An Enquiry into visiting places of worship (Hindu, Sikh, Christian, Muslim)
- 2.9 Y3 / 4 Keeping the 5 Pillars of Islam (Islam)
- 2.10 Y5 / 6 When, how and why do Christians pray? What difference does it make?
- 2.11 Y5 / 6 Jewish, Hindu and Islamic Prayer: What? When? How? Where? Why? (Muslims, Jews)
- 2.12 Y5 / 6 What can we learn from religion about temptation? (Christians, Muslims)
- 2.13 Y5 / 6 What will make Wolverhampton a more respectful community? (Hindus, Muslims, Sikhs, Christians)

2.14 Y5 / 6 Christian Aid and Islamic Relief: can they change the world? (Christians, Muslims)

2.15 Y5 / 6 Values: What matters most? Christians and Humanists (Humanists, Christians)

The Structure and Layout of the Units:

Age Group:

This shows the recommended age groups for these units. However, the units may be adapted for different age groups. Usually suggests two year groups where it will fit best.

About the unit / Aims of RE:

This sets out the focus of the teaching and learning. It outlines the knowledge, skills and understanding that will be developed. In accordance with the Agreed Syllabus for RE this element identifies the themes, experiences and opportunities as well as the breadth of study. Aims will be specified from the REC Framework 2013: 'knowing + understanding / expressing + communicating / gaining and deploying skills for religious study' (October 2013)

Estimated time for this unit:

This is based on the assumption that the following amounts of time are allocated to RE:

- Key stage 1 – 36 hours per year
- Key stage 2 – 45 hours per year
- Key stage 3 – 45 hours per year.

These indicative time allocations are in line with the requirements of the syllabus. They do not have to be taught in a weekly lesson: some schools like to use an RE week or an RE day to make the experience of RE more vibrant and compelling. This is good practice.

Where the unit fits in:

This indicates the aspects of the programme of study in the RE Agreed Syllabus. It begins with a general description of the focus of the unit and then sets out the breadth of study through which pupils will be taught the knowledge, skills and understanding: religions and beliefs, themes and experiences and opportunities.

Prior learning:

This describes previous learning, experience and skills that might be helpful to pupils who are undertaking the unit.

Attitudes in the unit:

This describes the aspects of the following four attitudes developed in the unit:

- self-awareness
- respect for all
- open-mindedness

- appreciation and wonder.

Assessment and Outcomes:

This describes the knowledge, skills and understanding that most pupils should achieve after completing the unit, as well as what pupils working at a lower or higher standard should achieve. These are set out in terms of steps towards the outcomes of RE, related to the older eight levels of the attainment targets set out in the RE Agreed Syllabus. Teachers working with mixed-age groups will need to adjust the differentiated outcomes according to the different ages of the pupils following the same unit. The range of differentiated outcomes identified in these units should assist teachers in this process.

Vocabulary:

This sets out key vocabulary and concepts to be taught in three categories:

- religion in general, e.g. creation, sacred text, holy buildings, worship, celebration
- the religion(s) studied, e.g. Bible, Guru, Prophet
- religious and human experience, e.g. a sense of awe, story, proof, identity, values.

Resources:

This lists materials and sources of information that might be helpful in delivering the unit or planning for further work.

Learning objectives

This outlines the knowledge, skills and understanding that are the focus of the activities in each unit. Teachers should share these objectives with pupils to ensure that they know what they are intended to achieve by the end of the unit of work and each lesson.

Teaching and learning:

This is designed to help pupils develop the knowledge, skills and understanding outlined in the objectives. This section provides learning activities for teachers to use or adapt. They are the practical heart of the project. Teachers are free to use the ideas as they stand or to develop and adapt them to meet the learning needs of their own pupils, as well as the school's priorities and provision for RE.

Learning outcomes:

This indicates the knowledge, skills and understanding that pupils should develop through the teaching and learning activities. They provide opportunities for checking progress and reviewing work with pupils as a part of formative assessment. These 'I can...' statements are closely linked to the levels of achievement in the syllabus, but take account of recent National Curriculum developments as well.

Points to note:

This includes advice on teaching the unit, planning and managing the work and including alternative or extension activities. Links with other subjects and references to appropriate extra resources and issues are provided.

An Outline Scheme of Work for Villiers Primary School

These units are all flexible, and may be taught over any teaching time from 8 hours or longer. Here the implication is that some units are taught over half a term, others over a term. This is up to the teacher planning for each year.

Reception	Playful RE		Celebration Festivals: What Makes a Day Special? Who Celebrates What and Why?	
	<i>First Unit</i>	<i>Second Unit</i>	<i>Third Unit</i>	<i>Fourth Unit</i>
Year 1	The Power to Make a Difference What can we learn from Stories and Prayers of Jesus	I Wonder..... Questions That Puzzle Us	How Can We Find Out About a Christian Belief	Beginning to Learn About Sikh People.
Year 2	Beginning to Learn Islam: Muslims and Mosques	Special Stories for Christians and Muslims: what Can We Learn?	Holy Places: Worship at the Church, Mandir, Mosque and Gurdwara	What Stories About Moses do Jewish and Christian People Love to Remember?
Year 3	Sikhs and Hindus: Who is Inspiring?	What is it Like to be a Hindu?	What do we Celebrate and Why? (Christian, Muslim, Sikh, Hindu)	
Year 4	What is it Like to be Jewish?	Why Does the Prophet Matter to Muslims?	Why Do Some People Think Jesus is Inspirational?	Keeping 5 Pillars: What Difference Does it Make?
Year 5	What Can We Learn From Visiting Sacred Places?	When, How and Why do Christians pray?	Beliefs and Actions in The World: Can Christian Aid and Islamic	Values: What Matters Most? Exploring Right and Wrong With Christians and Humanists

			Relief Change the World?	
Year 6	How and Why do Jewish People, Muslims and Hindus Pray?	What Can We Learn from Religions About Temptation?	Religions in the Local Community: What Will Make Our Town A More Respectful Community?	

Therefore, the intent of our RE curriculum at Villiers, is to deliver a curriculum which is **accessible to all** and that 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, to find out what people believe and what difference this makes to how they live, so that they can make sense of religion, reflecting on their own ideas and ways of living. We provide our children with **opportunities** for them to learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these 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.**

