



RELIGIOUS EDUCATION AND WORLD VIEWS

'When educating the minds of our youth, we must not forget to educate their hearts'.

- Dalai Lama

Religious Education and World Views - Intent

Why do we teach RE and World Views?

The curriculum purpose for religious education is for all pupils to leave primary school as reflective and responsible individuals who have the ability to ask significant and highly reflective questions and show excellent understanding of issues related to the nature, truth and value of religion. Pupils will leave Year 6 with the ability to read about and write to a very high standard on world faiths and views. They will be able to speak articulately and demonstrate high levels of tolerance in a spiritual and secular environment. Furthermore, through exposure to high-quality teaching pupils will have opportunities to develop culturally, emotionally, intellectually, socially and spiritually. Planning ensures that RE makes an outstanding contribution to SMSC.

What is the aim of our curriculum for RE and World Views?

Pupils should:

- Leave primary school with knowledge of the major world faiths and a variety of world views.
- Be given opportunities to learn about, and respond to major world religions.
- Acquire the knowledge and skills to retrieve, infer, predict and analyse religious ideas and teachings through exposure to high-quality and focussed teaching.

Religious Education and World Views Intent

What do we teach in our RE curriculum?

Years 3 & 4

Christianity:

What is the true meaning of Christmas?

Could Jesus heal people? Were these miracles or is there another explanation?

What is good about Good Friday?

What is the most significant part of the Christmas story?

Is forgiveness always possible for Christians?

Judaism:

How special is the relationship Jews have with God?

How important is it that Jews do what God asks them to do?

Commitment to God

Hinduism:

Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?

How can Brahman be everywhere and in everything?

Would visiting the River Ganges feel special to a non-Hindu?

Years 5 & 6

Christianity:

Is the Christmas story true?

How significant is it for Christians to believe in God?

What is the best way for a Christian to show commitment to God?

Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?

Is Christianity still a strong religion 2000 years after Jesus was on earth?

Is anything ever eternal?

Sikhism:

How far would a Sikh go for his or her religion?

Are Sikh stories important today?

What is the best way for a Sikh to show commitment to God?

Islam:

What is the best way for a Muslim to show commitment to God?

Does belief in Akhirah (life after death) help Muslims lead a good life?

Buddhism:

Is it possible for everyone to be happy?

Religious Education and World Views Implementation

How is RE taught at Westende Junior School?

- To enable children to gain knowledge and understanding of a range of religions and world views and to use that knowledge to engage in informed and balanced conversations about them, RE is taught regularly and consistently across all year groups. RE is delivered through an enquiry based approach enabling children to consider a 'Big Question' based on a particular faith group. This is done through the 'Discovery' scheme of work, using a comprehensive set of medium term plans for every year group from Year 3 to Year 6. (This scheme supports the Pan Berkshire agreed syllabus for RE).
- Enquiry modules are used throughout the 4 years to support the teaching, providing engaging and challenging lessons covering Christianity, Islam, Judaism, Hinduism, Sikhism & Buddhism.
- Christianity is taught in every year group with Easter & Christmas modules being taught in each year to give a progressive approach to learning.
- As well as Christianity, children will encounter one other faith group in each year; either Islam, Judaism, Sikhism, Hinduism or Buddhism.
- Each module is based on a particular faith, using an enquiry question and taught using a 4 -step process of Engagement, Investigation, Evaluation & Expression. Each module also indicates links to key British values which are woven through the learning.
- The teaching of Religious Education offers imaginative and stimulating opportunities, designed to match a range of needs, develop skills and pupil understanding. Excellent links are forged through first hand experiences, through the sharing of knowledge, a range of rich opportunities including visits from speakers, visits to places of worship and the use of ICT. Pupils are given the opportunity to engage with the reality and diversity of religion and belief in the modern world. Pupils are taught explicitly how to find and organise information, apply knowledge and use a range of strategies to understand, analyse and evaluate religious texts.



Religious Education and World Views Implementation

What is our intended impact?

- It is important to recognise that RE is not a subject to be taught in isolation and includes many similarities and overlaps with SMSC & British Values. Therefore, the intended impact reflects this:
 - Children will have the ability to be reflective about their own beliefs (religious or otherwise) and gain the skills needed to engage seriously with religions and worldviews
 - Children will have knowledge of, and respect for, different people's faiths, feelings and values
 - Children will enjoy learning about themselves, others and the world around them, preparing them for life in a modern world
 - Children will have a range of social skills which will enable them to socialise well with others, including those from different religious, ethnic and socio-economic backgrounds
 - Children will be able to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
 - Children will develop positive and healthy relationships with their peers, both now and in the future
 - Children will respond to challenging questions about meaning, purpose, beliefs about God, issues of right and wrong and what it means to be human

Religious Education and World Views

Content Spine

	Autumn	Spring	Summer
Year 3	Hinduism : Hindu beliefs – Diwali Christianity : Christmas - Incarnation	Christianity : Jesus’ miracles Christianity : Easter - forgiveness	Hinduism : Brahman Hinduism : Prayer and worship
Year 4	Judaism : Relationship with God Christianity : Symbolism in the Christmas story	Judaism : Passover Christianity : Easter – forgiveness	Judaism : Commitment to God
Year 5	Sikhism : Belief into action Christianity : The Christmas story – is it true?	Sikhism : Beliefs and moral values Christianity : Easter – crucifixion	Sikhism : Prayer and Worship Christianity : Commitment to God
Year 6	Islam : Commitment to God Christianity : Christmas – Jesus the Messiah	Christianity : Eternity Christianity : Easter – resurrection	Islam : Beliefs and moral values - Akhirah

Religious Education and World Views Key Concepts



RE Progression Map – Beliefs and Teachings

3

- Show what I know about religious beliefs, ideas and teachings.
- Tell you about the concept / belief e.g. belonging and how it relates to the faith group I am studying.
- Express own opinions and start to support them with rationale.

4

- Explain my understanding of religious beliefs, ideas and teachings in a variety of ways.
- Compare stories from faith groups that I am studying with those of other religions I have studied.

5

- Explain the significance of some religious beliefs, teachings and events for members of faith communities.
- Begin to describe some differences and similarities between religions.

6

- Explain how some beliefs and teachings are shared by different religions.
- Explain how beliefs and teachings affect the lives of individuals and communities.
- Explain how the concept / belief (e.g. forgiveness) resonates in my own life and see how this might be different for others because of their religion / belief.
- Express my thoughts having reflected on them in relation to other people's.

RE Progression Map – Practices and Lifestyles

3

- Show what I know about religious objects and places and how they are used.
- Show what I know about religious people and how they behave.

4

- Explain the relevance and importance of objects, places and behaviours.

5

- Explain the practices and lifestyles involved in belonging to a faith community.

6

- Explain how religious life and practices affect the lives of individuals and communities.
- Recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems.

RE Progression Map – Express Meaning

3	<ul style="list-style-type: none">• Identify religious symbolism in literature and in the arts.• Verbalise and/or express own thoughts.
4	<ul style="list-style-type: none">• Understand the significance of religious symbolism to people of different religions.• Express my own opinions and start to support them with rationale.
5	<ul style="list-style-type: none">• Explain some of the differing ways that believers show their beliefs, ideas and teachings.• Use a range of sources to interpret information about a religion.
6	<ul style="list-style-type: none">• Explain, using the correct terminology, how religious beliefs and ideas can be shown in many different ways.• Express my own thoughts having reflected on them in relation to other people's.

RE Progression Map – Reflect upon Religion

- 3**
- Ask questions that have no universally agreed answers.
 - Start to think through the enquiry question using some facts and begin to see there could be more than one answer.

- 4**
- Take part in meaningful discussions about ultimate questions, forming my own opinions and ideas.
 - Apply knowledge to an enquiry question and give an answer supported by one or more facts.

- 5**
- Ask questions and suggest answers about the significant experiences of others, including religious believers.
 - Suggest answers to an enquiry question based upon knowledge and understanding that I have developed about a religion.
 - Explain my own ideas and beliefs about ultimate questions.

- 6**
- Explain why there are differences between my own and others' ideas about ultimate questions.
 - Weigh up evidence and different arguments/aspects relevant to the enquiry question, supported by evidence, and express my answer.

RE Progression Map – Values

3 • Explain how shared beliefs about what is right and wrong affect people's behaviour

4 • Understand that religion and belief can have a significant impact on people's values.

5 • Ask questions about matters of right and wrong and suggest answers which show I have an understanding of moral and religious teachings.

6

- Express own values.
- Respond to the values and commitments of others.
- Reflect upon sources of inspiration in my own and others' lives.

RE Progression Map – Identify and Experience

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| 3 | • Reflect upon what it means to belong to a faith community. |
| 4 | • Respond to the challenges of commitment in my own life, and within religious traditions. |
| 5 | • Recognise that commitment to a religion can be shown in a variety of ways. |
| 6 | • Recognise and express my feelings about my own identity and link this to my learning about religion. |