



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:

Has Christmas lost its true meaning?
Could Jesus heal people?
Did he perform miracles or was there some other explanation?
What is 'good' about Good Friday?
What is the most significant part of the nativity story for Christians today?
Is forgiveness always possible for Christians?
Do people need to go to church to show they are Christians?

Islam:

Does praying at regular intervals help a Muslim in their everyday lives?
Does completing a pilgrimage make a person a better Muslim?
What is the best way for a Muslim to lead a good life?

Sikhism:

Do Sikhs think it is important to share?

Humanism:

What motivates Humanists to lead good lives?

Years 5 & 6

Christianity:

Is the Christmas story true?
How significant is it for Christians to believe that God intended for Jesus to die?
What is the best way to show commitment to God?
Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?
Is anything ever eternal?
Is Christianity still a strong religion 2,000 years after Jesus?

Hindu Dharma:

What is the best way for a Sanatani to show commitment to God?
Do beliefs in Karma, Samsara and Moska help Sanatanis live good lives?

Islam:

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

Judaism:

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

Humanism: How do inspirational people impact on how humanists live today?

Sikhism:

How are sacred teachings and stories interpreted by Sikhs today?

Humanism:

How do inspirational people impact on how humanists live today?

Religious Education and World Views Implementation

How is RE taught at Westende Junior School?

- To introduce pupils to the rich diversity of religion and non-religion, locally and globally, as a key part of understanding how the world works and what it means to be human, 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 'Jigsaw RE' 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).
- To stimulate pupils' curiosity about, and interest in, this diversity of worldviews, both religious and non-religious, enquiry modules are used throughout the 4 years to support the teaching, providing engaging and challenging lessons covering Christianity, Islam, Judaism, Hindu Dharma, Sikhism and Humanism.
- 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 at least three other faith groups in each year; either Islam, Sikhism, Hindu Dharma, Hinduism, Judaism and Humanism.
- Each module is based on a particular faith, using an enquiry question and taught using a 4-step process:
 - Step 1** in Jigsaw RE starts in children's own lived experience
 - Step 2** takes them across the **bridge** into the arena of the worldview being studied to gain knowledge
 - Step 3** gives opportunity for them to show how they can apply their knowledge to the big enquiry question
 - Step 4** revisits their own experience to reflect on what difference this enquiry has made to them personally.
- The teaching of Religious Education offers imaginative and stimulating opportunities, designed to match a range of needs, develop skills and pupil understanding. Pupils are given opportunities to reflect on the relationship between their personal worldviews and the content studied, equipping them to develop their own informed responses in the light of their learning. 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 computing.

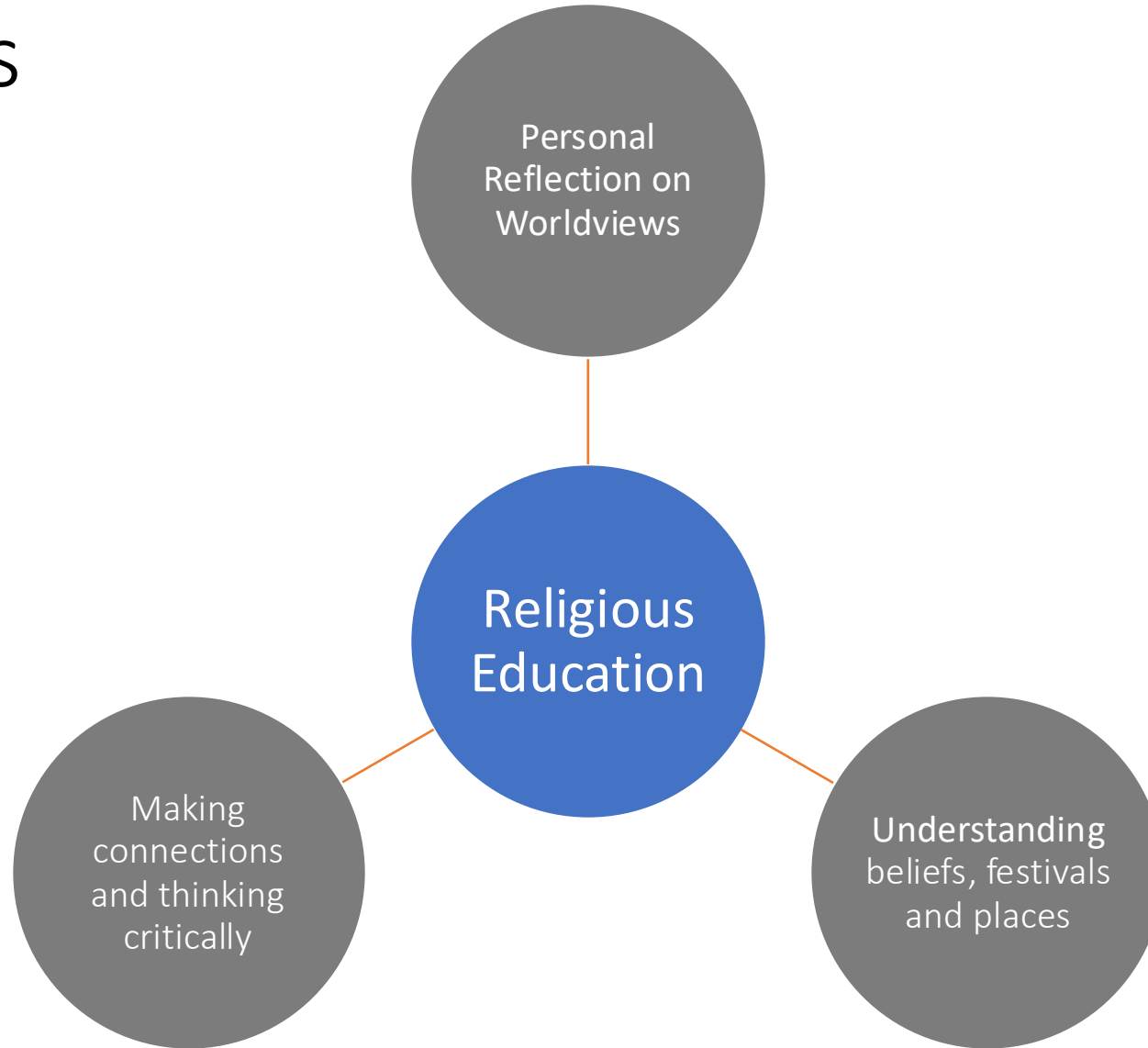
Religious Education and World Views Implementation

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

Key Concepts



Religious Education and World Views Content Spine

	Autumn	Spring	Summer
Year 3	Sikhism – What is the best way for a Sikh to lead a good life? Christianity – Has Christmas lost its true meaning?	Christianity – Could Jesus heal people? Did he perform miracles or was there some other explanation? Christianity – What is 'good' about Good Friday?	Islam – Does praying at regular intervals help a Muslim in their everyday lives? Islam - Does completing a pilgrimage make a person a better Muslim?
Year 4	Sikhism – Do Sikhs think it is important to share? Christianity – What is the most significant part of the nativity story for Christians today?	Christianity – Is forgiveness always possible for Christians? Humanism - What motivates Humanists to lead good lives?	Christianity – Do people need to go to church to show they are Christians? Islam – What is the best way for a muslim to lead a good life?
Year 5	Hindu Dharma – What is the best way for a Sanatani to show commitment to God? Christianity – Is the Christmas story true?	Christianity – How significant is it for Christians to believe that god intended for Jesus to die? Islam – Does belief in Akhirah (life after death) help Muslims lead a good life?	Christianity – What is the best way for a Christian to show commitment to God? Judaism – What is the best way for a Jew to show commitment to God?
Year 6	Hindu Dharma – Do beliefs in Karma, Samsara and Moska help Sanatanis live good lives? Christianity – Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?	Christianity - Is anything ever eternal? Christianity – Is Christianity still a strong religion 2,000 years after Jesus was on Earth?	Humanism – How do inspirational people impact on how humanists live today? Sikhism - How are sacred teachings and stories interpreted by Sikhs today?

Religious Education and World Views Progression Map

Personal Reflection on World Views

Year 3	Year 4
Children explore biblical titles for Jesus to understand Christian beliefs about his identity, and study his teachings and the significance of Easter and Christmas. They also learn what Muslims believe about Allah and Prophet Muhammad, and why the Qur'an is a vital guide in a Muslim's life.	Pupils explore how reading sacred texts helps people reflect on belief and value. They begin to consider different sources of guidance, such as Christian teachings, Sikh scriptures, and non-religious moral frameworks. They reflect on what influences their own thinking about right and wrong.
Year 5	Year 6
Pupils explore the question of what shapes personal and collective worldviews, considering faith, culture, tradition, family, and global context. They reflect on their own influences and how values are formed through life experiences, stories, and community beliefs.	Pupils explore how different worldviews shape responses to life's most profound questions, including life after death, purpose and identity. They reflect on how people draw comfort, meaning and commitment from their beliefs, especially during challenging or transitional times.

Religious Education and World Views Progression Map

Making Connections and Thinking Critically

Year 3

- Pupils investigate how belief is lived out in places of worship such as churches and mosques, making connections between religious teachings, prayer and the design or use of sacred spaces. They begin to explain how faith shapes identity, values and ways of living.

Year 4

Pupils reflect on how beliefs are lived out in daily routines, celebrations, and community spaces like temples and churches. They consider how faith influences choices, family life and worship, while developing respectful awareness of those with different or no religious beliefs

Year 5

- Children investigate how sacred texts, such as the Bible, Torah, and Qur'an, guide and shape belief and practice in Christianity, Judaism, and Islam. They explore how different branches and traditions interpret these texts and how these interpretations influence worship at home and in communal settings.

Year 6

Children examine how Christian, Hindu and Sikh beliefs are expressed through sacred texts, rituals and ways of living. They explore how these traditions help believers understand their relationship with God, others and the world, including practices across different global contexts.

Religious Education and World Views Progression Map

Understanding Beliefs, Festivals and Places

Year 3

- Children explore biblical titles for Jesus to understand Christian beliefs about his identity, and study his teachings and the significance of Easter and Christmas. They also learn what Muslims believe about Allah and Prophet Muhammad, and why the Qur'an is a vital guide in a Muslim's life.

Year 4

- Pupils compare how different worldviews inspire people to make a difference. They evaluate similarities and differences in how Christians, Sikhs, and those with no religion approach ethics, worship, and service. They begin to question how belief systems influence values, identity and community behaviour.

Year 5

- Pupils compare how worldviews, both religious and non-religious (including Humanism), respond to issues of justice and ethics in contemporary society. They develop their ability to think critically about the role of sacred texts, tradition and reason in shaping moral choices and social responsibility.

Year 6

- Pupils critically compare how religious and philosophical worldviews influence responses to moral and social issues such as environmental stewardship and social justice. They explore the role of faith, tradition and individual conscience in shaping active citizenship and compassionate action.