



CARE

Care, Aspire, Respect, Excel

Religious Education

at

Winscombe Primary School



Religious Education at Winscombe

At Winscombe Primary School, we have designed our R.E. curriculum with the intent that our children will become resilient, accepting, mindful and inquisitive learners.

We promote the spiritual, moral, cultural, mental and physical development of pupils. A vital part of our work is to help our pupils develop a critical appreciation of and respect for their own and others' beliefs, culture and identity. The children enjoy sharing in regular collective worship with visitors from our local community churches.

Our R.E. curriculum allows children to discover and gain an insight into religions within the world that we live. It is our role to ensure pupils are being inquisitive by asking questions about the world around them by allowing pupils to gain high quality experiences.

RE Curriculum intent

At Winscombe, our intent for RE is to enable children to become inquisitive, resilient, respectful, and accepting individuals who are able to express and articulate their own ideas and insights about the diverse world that we live in. Our role is to ensure that children aspire to become the very best individuals they can be in order to contribute to our school, our community and the wider world in a positive way that brings smiles to those around them, as well as themselves.

What Religious Education looks like at Winscombe

Our RE lessons are structured from the Plan Bee scheme and the AWARENESS MYSTERY VALUE 2022 The Agreed Syllabus for Bath & North East Somerset, Bristol, The London Borough of Haringey and North Somerset. This scheme of work and resources ensures we offer a relevant, broad, vibrant and ambitious curriculum that will inspire and excite our pupils using a wide variety of topics and themes.

Through the design of our curriculum, Winscombe children will have a broad and balanced understanding and awareness of the world around them. Children will acknowledge the diversity, religions and beliefs of their local community, and know their own value in adding to this. Children will be confident in discussing philosophical questions and know how to be respectful as a listener. They will be sensitive to the views and beliefs of others, and know

that religious education has an impact on the future evolution of society. They will know that they are in a community where their own thoughts, views and beliefs are valued and are safe to be shared. Our children will leave school with a strong sense of belonging, with the confidence and skills to make decisions, to self-evaluate, and to continue to ask important questions



How we teach Religious Education

Our RE curriculum provides children with enquiry opportunities to find out about, and understand, a range of religions and world views. The religions and themes studied are recurrent, allowing pupils to build on their long-term memories within the year, as well as year on year. Pupils will be taught appropriate and progressive vocabulary so that they are able to consider and express their personal views and beliefs articulately and respectfully. They will understand that our views and beliefs may change over time. The curriculum will follow the National Curriculum, the Awareness Mystery Value Locally Agreed Syllabus for Religious Education in North Somerset and the Plan Bee scheme of work. We will provide 36 hours of RE tuition over the school year in FS/KS1, and 45 hours over the school year in KS2. This will be delivered using a combination of weekly RE lesson, RE focus days, trips to religiously significant places, and by inviting visitors into school. Pupils will study up to three main world religions in KS1 and up to five in KS2, as well as exploring a range of world views. Our RE curriculum will also provide opportunities to learn about and explore British values, such as democracy, the rule of law, liberty, mutual respect and tolerance.

Key themes and concepts explored in RE at Winscombe • Religious texts and symbols • Festivals and celebrations • Beliefs and moral values • Commitment and belonging • Rituals and pilgrimages • Leaders and inspirational people

The R.E. Subject Leader leads and oversees the subject, to promote sustainable, continuous improvement by leading a regular programme of monitoring, evaluation, review and sharing of good practice. They undertake regular self-improvement and development activities, to inform subject and teacher development.

Religious Education in the Early Years

In EYFS Religious Education will be based on the “Understanding the world- Early Learning Goal”

| | AUTUMN 1 | AUTUMN 2- CHRISTMAS | SPRING 3 | SPRING 4- EASTER | SUMMER 5 | SUMMER 6 |
|--------------|--|---|--|--|--|---|
| EYFS | Focus – Christianity/Judaism Theme – Special people Key Question – What makes people special? | Focus – Christianity Theme – Christmas Key Question – What is Christmas? | Focus – Hinduism/Chinese New Year/ Persian New Year Theme – Celebrations Key Question - How do people celebrate? | Focus – Christianity Theme – Easter Key Question – What is Easter? | Focus – Christianity/ Islam / Hinduism/ Sikhism Theme – Story time Key Question – What can we learn from stories? | Focus – Christianity/ Islam / Judaism Theme – Special Places Key Question – What makes places special? |
| AMV | A & D | | B & E | | C & E | |
| Key Learning | <ul style="list-style-type: none"> Who is special to you at home? What makes us special? Who could be your role model? Why? What rules do we follow? What would happen if we had no rules? How do rules help | <ul style="list-style-type: none"> Why do we give presents? What sort of present would you most like to receive? How does it make you feel to give presents? Do we all celebrate in the same way? Do we all celebrate Christmas? | <ul style="list-style-type: none"> If you could do anything, what would it be? Why is New year important? How do you celebrate? | <ul style="list-style-type: none"> How do the seasons differ? How do the signs of Spring make you feel? Why? How do things change in Spring? Do you celebrate? | Stories: <ul style="list-style-type: none"> The boy who cried wolf The crocodile and the priest (Sikh story) Bilal and the beautiful butterfly (Muslim story) The gold-giving serpent (Indian fairy-tale) Best friends (story from Asia) The lost coin (Christian parable) | <ul style="list-style-type: none"> What makes homes special? What does a home need? |

Religious Education in Key Stage One

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| Year 1 | Our Wonderful world. | Why do Christians give gifts at Christmas? | Special objects. | Easter beginnings. | Special places. | Special books |
| AMV | C&D | | A&E | | A&F | |

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|--------------|--|---|--|--|---|--|
| Key Learning | <ul style="list-style-type: none"> identify things that make our world special. explore the Jewish, Christian and Islamic creation stories. explore the Hindu creation story. explore different accounts of the creation of the sky and Heaven. explore different accounts of the creation of plants. explore different religious accounts of how animals and people were created. | <ul style="list-style-type: none"> discuss their experiences of giving and receiving presents. find out about the story of Jesus' birth. think about a gift a Christian might give to baby Jesus. think about presents that can be given that you can't see. explore the Christian belief that Jesus is God's gift to the world. | <ul style="list-style-type: none"> compare own special toys and objects with special religious objects. compare own special objects with religious special objects. understand and describe what a special religious object is. compare own special books with special religious books. understand and compare own special religious clothes with religious | <ul style="list-style-type: none"> understand that some people celebrate new beginnings. find out about the Easter story. understand how Christians prepare for Easter. understand how Christians celebrate Easter. learn about traditions during Easter. | <ul style="list-style-type: none"> describe a place that is special to them. know that some religious people have a place that is special to them. learn about Christians' special places. learn about Muslims' special places. learn about Buddhists' special places. | <ul style="list-style-type: none"> share special books. find out which books are special for different religions. find out about the special book for Jewish people. find out about the special book for Christian people. find out about the special book for Muslim people. |
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| | | | special clothes and objects. • understand and compare special religious objects with their own special objects. | | | |
| Year 2 | What did Jesus teach us? | Christmas celebrations. | What do Hindus celebrate? | Animal stories. | Leaders and teachers. | Christian rites of passage. |
| AMV | B & F | | C & F | | B & D | |
| Key Learning | <ul style="list-style-type: none"> • find out about the life of Jesus. • find out about the parable of the lost son. • find out about the parable of the good Samaritan. • find out what Jesus taught at the Sermon on the Mount. | <ul style="list-style-type: none"> • think about what we celebrate and how we celebrate. • recount the Christmas story. • explore how Christians celebrate Christmas. • investigate how Christmas is | <ul style="list-style-type: none"> • find out what Hindus believe. • find out about special occasions in a Hindu childhood. • find out what happens at a Hindu wedding. | <ul style="list-style-type: none"> • become familiar with the Christian story 'Jonah and the Whale' and consider what it teaches Christians. • understand Buddhist beliefs about animals through the story of | <ul style="list-style-type: none"> • find out about leaders in school, and what they do. • understand the challenges of being a leader, and why leaders are important. | <ul style="list-style-type: none"> • understand what a rite of passage is. • understand what happens at a Baptism ceremony • learn about Holy Communion. • explore a Christian |

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| | <ul style="list-style-type: none"> • explore what we can learn from the actions of Jesus. • summarise what Jesus taught people. | <ul style="list-style-type: none"> celebrated by Christians around the world. • recap and summarise what we have learnt about Christmas. | <ul style="list-style-type: none"> • find out about the Hindu festival of <u>Diwali</u>. • find out about the Hindu festival of Raksha Bandhan. • find out about the Hindu festival of Ganesh Chaturthi. | <ul style="list-style-type: none"> 'Siddhartha and the Swan'. • become familiar with the Islamic story 'The Prophet and the Ants' and consider what it teaches Muslims. • learn some Jewish beliefs through the story of 'Noah's Ark'. • understand the beliefs of Sikhism through the story of 'The Donkey and the Tiger Skin'. | <ul style="list-style-type: none"> • find out about religious leaders and their special books. • understand the importance of global religious leaders. • learn the names, clothing, places of worship, holy books and duties of local religious leaders. | <ul style="list-style-type: none"> marriage ceremony. • explore the death and funeral ceremony of a Christian person. |
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Religious Education in Key Stage Two

| | AUTUMN 1 | AUTUMN 2 - CHRISTMAS | SPRING 3 | SPRING 4- EASTER | SUMMER 5 | SUMMER 6 |
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| Year 3 | Diwali | Jewish celebrations. | What do we know about Jesus? | Signs and symbols. | Sikh rites of passage. | Islamic rites of passage. |
| AMV | A & D | | B & E | | C & D | |
| Key Learning | <ul style="list-style-type: none"> learn about the events and meanings in the story of Rama and Sita. learn about the <u>diya</u> and why it is important in the Diwali story. learn about some of the preparations for Diwali. learn about the purpose of creating <u>rangoli</u> patterns. find out about Lakshmi and how Hindus celebrate | <ul style="list-style-type: none"> recap facts about Judaism and Jewish beliefs. find out about the Jewish festival of Passover. find out about the Jewish festival of Sukkot. find out about the festival of Purim. find out about the festival of Hanukkah. find out about the festival of | <ul style="list-style-type: none"> learn that representations of Jesus vary and to explore some of the reasons for this. learn that pictures of Jesus tell us about people's personal beliefs about him. find out what Jesus was like as a person from the Gospels. explore <u>other</u> people's view of Jesus from the Bible. explore the symbolic language used to describe | <ul style="list-style-type: none"> explore the meaning of signs and symbols. find out how symbolic food can be used to remember important events. explore and interpret religious metaphors. learn that religious beliefs and ideas about God can be experienced in different forms, including symbolism. learn about some common symbols | <ul style="list-style-type: none"> find out who Sikhs are and what they believe. find out about the naming ceremonies of Sikh children. find out about the Sikh baptismal ceremony of Amrit. find out about Sikh marriage ceremonies. find out about Sikh funerals and beliefs on life after death. | <ul style="list-style-type: none"> understand what Islam is and what the five pillars are. explore Muslim birth ceremonies and naming days find out about the Islamic marriage ceremony. find out about Muslim funeral ceremonies understand the importance of the Hajj for a Muslim person. |
| | Diwali at home. | Rosh Hashanah. | Jesus in the Bible <ul style="list-style-type: none"> consolidate knowledge of Jesus and reflect on your own response to what we have found out about him. | within a place of worship. | | |
| Year 4 | <u>Israelites</u> in Ancient Egypt. | Christmas journeys. | Tudor Christianity | Why is Easter important? | Hindus home and mandir. | Identity and belonging. |
| AMV | | | | | B, D & E | |
| Key Learning | <ul style="list-style-type: none"> find out who the Israelites were and what they believed find out about Joseph and how he came to be in Egypt find out about Joseph's meeting with the pharaoh and how this changed his life | <ul style="list-style-type: none"> learn about the importance of Bethlehem to Christians and to find out what a pilgrimage is. find out about Mary and Joseph's journey to Bethlehem. find out about some | <ul style="list-style-type: none"> learn about the Roman Catholic Church and its teachings during Tudor times. learn about Martin Luther and how he influenced religion in Tudor times. understand the changes Henry VIII made to religion in England. | <ul style="list-style-type: none"> learn about the events of Palm Sunday. learn about the significance of the Last Supper. learn about the events that led up to Jesus being arrested. find out about the events and emotions surrounding the | <ul style="list-style-type: none"> learn about some important aspects of Hindu beliefs in God. identify some characteristics of Hindu gods and goddesses. understand why a shrine is a special place in a Hindu home. understand why puja is important for | <ul style="list-style-type: none"> understand how drama is used to reinforce important teachings and stories in religions. consider the ways in which we express our identity. consider differences between the beliefs of different groups and communities. |

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| | <ul style="list-style-type: none"> find out how the Israelites came to be in Egypt. explore the differences in the beliefs of the ancient Egyptians and the Israelites. explore what we can learn about Christian and Jewish beliefs in God from the story of the Israelites. | <p>of the key features of the nativity story</p> <ul style="list-style-type: none"> find out how religious ideas can be expressed through music and art. learn about how the emotions of the people in the story are the same emotions as people have today. | <ul style="list-style-type: none"> learn about the Protestant faith during Tudor times. reflect on Christianity today and how beliefs can change. | <p>crucifixion of Jesus.</p> <ul style="list-style-type: none"> find out about the events of the resurrection and to explore Christian beliefs in life after death. learn about the meaning of 'Messiah' for Jesus and to summarise the events of Holy Week. | <p>Hindus, and how it is practised at home.</p> <ul style="list-style-type: none"> explore Hindu worship in the mandir. evaluate what you have learned about Hindu worship at home and in the mandir | <p>and how we can show tolerance and understanding.</p> <ul style="list-style-type: none"> explore ways in which a sense of belonging is shaped by our relationships and environment. consider some of the responsibilities of belonging to a global community. consider the importance of sharing in our global community |
| Year 5 | Stories of Hinduism. | Where does the Christian bible come from? | Why is Muhammad important to Muslims? | Buddhist worship and beliefs. | Sikh worship and community. | Belief in our community. |
| AMV | C & F | | | | | |
| Key Learning | <ul style="list-style-type: none"> understand that Hindus believe God is | <ul style="list-style-type: none"> ask and respond to questions | <ul style="list-style-type: none"> find out who Muhammad was and why he is an | <ul style="list-style-type: none"> find out who Buddha was and why he is important | <ul style="list-style-type: none"> find out what Sikhs believe and some of the features | <ul style="list-style-type: none"> find out about the different beliefs of religious and |

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| | <p>represented in different forms.</p> <ul style="list-style-type: none"> explore how Krishna is represented in Hindu stories. explore Hindu teachings on success. explore the theme of punishment and forgiveness in a Hindu story. explore a Hindu teaching about telling the truth. | <p>about the Bible.</p> <ul style="list-style-type: none"> learn about the history of the Bible and some of its features. investigate the contents of the Bible. learn about different translations of the Bible and what it means for Christians today. understand the difference between literal and symbolic truth and to reflect on personal emotions. | <p>important figure in Islam.</p> <ul style="list-style-type: none"> learn about the life of Muhammad and his impact on history. understand the importance of the Qur'an to Muslims. understand the importance of Muhammad to Muslims' daily lives. relate our experience of role-models and influences on our lives with those of Muslims. | <p>to Buddhists today.</p> <ul style="list-style-type: none"> find out about some of the core beliefs and teachings of Buddhism. earn about the Four Noble Truths and the Eightfold Path. find out about the Buddhist beliefs of karma and reincarnation. find out where Buddhists worship and the role of symbols within worship. investigate the ways in which Buddhists worship | <p>of Sikh worship.</p> <ul style="list-style-type: none"> find out how Sikhs worship through prayer. find out how children are welcomed into the Sikh community. explore the Sikh tradition of the langar. explore the Sikh practice of <u>sewa</u>. | <p>non-religious communities in our local area.</p> <ul style="list-style-type: none"> consider the ways in which belonging to a religious community can help people. find out about the impact faith and beliefs have had on the lives of inspirational figures. consider the difficulties for people of different religious beliefs living in non-religious communities. think about what makes it difficult to live life according to our own beliefs. |
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| Year 6 | What is a church? | Stories of Christianity. | What is the <u>Qur'an</u> and why is it important to Muslims? | Expressing faith through the arts. | What happens when we die? | Buddhist worship and beliefs. |
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| AMV | B & D | | B, D & E | | A & E | |
| Key Learning | <ul style="list-style-type: none"> consider what is written in the Bible about the foundation of the Christian church. consider ways in which churches reflect local culture. consider how churches help Christians worship identify ways in which churches serve their communities. consider ways in | <ul style="list-style-type: none"> explore the themes of the Bible and identify familiar stories. explore the story of Ruth and Naomi. explore the story of Daniel and relate this to religious persecution today. explore the parables of Jesus. find out about Christian baptism through the story | <ul style="list-style-type: none"> identify the meaning of the word 'sacred' and to explore why the Qur'an is important to Muslims. know what the Qur'an teaches about God and to reflect on your own ideas about God. know that the behaviour of Muslims is influenced by the Qur'an. study ways in which Muslim children learn about the Qur'an. explain the significance of | <ul style="list-style-type: none"> recognise that expressing faith involves feelings and emotions. find out how music can be a form of religious expression in many religions. understand how colour can be used to express religious feelings and ideas. understand how art can be sacred and spiritual for believers. find out how Islamic art helps Muslims to worship. | <ul style="list-style-type: none"> understand that sadness is felt by everyone at some points during their lives. understand how the death of a person is marked and commemorated in different religions and communities. express your own ideas, and understand the ideas of others, about what happens when a person dies understand that it is important to express the | <ul style="list-style-type: none"> find out who Buddha was and why he is important to Buddhists today. find out about some of the core beliefs and teachings of Buddhism. learn about the Four Noble Truths and the Eightfold Path. find out about the Buddhist beliefs of karma and rebirth. find out where and when Buddhists worship. investigate ways of worship and |
| | <ul style="list-style-type: none"> which local churches form part of a global community. reflect on what has been learned about the Christian church. | <ul style="list-style-type: none"> of John the Baptist. find out about Paul and the early church. | <ul style="list-style-type: none"> the Qur'an to Muslims today. | <ul style="list-style-type: none"> understand how drama is used to reinforce important teachings and stories in religions. | <ul style="list-style-type: none"> emotions that you feel. think of practical ways of remembering someone who has died. | <ul style="list-style-type: none"> symbolism in Buddhism. |

How we assess Religious Education

- We use the Plan Bee scheme to assess RE. All abilities can use the scheme.
- Lessons will incorporate challenge sections and desk-based activities that will be offered with adaptations.
- Within each plan are assessment questions for teachers to use to assess the understanding of taught concepts and knowledge.



How we help children who find Religious Education difficult

Those children who find it difficult can have pre –teaching sessions, additional help from the class LSA or the class teacher within the session to help with their knowledge and understanding.

The teacher can adapt expectations around each child's ability within the lesson and unit.

How parents and carers can help

Parents can help with additional learning at home using the knowledge organiser/topic matrix sent home to parents to research and explore RE at home.