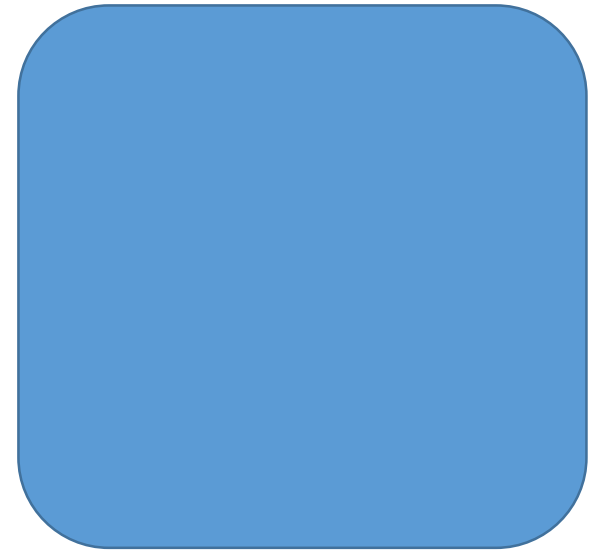
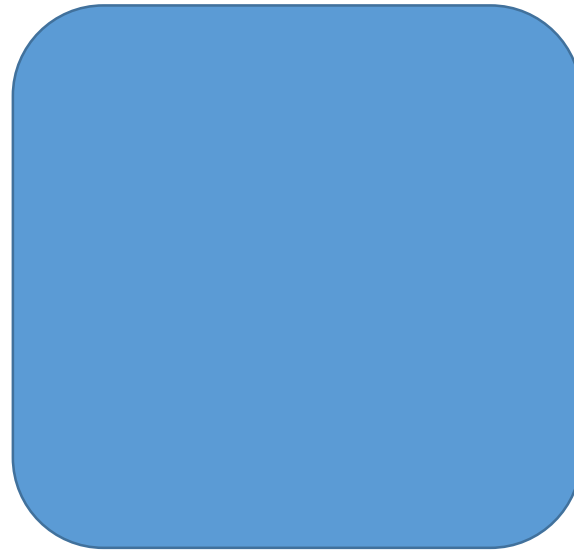
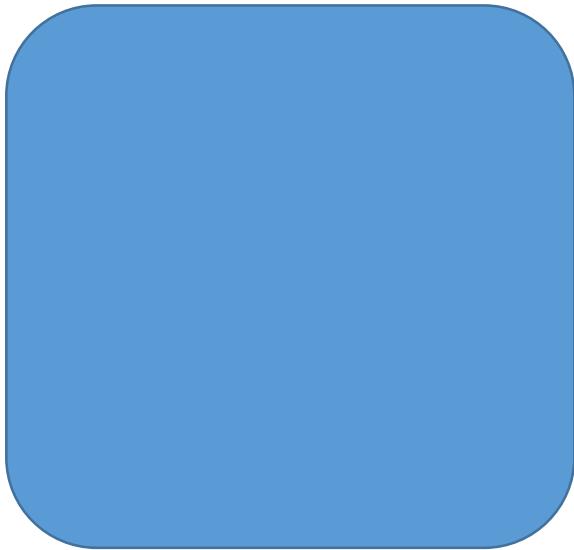


**West Croft School**



**RE**

# **Curriculum Intent**



Religious Education has a significant role for the development of pupils' **spiritual, moral, social and cultural** development. At West Croft, we aim to promote **respect** and **open-mindedness** towards others with different faiths and beliefs. We encourage pupils to develop their sense of identity and belonging through **self-awareness and reflection**.

Christianity is taught in every year group and the **enquiry approach** adds **challenge**, requiring children to retain knowledge and apply it to each unit's big question whilst incorporating **British Values**. With this, pupils also look into the religious beliefs in Hinduism, Islam, Buddhism, Judaism and Sikhism across their time at West Croft to create a tolerance of those of different faiths and beliefs.

Through using an enquiry-based model, children's **critical thinking skills** will be developed, their **motivation** to learn increased, and their knowledge and understanding of others beliefs, and their own, will be enhanced.

Our aim is to create children that can show **empathy** with people and their beliefs, religious or otherwise. RE does not try to persuade into a 'correct way' of thinking and believing but rather to **inform and develop** the skills to understand that others beliefs can differ from our own.



# Religious education in English Schools: Non-Statutory Guidance 2010

## The Importance of RE:

Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society.

Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these.

RE also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.

Christianity	Hinduism
Judaism	Sikhism
Islam	Buddhism

# RE Whole School Curriculum Map



	Autumn		Spring		Summer	
Year Group:	Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
Year 1	Does God want Christians to look after the world?	What gift might Christians in my town have given Jesus if he had been born here rather than Bethlehem?	Was it always easy for Jesus to show friendship?	Why was Jesus welcomed like a king or celebrity on Palm Sunday?	Is Shabbat important to Jewish children?	Are Rosh Hashanah and Yom Kippur important to Jewish children?
Year 2	Is it possible to be kind to everyone all of the time?	Why do Christians believe God gave Jesus to the world?	Does praying at regular intervals every day help a Muslim in his/her everyday life?	How important is it to Christians that Jesus came back to life after his crucifixion?	Does going to a Mosque give Muslims a sense of belonging?	Does completing Hajj make a person a better Muslim?
Year 3	Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?	Has Christmas lost its true meaning?	Could Jesus really heal people? Were these miracles or is there some other explanation?	What is 'good' about Good Friday?	How can Brahman be everywhere and everything?	Would visiting the River Ganges feel special to a non-Hindu?
Year 4	How special is the relationship Jews have with God?	What is the most significant part of the Nativity story for Christians today?	Can the Buddha's teachings make the world a better place?	Is forgiveness always possible for Christians?	What is the best way for a Jew to show commitment to God?	Do people need to go to church to show that they are Christians?
Year 5	What is the best way for a Hindu to show commitment to God?	Is the Christmas Story true?	Are Sikh stories important today?	How significant is it for Christians to believe God intended Jesus to die?	Do beliefs in Karma, Samsara and Moksha help Hindus lead better lives?	What is the best way for Christians to show commitment to God?
Year 6	What is the best way for a Muslim to show commitment to God?	Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Is anything ever eternal?	Is Christianity still a strong religion 2000 years after Jesus was on earth?	Does belief in Akhirah (life after death) help Muslims to lead good lives?	

# Skills Progression in RE



	By the end of KS1	By the end of LKS2	By the end of UKS2
<ul style="list-style-type: none"> <li>Personal resonance with or reflection on the concept/belief underlying the subject matter of the enquiry.</li> <li><b>The child's own thoughts, opinions, belief and empathy.</b></li> </ul>	<ul style="list-style-type: none"> <li>I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world</li> <li>I can verbalise and / or express my own thoughts</li> </ul>	<ul style="list-style-type: none"> <li>I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews.</li> <li>I can express my own opinions and start to support them with rationale.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/beliefs</li> <li>I can express my own thoughts etc having reflected on them in relation to other people's.</li> </ul>
<ul style="list-style-type: none"> <li><b>Knowledge and understanding</b> of the subject matter of that enquiry (Subject knowledge)</li> </ul>	<ul style="list-style-type: none"> <li>I can recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc.</li> </ul>	<ul style="list-style-type: none"> <li>I can recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance.</li> </ul>	<ul style="list-style-type: none"> <li>I can apply my knowledge to the enquiry question and give an answer supported by one or more facts.</li> </ul>
<ul style="list-style-type: none"> <li>Skills of <b>evaluation</b> and critical thinking in relation to the big enquiry question.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/beliefs</li> <li>I can express my own thoughts etc having reflected on them in relation to other people's.</li> </ul>	<ul style="list-style-type: none"> <li>I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems.</li> </ul>	<ul style="list-style-type: none"> <li>I can weigh up evidence and different arguments/ aspects relevant to the enquiry question and express my answer, supported with evidence /rationale.</li> </ul>

# Skills Progression in RE



	By the end of KS1	By the end of LKS2	By the end of UKS2
	<ul style="list-style-type: none"><li>• Retell, recognise and find meanings.</li><li>• Explore and respond sensitively</li><li>• Begin to express ideas and opinions</li></ul>	<ul style="list-style-type: none"><li>• Describe, discover more and respond thoughtfully</li><li>• Observe and suggest reasons</li><li>• Suggest reasons and respond thoughtfully</li></ul>	<ul style="list-style-type: none"><li>• Reflect and make connections between different ideas.</li><li>• Consider, compare and contrast</li><li>• Offer ideas and clear responses.</li></ul>

# RE Curriculum Map Year 1



Christianity	Hinduism
Judaism	Sikhism
Islam	Buddhism

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
<p><b>WIDER CURRICULUM PROJECT</b></p> <p>Where would you like to live?</p>	<p><b>WIDER CURRICULUM PROJECT</b></p> <p>Which West Croft is Best Croft?</p>	<p><b>WIDER CURRICULUM PROJECT</b></p> <p>Too hot to handle, too cold to hold?</p>	<p><b>WIDER CURRICULUM PROJECT</b></p> <p>Can we reap what we sow?</p>	<p><b>WIDER CURRICULUM PROJECT</b></p> <p>Francis Drake – Hero or Pirate?</p>	<p><b>WIDER CURRICULUM PROJECT</b></p> <p>Weather - friend or foe?</p>
<p><b>Does God want Christians to look after the world?</b></p>	<p><b>What gift might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</b></p>	<p><b>Was it always easy for Jesus to show friendship?</b></p>	<p><b>Why was Jesus welcomed like a king or celebrity on Palm Sunday?</b></p>	<p><b>Is Shabbat important to Jewish children?</b></p>	<p><b>Are Rosh Hashanah and Yom Kippur important to Jewish children?</b></p>
<p>I can say how it felt to make something and how I think my creation should be treated.</p> <p>I can remember the Christian Creation story and talk about it.</p> <p>I can express an opinion about the Christian belief about creation.</p>	<p>I can talk about a gift that is special to me</p> <p>I can remember some of the Christmas story.</p> <p>I can suggest a gift I would give to Jesus.</p>	<p>I can talk about my friends and why I like them.</p> <p>I can remember a story about Jesus showing friendship and talk about it.</p> <p>I can say how Jesus tried to be a good friend.</p>	<p>I can talk about a person I admire.</p> <p>I can recall parts of the Easter story. I can recognise some symbols in the story.</p> <p>I can start to show understanding that Jesus is special to Christians and say why.</p>	<p>I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal.</p> <p>I can use the right names for things that are special to Jewish people during Shabbat and explain why.</p> <p>I can start to make a connection between being Jewish and decisions about behaviour.</p>	<p>I can say how it feels to say sorry and what I have said sorry for.</p> <p>I can tell you something that either Rosh Hashanah or Yom Kippur is about.</p> <p>I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.</p>

# RE Curriculum Map Year 2



Christianity	Hinduism
Judaism	Sikhism
Islam	Buddhism

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
<b>WIDERCURRICULUM PROJECT</b> How was Bideford Born?	<b>WIDER CURRICULUM PROJECT</b> How far can we fly?	<b>WIDER CURRICULUM PROJECT</b> Too hot to handle, too cold to hold?	<b>WIDER CURRICULUM PROJECT</b> Can we reap what we sow?	<b>WIDER CURRICULUM PROJECT</b> Francis Drake – Hero or Pirate?	<b>WIDER CURRICULUM PROJECT</b> Weather - friend or foe?
<b>Is it possible to be kind to everyone all of the time?</b>	<b>Why do Christians believe God gave Jesus to the World?</b>	<b>Does praying at regular intervals every day help a Muslim in her/her everyday life?</b>	<b>How important is it to Christians that Jesus came back to life after his crucifixion?</b>	<b>Does going to a Mosque give Muslims a sense of belonging?</b>	<b>Does completing Hajj make a person a better Muslim?</b>
I can tell you when I have been kind to others even when it was difficult. I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. I can say if I think Christians should be kind and give a reason.	I can say how I could help solve a problem by showing love. I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God. I can tell you why Christians think God gave Jesus to the world.	I can explain how it felt to have to stop doing something to reach the target we had set. I can use the right words to describe how Muslims pray and begin to explain why they do this. I can start to think through how praying 5 times a day might help in some ways more than others.	I can say what I believe happens to you when you die and tell you how I remember people close to me. I can recall what Christians believe happened on Easter Sunday. I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.	I can understand how meeting in a certain place could make me feel like I belong. I can explain what happens when Muslims pray alone or at the mosque. I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.	I can tell you about a special journey and why it was special to me. I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims. I can start to think about the significance of Hajj to a Muslim.



# RE Curriculum Map Year 3

Christianity	Hinduism
Judaism	Sikhism
Islam	Buddhism

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
<b>WIDER CURRICULUM PROJECT</b> Stone Age to Iron Age?	<b>WIDER CURRICULUM PROJECT</b> Who put that there?	<b>WIDER CURRICULUM PROJECT</b> Who shifted my plates?	<b>WIDER CURRICULUM PROJECT</b> Solid as the Rock?	<b>WIDER CURRICULUM PROJECT</b> Was Ancient Greek a Myth?	<b>WIDER CURRICULUM PROJECT</b> Greece – Hot or Not?
<b>Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</b>	<b>Has Christmas lost its true meaning?</b>	<b>Could Jesus really heal people? Were these miracles or is there some other explanation?</b>	<b>What is 'good' about Good Friday?</b>	<b>How can Brahman be everywhere and everything?</b>	<b>Would visiting the River Ganges feel special to a non-Hindu?</b>
<p>I can tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my group's symbol.</p> <p>I can describe some of the ways Hindus celebrate Diwali and start to explain how I think Hindu children might feel at Diwali.</p> <p>I can start to say why Diwali might bring a sense of belonging to Hindus.</p>	<p>I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts.</p> <p>Can I make the links between Christian beliefs about Christmas and the way they celebrate it?</p> <p>I can start to tell you what Christmas means to Christians and what it means to me.</p>	<p>I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today.</p> <p>I can explain one Christian viewpoint about one of Jesus' healing miracles.</p> <p>I can start to say whether I believe Jesus actually healed people or not.</p>	<p>I can suggest how a person may rescue/help others who are in difficult situations.</p> <p>I can start to tell you why Christians believe Jesus' death is important.</p> <p>I can start to reflect on whether I agree with Christian beliefs about Jesus' death.</p>	<p>I can explain some of the different roles I play whilst still being me.</p> <p>I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.</p> <p>I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.</p>	<p>I can explain why water is important.</p> <p>I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it.</p> <p>I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.</p>



# RE Curriculum Map Year 4

Christianity	Hinduism
Judaism	Sikhism
Islam	Buddhism

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
<b>WIDER CURRICULUM PROJECT</b> What did the Romans do for us?		<b>WIDER CURRICULUM PROJECT</b> Where's my Mummy?		<b>WIDER CURRICULUM PROJECT</b> River Deep, Mountain high.	
<b>How special is the relationship Jews have with God?</b>	<b>What is the most significant part of the Nativity story for Christians today?</b>	<b>Can the Buddha's teachings make the world a better place?</b>	<b>Is forgiveness always possible for Christians?</b>	<b>What is the best way for a Jew to show commitment to God?</b>	<b>Do people need to go to church to show that they are Christians?</b>
<p>I can give examples of agreements and contracts and explain how I would feel if one was broken. I can tell you an affirmation/promise I would like to make.</p> <p>I can start to explain what makes Jewish people believe they have a special relationship with God.</p> <p>I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.</p>	<p>I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me.</p> <p>I can describe one thing a Christian might learn about Jesus from a Christmas symbol.</p> <p>I can ask questions about what Christmas means to Christians and compare this with what it means to me.</p>	<p>I can suggest why there may be problems in the world and how people could help solve them.</p> <p>I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it.</p> <p>I can give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place.</p>	<p>I can talk about what sort of help I might need to show forgiveness.</p> <p>I can describe what a Christian might learn about forgiveness from a Biblical text.</p> <p>I can show an understanding of how Christians believe God can help them show forgiveness.</p>	<p>I can explain why I think some things need to wait until you are a certain age.</p> <p>I can give you examples of things I am committed to and explain which ones are more or less important to me.</p> <p>I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways.</p> <p>I can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons.</p>	<p>I can explain some of the feelings my special place gives me and suggest why that is.</p> <p>I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism.</p> <p>I can start to understand the impact a Christian's special place has on him/her.</p>



# RE Curriculum Map Year 5

Christianity	Hinduism
Judaism	Sikhism
Islam	Buddhism

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
<b>WIDER CURRICULUM PROJECT</b> Can we save the Rainforest?	<b>WIDER CURRICULUM PROJECT</b> What is the Mayan Legacy?	<b>WIDER CURRICULUM PROJECT</b>	<b>WIDER CURRICULUM PROJECT</b>	<b>WIDER CURRICULUM PROJECT</b> Were the Tudors Significant to Bideford?	<b>WIDER CURRICULUM PROJECT</b> Did we Really Land on the Moon?
<b>What is the best way for a Hindu to show commitment to God?</b>	<b>Is the Christmas story true?</b>	<b>Are Sikh stories important today?</b>	<b>How significant is it for Christians to believe God intended Jesus to die?</b>	<b>Do beliefs in Karma, Samsara and Moksha help Hindus lead better lives?</b>	<b>What is the best way for Christians to show commitment to God?</b>
<p>I can show an understanding of why people show commitment in different ways.</p> <p>I can describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others.</p> <p>I can express why I think Hindus might choose different ways to show commitment to God.</p>	<p>I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.</p> <p>I can start to explain the Christian belief that Jesus was the Incarnation of God.</p> <p>I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.</p>	<p>I can explain how some stories can teach people about what is important and how to behave.</p> <p>I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story.</p> <p>I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.</p>	<p>I can give an example of someone with a strong sense of purpose for their life and give my opinions on this.</p> <p>I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p> <p>I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.</p>	<p>I can start to express my own views about life after death.</p> <p>I can compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers' lives.</p> <p>I can express my own views about Hindu beliefs and whether they make sense to me or not.</p>	<p>I can show an understanding of why people show commitment in different ways.</p> <p>I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others.</p> <p>I can explain why I think some ways of showing commitment to God would be better than others for Christians.</p>

# RE Curriculum Map Year 6



Christianity	Hinduism
Judaism	Sikhism
Islam	Buddhism

Autumn		Spring		Summer	
Evolution	Legacy	Exploration	Discovery	Conflict and Resolution	Debate
WIDER CURRICULUM PROJECT What's in your wardrobe and why?	WIDER CURRICULUM PROJECT Safari, Starvation, Savvanah – is that all there is to Africa?	WIDER CURRICULUM PROJECT Why do people fight?		WIDER CURRICULUM PROJECT Express Yourself – should we fight for what believe in?	
<b>What is the best way for a Muslim to show commitment to God?</b>	<b>Do Christians celebrations help Christians understand who Jesus was and why he was born?</b>	<b>Is anything ever eternal?</b>	<b>Is Christianity still a strong religion 2000 years after Jesus was on earth?</b>	<b>Does belief in Akhirah (life after death) help Muslims to lead good lives?</b>	
<p>I can show an understanding of why people show commitment in different ways.</p> <p>I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.</p> <p>I can think of some ways of showing commitment to God that would be better than others for Muslims.</p>	<p>I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating, and how other ways are not.</p> <p>I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born.</p> <p>I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus.</p>	<p>I can express the feelings I have when I think about situations or things I would like to last forever.</p> <p>I can make links between different Christian beliefs and their views on whether anything is ever eternal.</p> <p>I can reflect on my own beliefs about whether anything is eternal.</p>	<p>I can explain how the influence people have had on me has affected what I see as important.</p> <p>I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.</p> <p>I can give my opinion as to whether Christianity is a strong religion now and say why I think this.</p>	<p>I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.</p> <p>I can explain how believing in Akhirah influences Muslims to do their best to lead good lives.</p> <p>I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.</p> <p>I can give examples of times when I misinterpreted something.</p> <p>I can explain two different Muslim interpretations of Jihad.</p> <p>I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.</p>	



# Implementation

RE is taught explicitly at West Croft and each unit consists of six 1 hour sessions per half term.

Children will study 35 units of RE from Year 1 to Year 6; 6 units per year (Year 6: 5 units), each lasting a half term.

- Religions that are taught in Key Stage One are studied again in further detail throughout Key Stage Two.
- Specialist vocabulary for topics is taught and built up, and effective questioning to communicate ideas is encouraged.
- Every lesson starts with a question to be explored.
- Mini hooks/thematic approaches are used to engage our pupils.
- Collaborative work.
- Christianity is taught in every year group, with Christmas and Easter being looked at each year by developing the learning in a progressive way. Buddhism, Hinduism, Islam, Judaism and Sikhism are also covered.
- Children delve into each unit by:
  - Exploring their own thoughts, opinions, belief and empathy
  - Developing their Knowledge and understanding of the subject matter of that enquiry
  - Evolving their skills of evaluation and critical thinking in relation to the big enquiry question.