

West Witney Primary School and Nursery

Curriculum Information



Religious Education
Reception, KS1 and KS2

Introduction

RE is “a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world”. (RE: realising the potential, Ofsted 2013)

Jigsaw RE brings together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of teaching and learning theories and the need for adaptive teaching. Each enquiry starts from the children’s own life experiences using these as a bridge into the investigation of the religion being studied.

Intent

At West Witney Primary School and Nursery, the RE curriculum has been designed so that our learners gain a coherent knowledge and understanding of faiths and views from across the world and develop an enthusiasm and curiosity to know more about all faiths. Using Oxfordshire’s SACRE as a basis, the RE programme of study has been mapped with focus, appropriateness, coherence and sequentially. There is a clear progression of substantive knowledge, Tier 3 vocabulary and links between different religions, to ensure all pupils achieve well. New knowledge and skills build on what has been taught before, setting the foundation for future learning. Enriching experiences are planned to ignite the children’s passion for RE and help them gain episodic and semantic knowledge. At West Witney, we use an enquiry-based scheme of work, covering the principal world faiths and humanism in a progressive way from Reception to Year 6. Throughout all the enquiries, the children’s spiritual, moral, social and cultural education is carefully considered. Through the learning of different faiths and world views, certain topics will be re-visited:

- Gods and important figures
- How to show commitment to your faith
- Stories
- Pilgrimages and places of worship

Implementation

RE teaching focuses on enabling children to be curious. We place an emphasis on answering BIG questions and give children the opportunity to think about the theme of the enquiry from their own experience. We recognise and value the importance of investigating what the people following the studied religion or worldview believe about it. Children will spend time investigating these views, learning in a variety of ways, so that they can adapt their responses and come to measured conclusions. Critical thinking activities are applied in the learning of the substantive knowledge so that children are able to make informed conclusions. We recognise that in all classes, children have a wide range of understanding of RE, and we seek to provide suitable learning opportunities for all children, by layering the depth of learning and challenge. Emphasis is placed on the development of developing curious and philosophical children, alongside deepening their substantive knowledge.

Impact

The impact of the RE curriculum at West Witney Primary School is the demonstration that the curriculum has been planned and delivered well. This can be seen through:

- Clear evidence that our children have shown progress and attainment in line OCC SACRE.
- Our children demonstrate enthusiasm for the subject and can talk with confidence about History.
- Our children demonstrate an understanding of a range of historical vocabulary that can be applied, confidently.
- In the final week of the enquiry topic, children have time to reflect on what they have learnt about the concept and apply to it their own lives, thus allowing them to form their own beliefs and identity.

Recording

RE at West Witney is recorded in the RE books. For most lessons, learning is recorded in these books. However, in some instances, forms of learning may happen where recording in books is not possible or appropriate. Teacher, peer and self-assessment will be used to record whether they have been achieved. Teachers will use their professional judgement to make this decision. Children will be given the opportunity to build their understanding and experiences through a variety of tasks that will allow them to show their RE knowledge.

Assessment

Our children will be assessed by giving them the opportunity to answer the BIG question set at the beginning of the term. The assessment questions are child friendly and can be answered in a variety of ways, as long as the child can justify

their view with the knowledge they have gained. After each History topic, teachers will make a summative assessment of whether the child is working towards the age-related expectation, at age related expectation or working at greater depth. Many other formative assessment strategies are used, including conversations with the children and the learning outcomes seen because of their learning.

Parents and carers can withdraw their children from any/all RE lessons.

Religious Education Journey at West Witney Primary School

West Witney Primary School

Religious Education

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Year 7

Year 8

Year 9

Year 10

Year 11

Year 12

Year 13

Year 14

Year 15

Year 16

Year 17

Year 18

Year 19

Year 20

Year 21

Year 22

Year	Enquiry Question					
Rec	What makes people special?	What is Christmas? Christianity concept: Incarnation	How do people celebrate?	What is Easter? Christianity concept: Salvation	What can we learn from stories?	What makes places special?
1	What do Christians believe about God?	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Who is God to the Jews?	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Who is God to Sanatanis?	Who is God to Muslims?
2	Is it possible to be kind to everyone all of the time?	Why do Christians believe God gave Jesus to the world?	Who is God to Sikhs?	How important is it to Christians that Jesus came back to life after his crucifixion?	Is Shabbat important to Jewish children?	What do Humanists believe?
3	Does praying at regular intervals help Muslims in their everyday lives?	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?	Does visiting the Ganges make a person a better Sanatani?	What is the best way for a Jew to lead a good life?
4	What do some deities tell Sanatanis about God?	What is the most significant part of the nativity story for Christians today?	Does completing a pilgrimage make a person a better Muslim?	Is forgiveness always possible for Christians?	Do people need to go to church to show they are Christians?	Is it possible for everyone to be happy?

5	How far would a Sikh go for their religion?	Is the Christmas story true?	Are Rosh Hashanah and Yom Kippur important to Jewish children?	How significant is it for Christians to believe that God intended Jesus to die?	How do inspirational people impact on how Humanists live today?	What is the best way for a Christian to show commitment to God?
6	What is the best way for a Jew 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 over 2000 years after Jesus was on Earth?	How are sacred teachings and stories interpreted by Sikhs today?	What is the best way for a Buddhist to show commitment to their beliefs?

Christianity	Judaism	Hinduism
Islam	Sikhi	Humanism
Buddhism		

Christianity
In each year group, from Year 1 to Year 6, children will answer three enquiry questions based on Christianity. The Christmas story is studied in every year group, but the BIG question changes each year to encourage greater critical thinking. Other celebrations are studied, as well as understanding how some people show commitment to the faith and places of worship. The final BIG questions ask whether Christianity is still as strong today.
Judaism
As with all faiths, children learn about the faiths God first. Children also learn about celebrations and then how Jews show commitment to God. This is developed over two BIG questions in KS2 so that knowledge is embedded.
Hinduism
Children's learning starts with gaining knowledge about who God is to Sanatanis. Children learn about visiting the Ganges and why this is important. This knowledge can then be compared with other religious places of importance.
Islam
Children first learn about who God is to Muslims. Children learn about pilgrimages and can compare this to the previous year's learning on Hindu's visit to the Ganges.
Sikhi
Knowledge about God is first investigated, followed by how far Sikhs will go for their religion. This provides an opportunity for children to compare commitment of Sikhs to Jews, Buddhists and Christians.
Humanism

This world view is studied twice at West Witney. First, children learn about what Humanists believe, then this is embedded by learning how inspirational people impact Humanism.	
Buddhism	
The topic of commitment is studied again in Buddhism. This gives children the opportunity to make connections with faiths they have previously studied.	

