



RE: Whole School Curriculum Map



RE enables pupils to develop an understanding of concepts and themes that underpin religion and human experience. The RE taught at Scott Wilkie contributes to spiritual, moral, social and cultural development (SMSC). This makes a significant contribution to helping “pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.” Through practising the skills of tolerance and mutual respect as seen in fundamental British values, RE at Scott Wilkie provides opportunities to develop pupils’ learning and understanding around people they will meet, work and live alongside.

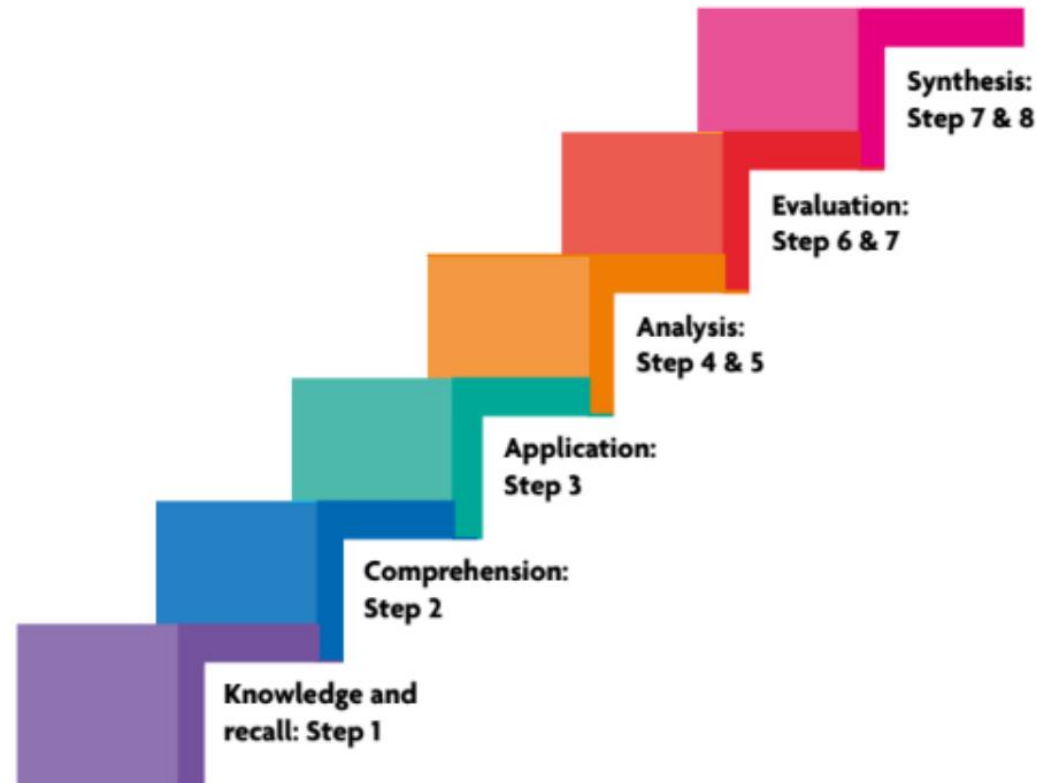
There is a yearly ‘Big Question’ and all 6 half-termly topics link up to this. At the start of the year, the yearly ‘Big Question’ should be on display and stay for the whole year and the half-termly Question’ should be displayed each half term. Specific key vocabulary for the topic should be displayed and referred back to when teaching weekly lessons. The topic vocabulary should be relevant to the topic instead of generic vocabulary for that religion. Every RE topic should include one P4C lesson. Real-life artefacts should be used when teaching lessons. There should be at least one visit in the year to a place of worship in each year group. RE should be taught in a creative way with lots of drama and art. The expectation is that there should be at least four pieces of work in the RE books per half term. Each topic is followed by a half termly assessment.

RE: Whole School Curriculum Map RE is taught weekly for fifty minutes in KS1 and one hour and ten minutes in KS2. Complete schemes of work for all units which include knowledge and skills progression in RE, can be found on school’s Google Drive to support teacher’s subject knowledge and professional development. Claire Clinton, the Director of Education for England and a

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Newham RE consultant works alongside the RE co-ordinator and the staff providing support with planning, teaching and monitoring.

Below is a diagram showing how Blooms key skills are targeted within the ensuring that there is clear progression in the skills taught in RE at Scott Wilkie.



Key Stage one RE tasks in books should focus on knowledge and understanding tasks, ensuring pupils have firm foundations on which to build their understanding of religions and world views. In Key Stage two, year 3 & 4 focus on understanding and application (what difference does this practice/story make to a believer's life?) Years 5 & 6 tasks focus on application and analysis (looking at what religions and world views share and what makes them distinctive). Years 4, 5 and 6 should

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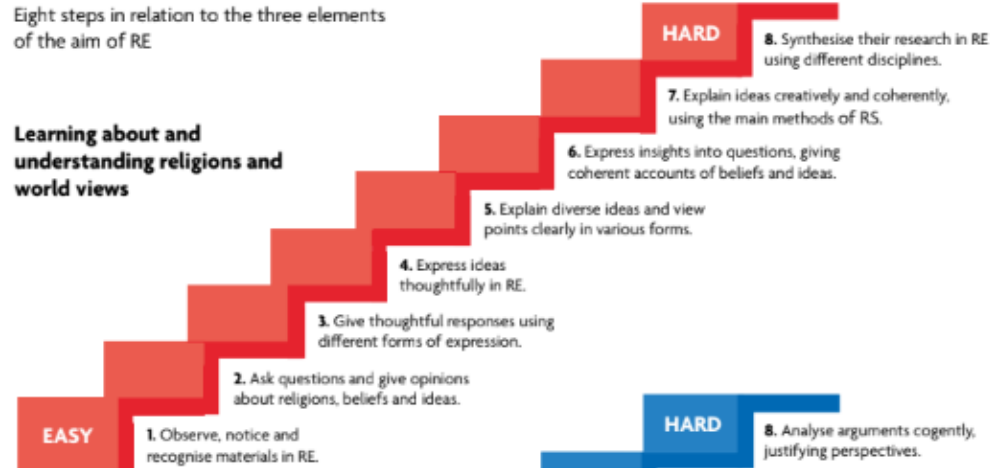
understand that within each religion, there are different denominations within a religious group e.g. Sunand Shi'a Muslims or Protestant and Orthodox Christians. The pupils should be making comparisons between the different denominations.

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B2 PROGRESS STEPS IN RE FOR 5 - 14

Eight steps in relation to the three elements of the aim of RE

Learning about and understanding religions and world views



Expressing and communication ideas related to religions and world views.



Gaining and deploying the skills needed for studying religion and worldviews.



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Aims A and B:

LEARN ABOUT AND UNDERSTAND:	AT THE END OF KEY STAGE 1 PUPILS WILL BE ABLE TO:	AT THE END OF KEY STAGE 2 PUPILS WILL BE ABLE TO:	AT THE END OF KEY STAGE 3 PUPILS WILL BE ABLE TO:	EXPRESS AND COMMUNICATE	AT THE END OF KEY STAGE 1 PUPILS WILL BE ABLE TO:	AT THE END OF KEY STAGE 2 PUPILS WILL BE ABLE TO:	AT THE END OF KEY STAGE 3 PUPILS WILL BE ABLE TO:
1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities.	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas.	Explain and interpret ways that the history and culture of religions and worldviews influence individuals and communities, including a wide range of beliefs and practices, in order to appraise reasons why some people support and others question these influences.	B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.	Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.	Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.	Explain the religions and worldviews which they encounter clearly, reasonable and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study of religions or theology.
A2. Identify, investigate and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religions and worldviews.	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.	Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	Explain and interpret a range of beliefs, teachings and sources of wisdom and authority in order to understand religions and worldviews as coherent systems or ways of seeing the world.	B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	Observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful evaluation and analysis of controversies about commitment to religions and worldviews, accounting for the impact of diversity within and between communities.
A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.	Recognise some different symbols and actions which express a communities way of life, appreciating some similarities between communities.	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Explain how and why individuals and communities express the meanings of their beliefs and values in, any different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them.	B3. Appreciate and appraise varied dimensions of religion.	Recognise some different symbols and actions which express a communities way of life, appreciating some similarities between communities.	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.	Consider and evaluate the questions: What is religion? Analyse the nature of religion using the main disciplines by which religion is studied.

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Aims C


The content in aims A and B will be the vehicle through which the skills in aim C will be developed.

GAIN AND DEPLOY SKILLS	AT THE END OF KEY STAGE 1 PUPILS WILL BE ABLE TO:	AT THE END OF KEY STAGE 2 PUPILS WILL BE ABLE TO:	AT THE END OF KEY STAGE 3 PUPILS WILL BE ABLE TO:
Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.	Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.	Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including reasoning, music, art and poetry.	Explore some of the ultimate questions that are raised by human life in which ways that are well-informed and which invite reasoned personal responses, expressing insights that draw on a wide range of examples including the arts, media and philosophy.
Enquire into what enables different communities to live together respectfully for the wellbeing of all.	Find out about and respond with ideas to examples of cooperation between people who are different.	Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to community, values and respect.	Examine and evaluate issues about community cohesion and respect for all in the light of different perspectives from varied religions and worldviews.
Articulate beliefs, values and commitments clearly in order explain reasons why they may be important in their own and other people's lives.	Find out about questions of right and wrong and begin to express their ideas and opinions in responses.	Discuss and apply their own and others' ideas about ethical questions, including idea about what is right and wrong and what is just and fair, and express their own clearly in response.	Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media.

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2022 Long term CURRICULUM MAP for Religious Education – an example from Claire Clinton RE Advisor								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
B i g Q u e s t i o n	What is special to me?	What is special to me and others?	What does it mean to belong?	What can we learn from special stories?	How are symbols and <u>saying</u> important in religion?	What is important to people in my local community?	What impact do beliefs have on actions?	How important are the similarities and differences between and within religions and worldviews?
A u t u m n 1	- What happens at Sukkot? (Celebrating) - What happens on Guru Nanak's birthday? (Celebrating)	- The Good Samaritan (Stories) - What happens on Buddha Day?(Celebrating) Church visit	What does it mean to belong to Christianity? Church visit	Why did Jesus tell stories?	How did Jesus and Buddha make people stop and think?	How and why do Hindus worship in the home and in the Mandir? Hindu temple	What inner forces affect how we think and behave?	How do people express their faith through the arts in Christianity?
A u t u m n 2	- What happens at Diwali? (Celebrating) - What happens at Christmas? (Celebrating)	- What happens at Diwali? (Celebrating) - What happens at Christmas? (Celebrating)	How do Christians celebrate Christmas?	Why are different books special for different people? Gurdwara visit	What is the significance of light?	Why is the Bible special for Christians?	How is Christmas celebrated around the world?	What do people believe about life after death?
S p r i n g 1	- The two brothers OR gift of friendship (Stories) - Muhammed and the kitten (Stories)	- My Muslim Faith (Aspects) - The Donkey in the Tiger Skin (Aspects)	What does it mean to belong to Sikhi?	What can stories teach us about peace? OR What can stories teach us about forgiveness?	How do Jews celebrate their beliefs at home and in the synagogue? Synagogue Visit	What religions are represented in our neighbourhood?	Why is Muhammad and the Qur'an important to Muslims? Mosque visit	What similarities and differences do religions share? Buddhist temple

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S p r i n g 2	 - The Lost Sheep (Stories) - What happens at Easter? (Celebrating)	- What happens at Passover (Celebrating) - What happens at Easter? (Celebrating)	What can be special about living with family and friends?	Why is Easter important to Christians?	How and why to Hindus celebrate Holi?	Why is Easter important to Christians? <div style="border: 1px solid black; padding: 2px; display: inline-block;">Church visit</div>	How do Christians try to follow Jesus's example?	What happened on the first Easter Sunday?
S u m m e r 1	- The Hare and the Tortoise (Stories) - What happens at Eid-UI-Fitr/Adha? (Celebrating)	- How do we make friends? (Aspects) - What happens at Eid-UI-Fitr/Adha? (Celebrating)	How do Hindu people belong?	How does special food and fasting help people in their faith (all religions)?	What can we learn about special symbols and signs used in special religions?	What makes me the person I am?	Should all creatures be treated equally? OR Peace OR Thankfulness	What qualities are important to present day religious leaders?
S u m m e r 2	- My Hindu Faith (Aspects) - What makes a place special? (Aspects)	- The Lost Coin (Stories) - Visiting a church (Aspects)	What does it mean to belong to Islam?	Where did the world come from and how should we look after it?	What do Sikh sayings tell us about Sikh beliefs?	What happens when someone gets married?	What do religions believe about God?	How could we design a celebration that involved everyone, whether religious or not?