



Statement of Intent

“Faith is to believe what you do not see; the reward of this faith is to see what you believe.”

Saint Augustine

The intent of our RE offer is to **inspire** pupils to explore a broad range of religions and variations of worship. We endeavour that all our students develop a deeper understanding of religions other than their own beliefs, which in turn will enable them to **flourish** in life by being accepting and tolerant of others. Through an engaging curriculum and memorable experiences pupil will **enjoy** discovering more about themselves and appreciate the value of faith.

As a result of this they will:

- ❖ Increase and develop their understanding of different religious worship
- ❖ Increase their knowledge and attitude of different faiths
- ❖ Develop and use their skills in enquiry, analysis, evaluation, and argument
- ❖ Develop their interest in different religions and forms of worship, sparking their curiosity and motivation to **learn**
- ❖ Develop a sense of identity through learning about their own beliefs and the differences and similarities to others



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Implementation

We teach the National Curriculum and the EYFS framework, supported by a clear skills and knowledge progression using Espresso Discovery planning. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that the children develop progressive skills and understanding of different religions throughout their time at Wantage CE primary School and do not just learn about Christianity. Through the following, we aim to provide a rich and broad experience in the study of RE.

Planning and Lesson

From the long-term overview, teachers use Espresso Discovery planning and adapt them to create a sequence of lessons. Teachers aim to provide a wider religious content for each topic covered, through exploring different religious worship, drawing on previous knowledge of religious celebrations and the current content. Lessons are planned using a sequence of lessons from Espresso Discovery and resources are adapted appropriately. Pupils are encouraged to use their own experiences and understanding alongside discussion to deepen their learning of how religions differ and worship is carried out in particular fashions. In developing religious enquiry, we present topics with a wider, curiosity-based question to engage pupils in their learning and developing questioning within them.

Enhancements

Pupils will experience a wider range of activities beyond the classroom. These are often linked to the religious topic which they are covering. For example, Year 1 + Year 4 pupils are visited by a Rabbi for a workshop and are shown how Jewish people worship in a Synagogue, what they wear and some of the food they eat for Shabbat. In addition to this, pupils can attend external visits where they are able to apply their religious experiences and knowledge to real life occasions. An example of this is in Year 5, where pupils lead collective worship in the form of a Passion Play in the church, with parents present.

Assessment: FS Pupils are assessed against the EYFS Framework. Pupils in years 1-6 are assessed against the criteria in our progression and skills document. Pupils are assessed using the following criteria: **T**= Working below but towards the age-related expectations; **A**= Working at age-related expectations and **B**= working beyond/at greater depth (above the age-related expectations)

Framework

2004 non-statutory national framework for RE

This framework, whilst non-statutory, offered guidance to SACREs on the structure, content and, to an extent, the pedagogical approach of their syllabi. It describes learning in RE in terms of two attainment targets:

Attainment Target 1: Learning **ABOUT** religion

Attainment Target 2: Learning **FROM** religion

This framework also suggests assessing according to a national 9 level descriptors, 1-8 plus EP (Exceptional Performance). Some agreed syllabi around the country still use these systems to structure and describe learning, so Discovery RE references the two attainment targets on the overview maps. It shows AT1 in **BLUE** and AT2 in **RED**. For those who still need it, Discovery RE also references the 9-level assessment system but alongside this provides a 'beyond levels' process comprising 3 age-related expectation attainment descriptors (working **TOWARDS**, **AT** and **BEYOND**) for each enquiry, as well as summary descriptors for the end of each key stage.



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Framework cont.

2013 national curriculum framework for RE (NCFRE)

This framework, again non-statutory, reorganised RE learning under 3 strands:

- A. know about and understand a range of religions and world views
- B. express ideas and insights about the nature, significance and impact of religions and world views
- C. gain and deploy the skills needed to engage seriously with religions and world views.

It is assumed that aspects of all 3 strands will be contributed to in every enquiry, so the strands are not referred to on the overview mapping grid.

Impact

By the time the children at Wantage leave our school they should have developed:

- ❖ A secure knowledge and understanding of people, events and contexts from the religions covered
- ❖ The ability to think critically about RE and communicate confidently in discussion with adults and peers, and styles appropriate to a range of audiences.
- ❖ A passion for RE and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways
- ❖ A respect for religious worship across a range of religions and the ability to talk knowledgeably about differing types of religious worship
- ❖ A desire to embrace challenging questions regarding worship, including opportunities to undertake high-quality discussions across a range of RE topics

Year/ Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery & Reception	<p><i>What makes people special?</i></p> <p>Christianity & Judaism Special People</p>	<p><i>What is Christmas?</i></p> <p>Christianity Incarnation Christmas</p>	<p><i>How do people celebrate?</i></p> <p>Hinduism Celebrations</p>	<p><i>What is Easter?</i></p> <p>Christianity Salvation Easter</p>	<p><i>What can we learn from stories?</i></p> <p>Christianity, Islam, Hinduism, Sikhism Story Time</p>	<p><i>What makes places special?</i></p> <p>Christianity, Judaism, Islam Special Places</p>
Year 1	<p><i>How does the Bible teach Christians to look after the world?</i></p> <p>Christianity The Creation Story God/Creation</p> <p>AT1 A Beliefs, teachings and sources AT2 F Values and commitments</p> <p>Learning Objective We are learning to re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.</p>	<p><i>How would I welcome Jesus if he had been born here rather than in Bethlehem?</i></p> <p>Christianity Christmas Incarnation</p> <p>AT1 A Beliefs, teachings and sources AT2 D Identity, diversity and belonging</p> <p>Learning Objective We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus.</p>	<p><i>What ways does the Bible show us Jesus demonstrated friendship?</i></p> <p>Christianity Jesus as a Friend Incarnation</p> <p>AT1 A Beliefs, teachings and sources AT2 D Identity, diversity and belonging</p> <p>Learning Objective We are learning to identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult.</p>	<p><i>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</i></p> <p>Christianity Easter – Palm Sunday Salvation</p> <p>AT1 A Beliefs, teachings and sources AT1 C Forms of expressing meaning AT2 E Meaning, purpose and truth</p> <p>Learning Objective We are learning to know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.</p>	<p><i>How is Shabbat important to Jewish children?</i></p> <p>Judaism Shabbat</p> <p>AT1 B Practices and ways of life AT2 D Identity, diversity and belonging</p> <p>Learning Objective We are learning to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.</p>	<p><i>How do Jewish children show that Rosh Hashanah and Yom Kippur are important to them?</i></p> <p>Judaism Rosh Hashanah + Yom Kippur</p> <p>AT1 B Practices and ways of life AT2 D Identity, diversity and belonging</p> <p>Learning Objective We are learning to empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them.</p>
Year 2	<p><i>How does the Bible help Christians to learn how to be kind?</i></p> <p>What did Jesus teach? Gospel</p>	<p><i>Why do Christians believe God gave Jesus to the world?</i></p> <p>Christmas - Jesus as gift from God</p>	<p><i>How important is it for Jewish people to do what God asks them to do?</i></p> <p>Passover Judaism</p>	<p><i>Why is it important to Christians that Jesus came back to life after His crucifixion?</i></p> <p>Easter – Resurrection Salvation</p>	<p><i>How special is the relationship Jews have with god?</i></p> <p>The covenant Judaism</p>	<p><i>What is the best way for a Jew to show commitment to God?</i></p> <p>Rites of passage and good work Judaism</p>

	<p>Christianity</p> <p>AT1 A Beliefs, teachings and sources</p> <p>AT2 F Values and commitments</p> <p>Learning Objective We are learning to re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people.</p>	<p>Incarnation Christianity</p> <p>AT1 A Beliefs, teachings and sources</p> <p>AT2 E Meaning, purpose and truth</p> <p>Learning Objective We are learning to reflect on the Christmas story and the reasons for Jesus' birth.</p>	<p>AT1 B Practices and ways of life</p> <p>AT2 F Values and commitments</p> <p>Learning Objective We are learning to understand how celebrating Passover and keeping Kashrut(food laws) shows god they have a special relationship with him.</p>	<p>Christianity</p> <p>AT1 A Beliefs, teachings and sources</p> <p>AT2 E Meaning, purpose and truth</p> <p>Learning Objective We are learning to re-tell the Easter story and understand what Jesus' resurrection means for Christians.</p>	<p>AT1 B Practices and ways of life</p> <p>AT2 F Values and commitments</p> <p>Learning Objective We are learning to understand the special relationship between Jews and God and the promises they make to each other.</p>	<p>AT1 B Practices and ways of life</p> <p>AT2 F Values and commitments</p> <p>Learning Objective We are learning to understand different ways that Jews show commitment to God.</p>
Year 3	<p><i>How would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</i></p> <p>Divali Hinduism</p> <p>AT1 B Practices and ways of life</p> <p>AT1 C Forms of expressing meaning</p> <p>AT2 D Identity, diversity and belonging</p> <p>Learning Objective We are learning to investigate what happens during the festival of Divali and whether the</p>	<p><i>What does the Bible teach Christians is the true meaning of Christmas?</i></p> <p>Christmas Christianity</p> <p>AT1 A Beliefs, teachings and sources</p> <p>AT2 E Meaning, purpose and truth</p> <p>Learning Objective We are learning to find out what the true meaning of Christmas is to Christians and compare this with</p>	<p><i>Could Jesus heal people? Were these miracles or is there some other explanation?</i></p> <p>Jesus' Miracles Christianity</p> <p>AT1 A Beliefs, teachings and sources</p> <p>AT2 E Meaning, purpose and truth</p> <p>Learning Objective We are learning to retell Bible stories when miracles have happened and question whether Jesus really did perform miracles.</p>	<p><i>In what ways does the Bible teach us about forgiveness in the Easter story?</i></p> <p>Easter – Forgiveness Christianity</p> <p>AT1 C Forms of expressing meaning</p> <p>AT2 E Meaning, purpose and truth</p> <p>Learning Objective We are learning to recall key events in the Easter story and understand why Jesus' crucifixion</p>	<p><i>How can Brahman be everywhere and in everything?</i></p> <p>Hindu Beliefs Hinduism</p> <p>AT1 A Beliefs, teachings and sources</p> <p>AT2 E Meaning, purpose and truth</p> <p>Learning Objective We are learning to understand the Hindu belief that there is one God with many different aspects.</p>	<p><i>What significance does the River Ganges hold for Hindus?</i></p> <p>Pilgrimage to the River Ganges Hinduism</p> <p>AT1 C Forms of expressing meaning</p> <p>AT2 F Values and commitments</p> <p>Learning Objective We are learning to understand the significance of the River Ganges both for a Hindu and non-Hindu.</p>

	celebrations bring a sense of belonging to Hindus.	what Christmas means to us.		symbolises hope for Christians.		
Year 4	<p><i>What do Muslims believe about God and where did Islam start?</i></p> <p>Islam Beliefs and practices</p> <p>AT1 A Beliefs, teachings and sources AT2 D Identity, diversity and belonging</p> <p>Learning Objective We are learning about the special relationship Muslims have with Allah and learning where the religion originated from.</p>	<p><i>Why is the symbolism in the Nativity story so important for Christians today?</i></p> <p>Christianity Christmas Incarnation</p> <p>AT1 C Forms of expressing meaning AT2 E Meaning, purpose and truth</p> <p>Learning Objective We are learning to understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.</p>	<p><i>What is the Quran and why do Muslims learn it by heart?</i></p> <p>Islam</p> <p>AT1 B Practices and ways of life AT2 E Meaning, purpose and truth</p> <p>Learning Objective We are learning to understand why the Quran is so significant within the Islamic faith.</p>	<p><i>How does the Bible help Christians to demonstrate forgiveness?</i></p> <p>Christianity Easter Salvation</p> <p>AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth</p> <p>Learning Objective We are learning to understand how Jesus' life, death and resurrection teaches Christians about forgiveness.</p>	<p><i>What are the practices that bring Muslims closer to God?</i></p> <p>Islam Beliefs and practices</p> <p>AT1B Practices and ways of life AT1 C Forms of expressing meaning AT2 F Values and commitment</p> <p>Learning Objective We are learning to understand the different ways that Muslims show their commitment to Allah.</p>	<p><i>Why is it not necessary for people to always go to church to show that they are Christian?</i></p> <p>Judaism Prayer and worship Gospel</p> <p>AT1 B Practices and ways of life AT2 D Identity, diversity and belonging</p> <p>Learning Objective We are learning to understand how important going to church is to show someone is a Christian.</p>
Year 5	<p><i>How far would a Sikh go for his/her religion?</i></p> <p>Sikhism Belief into action</p> <p>AT1 B Practices and ways of life AT1 C</p>	<p><i>What does the Christmas story teach Christians, and does it have to be true?</i></p> <p>Christianity Christmas Incarnation</p> <p>AT1A</p>	<p><i>Why are Sikh stories important today?</i></p> <p>Sikhism Beliefs and moral values</p> <p>AT1A Beliefs, teachings and sources</p>	<p><i>How is it significant for Christians to believe God intended Jesus to die?</i></p> <p>Christianity Easter Salvation</p> <p>AT1A</p>	<p><i>In what ways does a Sikh show commitment to God?</i></p> <p>Sikhism Prayer and worship</p> <p>AT1B Practices and ways of life AT2 F</p>	<p><i>What are the ways in which a Christian shows commitment to God?</i></p> <p>Christianity Beliefs and practices Gospel</p> <p>AT1B</p>



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	<p>Forms of expressing meaning AT2 F Values and commitments</p> <p>Learning Objective We are learning to compare the different ways Sikhs put their religion into practice.</p>	<p>Beliefs, teachings and sources AT2 E Meaning, purpose and truth</p> <p>Learning Objective We are learning to evaluate different accounts of the Christmas story and understand that stories can be true in different ways.</p>	<p>AT1C Forms of expressing meaning AT2 F Values and commitments</p> <p>Learning Objective We are learning to understand the relevance of Sikh stories today.</p>	<p>Beliefs, teachings and sources AT2 E Meaning, purpose and truth</p> <p>Learning Objective We are learning to question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p>	<p>Values and commitments</p> <p>Learning Objective We are learning to understand how Sikhs show their commitment to God and to evaluate if there is a best way.</p>	<p>Practices and ways of life AT2 F Values and commitments</p> <p>Learning Objective We are learning to understand how Christians show their commitment to God and to evaluate if there is a best way.</p>
Year 6	<p><i>In what ways does a Muslim to show commitment to God?</i></p> <p>Islam Beliefs and practices</p> <p>AT1 B Practices and ways of life AT2 F Values and commitments</p> <p>Learning Objective We are learning to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.</p>	<p><i>Why is it significant that Mary was Jesus' mother?</i></p> <p>Christianity Christmas Incarnation</p> <p>AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth</p> <p>Learning Objective We are learning to analyse the Christian belief in the Virgin Birth and to assess the significance of this to Christians.</p> <p style="text-align: center;">OR</p>	<p><i>Is anything ever eternal?</i></p> <p>Christianity Belief and meaning Salvation</p> <p>AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth</p> <p>Learning Objective We are learning to evaluate different beliefs about eternity and to understand the Christian perspective on this.</p>	<p><i>How strong is Christianity 2,000 years after Jesus was on Earth?</i></p> <p>Christianity Easter Salvation Gospel</p> <p>AT1 B Practices and ways of life AT2 D Identity, diversity and belonging AT2 F Values and commitments</p> <p>Learning Objective We are learning to examine the influences Christianity still has in the world and evaluate whether it is still a strong religion.</p>	<p><i>How does belief in Akhirah (life after death) help Muslims lead good lives?</i></p> <p>Islam Beliefs and moral values</p> <p>AT1 A Beliefs, teachings and sources AT2 D Identity, diversity and belonging.</p> <p>Learning Objective We are learning to identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this.</p>	<p><i>How does belief in Akhirah (life after death) help Muslims lead good lives?</i></p> <p>Islam Beliefs and moral values</p> <p>AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth</p> <p>Learning Objective We are learning to challenge stereotyping through understanding different Muslim interpretations of Jihad and how this links to getting to Heaven.</p>



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		<p><i>How Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</i></p> <p>Christianity Christmas Incarnation</p> <p>AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth</p> <p>Learning Objective We are learning to evaluate different Christmas traditions and celebrations in the light of their reference and relevance to Christian beliefs in Jesus.</p>				
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