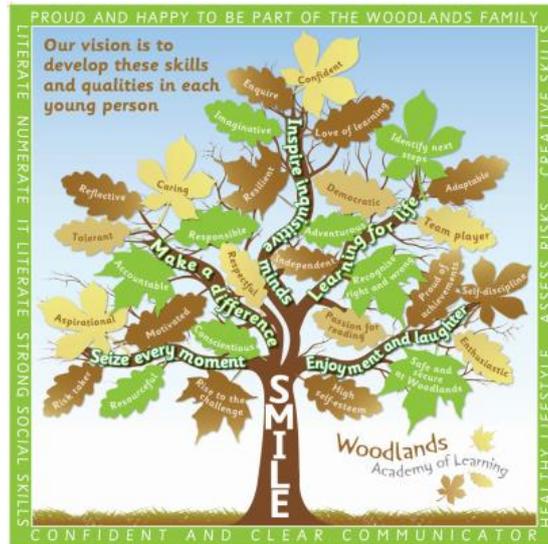




Religious Education
In Action
at Woodlands Academy
Created by E Gill



What is Religious Education?

“Religion without science is blind, Science without religion is lame,”

Albert Einstein 1940.

“The world is my country and all mankind is my brethren, and to do good is my region”

Thomas Paine 1827

“Education children about religion NOT education children to be religious”

St Barns church 2016

“In order for all pupils to have equal access to high quality education in Religion and Worldviews, the subject must be given adequate time and resources commensurate with the place of Religion and Worldviews as a core component of the curriculum.”

-Commission on Religious Education

THE LEGAL POSITION OF RELIGIOUS EDUCATION

- The curriculum for Religious Education at Woodlands Academy meets the requirements of the 1996 Education Act and the School Standards and Framework Act (1998) which states that: Religious Education must be provided for all registered pupils in full time education. The law relating to Religious Education for pupils who are not yet in key stage 1 is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to all registered pupils at the school, it includes those pupils in reception classes, but not those in nursery classes or playgroups. It is possible for parents/carers to withdraw their child from Religious Education lessons, although this should only be done once the parents have given written notice to the Head Teacher;
- Teachers have the right to withdraw from teaching Religious Education unless they have been specifically employed to teach or lead it. If he/she does wish to withdraw, they must give notice of their intentions to the Head Teacher and Academy governors;
- The school must provide an annual report for parents/carers on the achievement of each pupil;
- Section 78 (1) of the 2002 Education Act states that all state-funded schools must offer pupils:
 - A balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and...
 - Prepares pupils for the opportunities, responsibilities and experiences of later life'
 - Religious Education at Woodlands Academy is planned and taught in accordance with the Walsall Agreed Syllabus, which reflects the fact that religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain;
- Woodlands Academy will take note of further developments from Standing Advisory Council for Religious Education (SACRE) as they arise. This SACRE is based upon the new syllabus from Walsall Council 2021 scheme.

The Aim of RE within Walsall: (taken from the Walsall RE syllabus June 2021)

The curriculum for religious education aims to ensure that all pupils:

The Aim of RE in Walsall

The curriculum for religious education aims to ensure that all pupils:

<p>A. Know about and understand a range of religions and worldviews, so that they can:</p> <ul style="list-style-type: none">■ Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities;■ Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom¹ found in religions and worldviews;■ Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
<p>B. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:</p> <ul style="list-style-type: none">■ Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;■ Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.■ Appreciate and appraise varied dimensions of religion².
<p>C. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:</p> <ul style="list-style-type: none">■ Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;■ Enquire into what enables different communities to live together respectfully for the wellbeing of all;■ Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.

Intent:

At Woodlands Academy of learning, we believe that high quality Religious Education lessons encourage children to release their creativity and imagination. Children are urged to consider their own needs whilst appreciating the needs, opinions and values of others. Religious Education should inspire young minds, satisfy their inquisitive nature and give factual information on other people's beliefs and faiths. It is important that the children of Woodlands Academy are equipped to meet the challenges of life today and contribute towards a cohesive local community, in which they can live and work together harmoniously. Religious Education (RE) is an important part of our curriculum and is taught relevant to the child's stage of development and experience. "Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance." (DfE 2014)

Religious Education at Woodlands Academy develops a balanced view of the multi-cultural society in which we live without compromising the faith, non-faith or cultural background of any pupil. The teaching of RE is approached sympathetically to all religious beliefs and teachers must remain mindful of the PREVENT policy and the 'Fundamental British Values' throughout their planned approach to teaching RE

Through our curriculum, Religious education often complements other subjects including Jigsaw, PSHE, English, Art and many more.

Our aim is for children to:

- Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.

- To engage pupils in enquiring into and exploring questions arising from the study of religion and belief, so as to promote their personal, spiritual, moral, social and cultural development however different from their own. This is also encourage self-awareness and respect for all.
- To provide learners with knowledge and understanding of Christianity and other principal religious traditions and beliefs represented in Great Britain.
- Identifying and beginning to describe the similarities and differences within and between religions.
- Using specialist vocabulary in communicating their knowledge and understanding.
- Using and interpreting information about religions from a range of sources.
- That children develop a sense of awe and wonder about the world around them;
- To help pupils understand some of the impact of religion throughout the world, its influences on the lives of individuals and communities and its effect on the cultural diversity of their own and other societies both presently and in the past;
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Religious Education at Woodlands Academy develops a balanced view of the multi-cultural society in which we live without compromising the faith, non-faith or cultural background of any pupil. The teaching of RE is approached sympathetically to all religious beliefs and teachers must remain mindful of the PREVENT policy and the 'Fundamental British Values' throughout their planned approach to teaching RE.

Implementation:

We intend to implement our teaching and learning in RE on the key principle that quality first teaching allows pupils both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables pupils to extend their own sense of values and promotes their spiritual growth and development. We encourage pupils to think about their own views and values in relation to the themes and topics studied in the RE curriculum offering the opportunity for personal reflection, discussion of values and opinion and spiritual development. The RE curriculum at Woodlands Academy makes a positive contribution to pupils' learning.

Teachers of RE at Woodlands Academy provide:

- A variety of teaching methods, such as discussion, writing, role play/drama, stories, reflective art and music;
- Stimulating and challenging experiences that enable pupils to gain enjoyment from their studies;
- Tasks which are open-ended and can have a variety of responses;
- Resources of different complexity, adapted to suit the abilities of the pupils;
- A suitable balance between expecting pupils to express their own ideas through speaking and listening, role play and to record what they have learned through writing, illustrations and diagrams;
- Pupils with as much first-hand experience of the principal religions as possible through artefacts, authentic resources, parental involvement, visitors and visits to places of worship; Visitors to school and external visits such as the Local Sikh Gurdwara should be encouraged to give children the opportunity to listen to and ask questions about another person's experiences of living/celebrating through different faiths;

CURRICULUM PROVISION

- **Reception, Key Stage 1 and Key Stage 2-** RE is now taught weekly in every year group for 45-minute lessons. Much of the curriculum contents is covered within schools assemblies, votes for school class assemblies, performances; expand your mind lessons and jigsaw.
- **Foundation Stage (Reception)** teachers should be looking for an expanding awareness of aspects of life relevant to RE e.g. special events, special people, special places, special times and special objects in their own and other people's lives, developing knowledge and understanding of the world. They will also think about a variety of questions to expand their own knowledge and opinions.
- **Key Stage 1** pupils are introduced to the wider concept of religion and to the richness and diversity of world faiths. They are taught aspects of five major world faiths these include Christianity, Judaism, Sikhism, Hinduism and Islam. Children will be exposed to a variety of questions and will develop skills in debate and discussion in order to begin to form their own beliefs and respect the beliefs of others.
Key Stage 2- the curriculum enables pupils to extend their knowledge and understanding of religions and worldviews, recognising their local, national and global context. They are encouraged to be curious and to ask increasing challenging questions about religion, belief, values and human life. They will learn to express their own ideas in response to the material they engage with.

CONTRIBUTION TO OTHER AREAS OF THE CURRICULUM:

- **English** – RE contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, drama, speaking and listening;
- **Spiritual, moral, social and cultural development** – RE makes a particularly strong contribution to pupils' spiritual development. Study also offers opportunities for pupils to explore their own feelings and beliefs, to study the beliefs and values of others, to empathise with others, to ask puzzling questions. Children develop characteristics such as respectfulness, tolerance and a willingness to play a positive part in their community and society as well as examining what it means to be growing up in Britain and exploring British values. We enhance the children's social development by helping them to build a sense of identity in a multi-cultural society and by using out new Votes for school initiative.
- **PSHE (Jigsaw)** – RE explores self-awareness, inner feelings and emotions, as well as personal relationships. We promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our society. We teach the children about the values and moral beliefs that underpin individual choices of behaviour. New Jigsaw PSHE framework
- **Art and music** – RE will present the opportunity for pupils to express their learning through a creative approach. Children can explore traditions through the diverse range of music from different cultures, as well as children having the opportunity to reflect and express themselves through music and the use of musical instruments.

Oracy-

- Children will be given the opportunity to think for themselves for at least one minute (wait time) and then discuss with a talk partner before sharing their response with the class for any question that is pose within the RE lessons.
- Children will be asked to feed ideas back to the class in a variety of ways in every lesson e.g. hands-up, whiteboard, thumbs-up.
- Teachers will use partner or group talk as an opportunity to circulate the room and make a note of any misunderstandings revealed. They will then use the responses as anonymous examples later, also asking the children for suggestions to encourage the ease of talk.
- Teachers will plan for some ‘open’ questions in every lesson.
- Teachers will plan for some ‘why’ questions in every lesson and ask the children to explain their ideas to the class.
- Teachers will introduce children to the vocabulary they will require for the objective at the beginning of every lesson.
- Knowledge organisers will be provided to support vocabulary acquisition (both current and new vocabulary that may be encountered).

SEND- provisions for SEND

The progression of skills is fluid between year groups with learners using this as a platform to delve deeper. Each lesson plans for progression and depth of understanding. Awe and wonder are encouraged within the lesson.

We teach RE to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Inclusive practice should enable all children to achieve their best possible standard regardless of their ability and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

SEND children may possibly not need the same level of support with RE as with their academic work. Children with SEND may not be considered SEND in RE. All pupils should be able to feel able to participate, contribute and achieve.

Subject: RE (religious education)			
Universal strategies and approaches (Band 0)			
<u>Cognition and Learning</u>	<u>Communication and interaction</u>	<u>Social, emotional mental health</u>	<u>Sensory and Physical</u>
<ul style="list-style-type: none">- Visuals to support vocabulary- Videos of religious beliefs and faiths- Writing frames	<ul style="list-style-type: none">- Music, art.- Debates- Working wall- Subject specific vocabulary shared every lesson, in books	<ul style="list-style-type: none">- All challenges shared with children before they complete them – expectations clear – children know what is coming.	<ul style="list-style-type: none">- Wobble cushion- Writing slant- Educational visits (hands-on approach)- Looking at artefacts- Environmental lighting

<ul style="list-style-type: none"> - Songs to learn related to the time period - Teacher modelling - Revisiting previous learning - Religious vocabulary. - Use of images and photos - Note taking (KS2) - Posters - Subject specific vocabulary shared every lesson, in books and on working wall. - BAD approach - Questioning - Knowledge organisers - Reading throughout the curriculum (non-fiction) - Revision of previous learning daily – sling-shot approach. - Quality first teaching - Working wall 	<ul style="list-style-type: none"> and on working wall Partner work/discussion (including TTYP) - Group work/discussion - Presenting information to the class. - Drama (hot seating, role play). - . 	<ul style="list-style-type: none"> - Celebrate achievements. - Star of the week certificate can be given for a RE-based task/achievement. - Partner work - Group work - Group leader (leadership skills) - Pupil voice (RAG rating) - Rehearse new skill using a whiteboard. - Our Learning Journey page - show children the full learning journey/the bigger picture – know what is coming 	<ul style="list-style-type: none"> - Visitors coming into school. - Visual timelines of progression through various religions. - Re-enacting events from particular religious stories.
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Reasonable Adjustments (LA and Environmental SEND) (Band 1)

Please also see the actions listed in the sections above.

Cognition and Learning	Communication and interaction	Social, emotional mental health	Sensory and Physical
<ul style="list-style-type: none"> -Word mats to help children to structure their answers. - Different ways to represent their work. -Writing frames. - Use of paragraph headers. -Visual cues -Task lists -Overlearning 	<ul style="list-style-type: none"> - Provide discussion and conversation starters. - Sentence stems for writing - Pre-teaching key vocabulary - Word mats to help children to structure their answers. 	<ul style="list-style-type: none"> - Support from TA/LSA - Small group targeted support - Peer support - Task lists - Task slicing 	<ul style="list-style-type: none"> - Visual cues

SEND School Based Support (Band 2-3)

Please also see the actions listed in the sections above.

<u>Cognition and Learning</u>	<u>Communication and interaction</u>	<u>Social, emotional mental health</u>	<u>Sensory and Physical</u>
<ul style="list-style-type: none"> - Individual approaches and strategies recommended by external support services - Peer mentoring/buddy - Now and next boards - Opportunities for 1:1 and small group work 	<ul style="list-style-type: none"> -Targeted support for subject specific vocabulary 	<ul style="list-style-type: none"> - Choice boards 	<ul style="list-style-type: none"> - Fidget toys. - Wobbly cushion - Fine and gross motor skills exercises daily. - Talking tin/recordable postcard - Makaton

<ul style="list-style-type: none"> -Allow time for discussion with scribing as appropriate. -Pre-and post-teaching to support access to lessons -Targeted support for subject specific vocabulary - Individual timeline/task lists - Scribe - 			<ul style="list-style-type: none"> - Pencil puppets for children with poor pencil control/grip in Reception. - Timetabled sensory provision in sensory room for children. - Multi-sensory approaches - Distraction reduced work area - Multi-sensory dyslexia friendly strategies - Scribing - Different colour paper. - Colour overlays and large font - Colour of the text used on teaching slides - Background colour for teaching slides - Squared paper for children struggling with spacing and letter sizing
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SEND EHCP (Band 4)

Please also see the actions listed in the sections above

<u>Cognition and Learning</u>	<u>Communication and interaction</u>	<u>Social, emotional mental health</u>	<u>Sensory and Physical</u>
<ul style="list-style-type: none"> - Scribing - Task slicing - One-to-one support - Now and next boards - Objects of Reference - Choice boards 	<ul style="list-style-type: none"> - Verbal reminders - Timers - Makaton language symbols in Reception 	<ul style="list-style-type: none"> - Identified key adult for one-to-one support. 	<ul style="list-style-type: none"> - Scribing - iPad provision - Voice typing on laptop - IDL programme - Environment lighting - Writing slopes - Pen/pencil grips - Wobble cushion - Daily sensory provision - Makaton

Provision for Higher Attainers

Higher attainers are challenged and stretched using the BAD approach to learning. Deep challenges are planned for using Blooms Taxonomy that enable teachers to pitch the learning at the appropriate level. Based on the Bloom's Taxonomy model, deep learning challenges require children to evaluate and create. If they regularly complete these challenges with careful consideration and it demonstrates their deep understanding, they are classed as a higher attainers or greater depth.

Key Concepts:

The program of study enables pupils to increase and deepen their knowledge and understanding of key concepts in RE. These concepts relate to the religions and worldviews studied. The areas of enquiry or key concepts in RE are:

Whole school concepts:

- Beliefs through story.
- Celebrations
- Symbols
- Feeling of belonging and community
- Comparing my own world to that of others- own values and beliefs.

Core learning in skills and knowledge/ report statements.

Aspect:	Beliefs and teachings
Nursery	Can listen to religious stories.
Reception	Can listen to religious stories and enjoys religious stories.
Y1	Knows how to recount the outlines of some religious stories
Y2	Can retell religious stories and identify some religious beliefs and teachings
Y3	Can describe some religious beliefs and teachings of religions studied.
Y4	Can describe the key beliefs and teachings of the religions studied, connecting them with other features of the religions making some comparisons between religions.
Y5	Knows how to explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities. Knows how these religious choices can be portrayed in terms of commitment.
Y6	Makes comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary from it.

Aspect:	Enquiry, investigate and interpreting
Nursery	Can show interest in the world and begins to think of questions to ask
Reception	Can show an interest in the world around them. Knows to ask questions about it.
Y1	Knows how to identify what they find interesting and puzzling in life. Can recognise symbols and other forms of religious symbols.
Y2	Can recognise that some questions about life are difficult to answer. Knows how to ask questions about their own and others' feelings and experiences. Can identify possible meanings for symbols..
Y3	Can research and connect features of religions. Begins to ask significant questions about religions and beliefs. Knows how to describe and suggest meanings for symbols.
Y4	Can collect and organise ideas about religion and belief. Knows how to suggest answers to some questions raised by religions. Begins to suggest meanings for a range of forms of religions using appropriate vocabulary.
Y5	Knows how to suggest lines of research to address questions raised by the study of religions and beliefs. Can suggest answers to questions raised by the study of religions and beliefs, using reliable sources. Can recognise and explain diversity within religious expression.
Y6	Knows how to identify the influences on, and separate between, different viewpoints within religions. Can explain religions and beliefs from different perspectives. Begins to understand the impact of different forms of religious and spiritual expression.

Aspect:	Thinking about religions and beliefs
Nursery	Can listen to stories of different content.

Reception	Can listen to religious, spiritual and moral /parables and other forms of religious expression.
Y1	Can recall features of religious stories.. Begins to recognise and name features of religions and beliefs
Y2	Can retell religious and moral stories. Can identify how religion and belief is expressed in different ways. Knows how to identify similarities and differences in features of religions and beliefs.
Y3	Begins to make links between beliefs, stories and practices. Can identify the impacts of beliefs and practices on people's lives. Can identify similarities and differences between religions and beliefs.
Y4	Can comment on connections between questions and beliefs. Can discuss the impact of beliefs and practices on individuals, and groups. Knows how to describe similarities and differences within and between religions and beliefs.
Y5	Can explain connections between questions, beliefs, values and practices in different belief systems. Knows how to recognise and explain the impact on individuals and communities. Can explain how and why differences in belief are expressed.
Y6	Knows how to use religious and philosophical terminology and concepts to explain religions, beliefs and value systems. Can explain some of the challenges offered by the variety of religions and beliefs in our world today. Can explain the reasons for, and effects of, diversity between religions, beliefs and cultures.

Aspect:	Values and commitment
Nursery	Can show care and concern for others.
Reception	Begins to identify what is of value and concern to themselves.
Y1	Can identify what is of value and concern to themselves, in religious material shared together.
Y2	Knows how to respond sensitively to the values and concerns of others, including those with a faith, in terms of matters of right and wrong
Y3	Can make links between values and commitments, including religious ones and their own behaviours.
Y4	Can ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.
Y5	Knows how to make responses to people's values and commitments (including religious ones) in the light of their learning.
Y6	Makes informed responses to people's values and commitments (including religious ones) in the light of their learning.

PLANNING

All master planning files are kept within school on planning drive. Each planning file contains LTP, MTP, Knowledge organisers and applicable resources.

- **Long-term plans** map out the year themes and the topics studied in each term in every year group. These are produced by the RE leader in accordance with the New Walsall Agreed Syllabus (launched 2021);
- **Medium-term plans (learning journeys)** give details of learning intentions that should be covered in each unit of work for each term and provide guidance on focus area of learning within each learning intention.

- **Short-term plans** – teachers create a series of weekly lessons using the learning journeys and Knowledge organisers to ensure clear progression, curriculum coverage and cyclical learning.

RECORDING

- Pupils record some RE learning tasks in their RE books;
- Nursery, reception and year 1 are to keep floor book.
- Photographic evidence which is used when role play, art activities and any other non-writing activities are undertaken, this is recorded in the RE evidence book for that year group.

Curriculum Map Overview (LTP)- Each year group has a weekly 45 minutes lesson. Nursery focused on immersion days. (UL-what unit links to previous years teaching)

	Autumn	Spring	Summer				
Nursery	Religious Education is taught through celebration focused days (Christmas, Diwali etc)						
Reception	Special people: which people are special and why?	Special times: What times are special and why? Part 1 Diwali and Christmas focus.	Special World: What is special about our world and why?	Special times: what time are special and why? (part 2 - Easter, Vaisakhi and Eid)	Special places: what places are special and why?	Being Special: Where do we belong	EYFS stories- begin to understand Some simple religious stories and where they come from i.e. Noah's Ark).
Y1	Y1A: How do people celebrate? Baby, Wedding, Birthday. Children will research and explore how weddings and birthdays are celebrated within the Sikh, Islamic, Hindu and Christian faith. The leading onto Christmas. (UL- Special times: Which times are special & why)	Y1B: How do we say thank you for the Earth? Cycles of the year: creation, harvest, giving thanks. Being thankful for our world and things in it. Leading onto the story of Adam and Eve. (UL- FS-what is special about our world & why)	Y1D: Beginning to learn from Sikhism Beginning to explore the Sikh faith and its core beliefs. This unit will look at where the Sikh faith originated from and how it began. It will look a Sikh place of worship, the Guru's teachings they follow and the main festivals they celebrate. (UL-FS: special people)	Y1C: Stories and prayers about Jesus Children will recap some of the previous stories from the Bible, They will explore the Lord's Prayer and it's meanings to Christians. (UL- FS: Special people & Special stories)			
Y2	Y2A: A world of festivals: Who celebrates what and why? This unit will recap festivals and their meaning. It will also explore the Jewish celebration of Hanukah and Hindu celebration of Diwali. (UL- FS: special times part 1 and 2, special places, Y1A)	Y2B: What does Easter mean to Christians? Symbols of the story This story will explore the true meaning of Easter to Christians. (UL- 1C)	Y2C: Beginning to learn from Islam This Unit will begin to explore the meaning of Islamic faith and its true beliefs. It will look at the places of worship and its teaching. It will also explore the Islamic calendar. UL-FS: Special people: Which people are special, Y1A,Y2A)	Y2D: Questions that Puzzle Us This unit begins with exploring the word mystery and what it is. It will then explore the world around us and the questions about the world that puzzle us. Focusing on a Poem called I wonder by Joanie Kirby. (UL- Y2B)			

<p>Y3 (6 days in total)</p>	<p>Y3A: Holy Buildings and Sacred Space: Visiting places of worship. Children will look at a church, Hindu temple (Mandir), Sikh Gurdwara, Mosque, Buddhist temple and a synagogue. They will delve into each religious building and its contents. (UL-FS: Special places, Y1D, Y2B, Y2C)</p>	<p>Y3B: Why are holy books important? In this unit, children will research each holy book from the 6 main religions throughout the world. Then will then explore the story of Mary Jones and what the bible meant to her. (UL- FS, Y1C, Y2C, Y2B)</p>	<p>Y3C: Why do people make pilgrimages? In this unit, children will explore different religious places and who they are scared too i.e. Hajj is sacred to Muslims. They will also explore as to why these building hold so much meaning. Children will explore the meaning of what a pilgrimage is and what sacrifice to make that journey (UL-FS: Special places, Y2C, Y2B, Y3A)</p>	<p>Y3D: Jesus: why do some people think he is inspirational? Children will explore the life and stories of Jesus. They will explore different stories from within the bible focusing on why Jesus was followed the way he was. Units linked :Fs (UL- FS: Special people, Y1c, Y2B)</p>
<p>Y4</p>	<p>Y4A: What is it like to be a Hindu? This unit will explore in depth the life of a person following the Hindu faith. It will focus in the main beliefs of a Hindu and different religious stories that make an impact on a person who is Hindu. It will explore their religious book, place of worship celebrations, gods and goddesses. (UL-Y3A, Y3C)</p>	<p>Y4C: Christian and Hindu beliefs and questions on life's journey. This unit will compare the similarities and difference of 2 people who follow the Christian and Hindu faith. It will look at how a Christians and Hindu see their life progressing from birth to death (i.e. Christians believe in heaven and hell/Hindus believe in reincarnation) UL- 3A, Y4A)</p>	<p>Y4B: Muslim Ways of Living: Keeping 5 pillars. This unit will explain the main 5 pillars that scaffold the life of a person following the Islamic faith. It will focus in the main beliefs of a Muslim and different religious stories that make an impact on a person on that person. It will explore their religious book, place of worship celebrations and religious people. (UL- FS: Special places, Y2C, Y3A, Y3C)</p>	<p>Y4D: Finding reasons to care through religious stories – Christianity/Sikhism/ Judaism/Buddhism and Hinduism Islam,. This unit will focus on religious stories from the Bible that show care for people and others. These stories included the Good Samaritan, Zacchaeus, Daniel in the Lion Den, (UL-Y3A, Y4A)</p>
<p>Y5</p>	<p>Y5C: Respect for all: what will make Walsall a more respectful place? This unit will address the different cultures and religions within Walsall. It will compare the amounts against other parts of the country and can address some forms of racism within Walsall and the UK. Judaism- Hanukah (UL- Y3A & all religion specific units)</p>	<p>Y5D: Muslims and Christians – who is inspiring? This unit will address two main religious, inspiring people from the Islamic faith and the Christian faith. These are The Prophet Muhammed (PBUH) and Jesus Christ. It will focus on these two inspiring leaders and the impact they have made on lives today. (UL -Y3D, Y4B, Y4D, Y5A)</p>	<p>Y5A: Christian Aid and Islamic Relief: Can they change the world? This unit will explore the world of charities and what they are. They will look at the charities the children may have heard of within the UK and why people feel the need to donate. They will focus on Christen Aid and Islamic relief. They will compare the similarities and difference between the two PP possible (UL- Y3D, Y4B, Y4D)</p>	<p>Y5B: Commitments and meanings – Judaism, Sikhism, Christian This unit will focus on the main beliefs of the above 3 religions and what commitment people who follow these beliefs will show and how. (UL- Y3D, Y3A, Y4A, Y4B)</p>
<p>Y6</p>	<p>Y6A: Exploring Key Leaders – Sikhs and Hindus. This unit will begin by looking what the children believe to be key leader and the profile of what a person a key leader. It will then compare the two key leaders of the Sikh and Hindu faith.</p>	<p>Y6B: What matters most? Christians and Humanists This unit will address both a person with a religious background and a person who is a humanist. It will explore the difference between having faith within their life and having none.</p>	<p>Y6D: How do we express spiritual ideas through the arts? This unit will focus on how music and art can be used to represent spirituality and religious feeling. It will look at Christianity, Sikhism and Hinduism.</p>	<p>Y6C: What can we learn from religions about temptation? This unit enables pupils to engage thoughtfully with questions of good and evil, right and wrong through thinking about temptation. Pupils will become familiar with stories of temptation and ritual practice</p>

	<p>Guru Nanak Dev Ji is the founding Guru of the Sikh faith and Mahatma Gandhi a key leader of the Hindu faith. (UL-Y1D, Y4A, Y5C)</p>	<p>(UL- Y3D, Y4D, Y5B, Y5C)</p>	<p>(UL-Y3A & <i>all religion specific units</i>)</p>	<p>from Islam and Christianity, and will be enabled to think for themselves about questions to do with morals, choices and the impact of our behaviour on others. (UL- Y4B, Y4D, Y5A)</p>
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All year groups: Remembrance Day is observed during remembrance week, through assemblies and on the national day of remembrance within classes.

Learning journey- Teacher version

The learning journey contains the objectives which will be taught during the topic. The journeys work as a ladder with a short sequence of lessons, leading to one main objective which is shown in red font.

Year 1 Spring Term: How do we say thank you for the Earth?

	<u>Learning Intention</u>	<u>Learning Focus</u>
Lesson 1 (included snowflake quiz and mind map)	To identify ways of saying thank you.	Why and how do we say thank you to each other?
Lesson 2	To express our thanks for the water that our earth provides.	Look at pictures of our wonderful earth. What does the earth provide for us? Water – Rivers – How does it get to us? Basic knowledge of water is cleaned and pumped to our houses. Thanks to the earth for providing us with this (rain) but also to people who make the water clean and get it to us.
Lesson 3	To express our thanks for the food that our wonderful earth provides for us, ie: farming/food.	Plants – trees, food, Farming, Where does our food come from?
Lesson 4	To explore how the Christian and Sikh religions give thanks to the earth (Vaisakhi, Harvest).	What is Vaisakhi? What is Harvest? How do the Sikh and Christian faiths celebrate these two occasions? Sikh – processions, prayers, giving of food to people (Harvest time in India). Christian- Harvest
Lesson 5	To explore Christian beliefs on how the earth was created.	7 days of creation Creation wheel Day 1: Night and Day Day 2 : Earth and Sky Day 3: Sea and land, Plants, trees grow in the ground Day 4: Sun, moon and stars Day 5: Birds and Sea creatures Day 6: Animals and humans Day 7: God rested
Lesson 6	To talk about the story of Adam and Eve.	Creation story sequencing
Lesson 7	To demonstrate our knowledge on how Christians believe the earth was created.	Creative mobile showing their knowledge of Christian creation beliefs and reasons why we are thankful for the earth.
Lesson 8	To talk about current issues within our media today (environment).	VFS? BBC Newsround Children's immediate environment ie; home recycling, saving water, saving electricity – turn lights/TV off when out of room.
Lesson 9	To explore questions about how and why we care about our earth.	Why should we look after our earth? No trees – take animals homes. Recycling to avoid plastics in the ocean and save energy.

Lesson 10	To express opinions about right and wrong ways to care for the Earth.	What things do we see in our community/school that are not being kind to the earth? Litter around school and community – what can they do?
Lesson 11	To express our opinions about how we care for our earth and give thanks.	Create an individual gratitude tree. Recap all things that we have been thankful for ie: rivers, water, food, harvest, Christian creation, family etc.

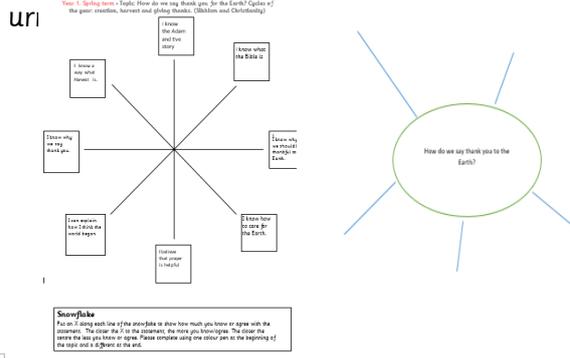
Children’s learning journey-At the beginning of each unit, children will RAG-rate themselves against each objective – colouring the objective red if they are not confident, amber if they have some understanding and green if they are confident. At the end of each lesson, the children will then reflect on their learning and complete the RAG-rate again to demonstrate the progress in their understanding and allow teachers to put into place any steps necessary to ensure children feel confident in their learning.

	<u>Learning Intention</u>	Rag rate
Lesson 1 (included snowflake quiz and mind map)	To identify ways of saying thank you.	
Lesson 2	To express our thanks for the water that our earth provides.	
Lesson 3	To express our thanks for the food that our wonderful earth provides for us, ie: farming/food.	
Lesson 4	To explore how the Christian and Sikh religions give thanks to the earth (Vaisakhi, Harvest).	
Lesson 5	To explore Christian beliefs on how the earth was created.	
Lesson 6	To talk about the story of Adam and Eve.	
Lesson 7	To demonstrate our knowledge on how Christians believe the earth was created.	
Lesson 8	To talk about current issues within our media today (environment).	
Lesson 9	To explore questions about how and why we care about our earth.	
Lesson 10	To express opinions about right and wrong ways to care for the Earth.	
Lesson 11	To express our opinions about how we care for our earth and give thanks.	

Each new topic will consist of the following glued into each RE book to signal the beginning of a new topic:

- Knowledge organiser-Showing the topic and what it consists of.
- Snowflake-to show the children understanding at the beginning and end of the topic
- Mind map- began at the beginning and added to each lesson)
- Learning Journey- what path the unit will take.

#National_Reading_&Learning	
<p>Topic: How do we say thank you for the Earth? Cycles of the year: seasons, harvest and giving thanks (Diwali and Christmas)</p> <p>Year 1: How do we say thank you for the Earth? Cycles of the year: seasons, harvest and giving thanks (Diwali and Christmas)</p>	<p>Theme: Beliefs, worship, stories and traditions (Diwali and Christmas)</p>
<p>What should I already know?</p> <p>From EYF5, I will know:</p> <ul style="list-style-type: none"> Special people Special times (Diwali, Yule, Christmas, Easter and Eid) Special places Special stories Simple religious stories (e.g. Noah's Ark) How people celebrate weddings, birthdays, New Year and Christmas (part 1) 	<p>What do I know about the world?</p> <p>PE: When it rains about our world.</p> 
<p>What will pupils be able to do:</p> <p>From EYF5, I will know:</p> <ul style="list-style-type: none"> I can name religious or spiritual celebrations such as Eid, Diwali and Easter. I can recognise a simple outline of a Christian nativity scene. I can talk about big questions. I can talk about an idea in how to look after the world. 	<p>Year 1: Spring term - Topic: How do we say thank you for the Earth? Cycles of the year: seasons, harvest and giving thanks (Diwali and Christmas)</p> <p>Year 1: Spring term - Topic: How do we say thank you for the Earth? Cycles of the year: seasons, harvest and giving thanks (Diwali and Christmas)</p>
<p>What will pupils be able to do:</p> <p>From EYF5, I will know:</p> <ul style="list-style-type: none"> I can explain a range of religious stories in my world. I can read the Christian nativity story in words, drama or pictures. I can describe how the Diwali and Christmas religious observance the celebration of harvest. I can talk about how to care for the world. 	<p>Year 1: Spring term - Topic: How do we say thank you for the Earth? Cycles of the year: seasons, harvest and giving thanks (Diwali and Christmas)</p> <p>Year 1: Spring term - Topic: How do we say thank you for the Earth? Cycles of the year: seasons, harvest and giving thanks (Diwali and Christmas)</p>
<p>What will pupils be able to do:</p> <p>From EYF5, I will know:</p> <ul style="list-style-type: none"> I can talk or describe when a Christian celebrates about the beginning of the earth. I can ask some big questions of my own about the world and how to look after it. I can make a link between our behaviour and how the world is cared for or spoiled. I can talk about how to look after our earth, using discussion and big questions. 	<p>Year 1: Spring term - Topic: How do we say thank you for the Earth? Cycles of the year: seasons, harvest and giving thanks (Diwali and Christmas)</p> <p>Year 1: Spring term - Topic: How do we say thank you for the Earth? Cycles of the year: seasons, harvest and giving thanks (Diwali and Christmas)</p>



Learning Journey	Start of the lesson	End of the lesson
Lesson 1 (Introduction)	To identify a range of religious practices.	
Lesson 2	To explore the stories for the week's focus and how they are told.	
Lesson 3	To explore the stories for the week's focus and how they are told.	
Lesson 4	To explore the stories for the week's focus and how they are told.	
Lesson 5	To explore the stories for the week's focus and how they are told.	
Lesson 6	To explore the stories for the week's focus and how they are told.	
Lesson 7	To explore the stories for the week's focus and how they are told.	
Lesson 8	To explore the stories for the week's focus and how they are told.	
Lesson 9	To explore the stories for the week's focus and how they are told.	
Lesson 10	To explore the stories for the week's focus and how they are told.	
Lesson 11	To explore the stories for the week's focus and how they are told.	

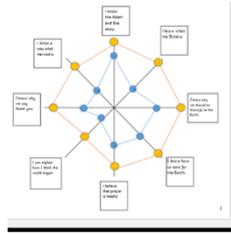
Knowledge organiser Snowflake Mind map Learning Journey

Snowflake-

The snowflakes are a understanding based assessment tool to show the children understanding of that particular unit. It will be completed at the beginning and again at the end of each unit.

Snowflake....

Each snowflake is a quiz completed in 1 colour at then beginning and a different one at the end. The closer the middle, the less they know. The closer to the statement, the more. Reception to complete as a class from summer 1. Nursery 'faith' days.



This curriculum will act as an interim curriculum, in order to teach the key objectives from the year group curriculum throughout the weeks of the academic year.

Year Group	Objectives that must be taught, learned and embedded, to be ready for the next academic year
Nursery	<ul style="list-style-type: none"> Can listen to religious stories. <i>Beliefs and teachings</i> Can show interest in the world and begins to think of questions to ask. <i>Enquiry, investigate and interpreting</i> Can listen to stories of different content. <i>Thinking about religions and beliefs</i> Can show care and concern for others. <i>Values and commitment</i>
To cover	<ol style="list-style-type: none"> Begin to understand simple religious stories i.e. Noah's Ark. EYF5: Finding out about Special Places.

Year Group	Objectives that must be taught, learned and embedded, to be ready for the next academic year
Reception	<ul style="list-style-type: none"> Can listen to religious stories and enjoys religious stories. <i>Beliefs and teachings</i> Can show an interest in the world around them. Knows to ask questions about it. <i>Enquiry, investigate and interpreting</i> Can listen to religious, spiritual and moral /parables and other forms of religious expression. <i>Thinking about religions and beliefs</i> Begins to identify what is of value and concern to themselves. <i>Values and commitment</i>
To cover in this order:	<ol style="list-style-type: none"> Which people are special and why? Special times: What times are special and why? Part 1 Diwali and Christmas focus. Special Word: What is special about our world and why?

	<p>4. Special times: what time are special and why? (part 2 -Easter, Vaisakhi and Eid)</p> <p>5. Special places: what places are special and why?</p> <p>6. Being Special: Where do we belong EYFS stories- begin to understand</p> <p>7. Some simple religious stories and where they come from i.e. Noah's Ark).</p>
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Year Group	Objectives that must be taught, learned and embedded, to be ready for the next academic year
Year 1	<ul style="list-style-type: none"> Knows how to recount the outlines of some religious stories. <i>Beliefs and teachings</i> Knows how to identify what they find interesting and puzzling in life. Can recognise symbols and other forms of religious symbols. <i>Enquiry, investigate and interpreting</i> Can recall features of religious stories. Begins to recognise and name features of religions and beliefs. <i>Thinking about religions and beliefs</i> Can identify what is of value and concern to themselves, in religious material shared together. <i>Values and commitment</i>
To cover in this order:	<p>Y1A: How do people celebrate? Baby, Wedding, Birthday.</p> <p>Y1B: How do we say thank you for the Earth? Cycles of the year: creation, harvest, giving thanks</p> <p>Y1C: Stories and prayers about Jesus</p> <p>Y1D: Beginning to learn from Sikhism</p>

Year Group	Objectives that must be taught, learned and embedded, to be ready for the next academic year
Year 2	<ul style="list-style-type: none"> Can retell religious stories and identify some religious beliefs and teachings. <i>Beliefs and teachings</i> Can recognise that some questions about life are difficult to answer. Knows how to ask questions about their own and others' feelings and experiences. Can identify possible meanings for symbols. <i>Enquiry, investigate and interpreting</i> Can retell religious and moral stories. Can identify how religion and belief is expressed in different ways. Knows how to identify similarities and differences in features of religions and beliefs. <i>Thinking about religions and beliefs</i> Knows how to respond sensitively to the values and concerns of others, including those with a faith, in terms of matters of right and wrong <i>Values and commitment</i>
To cover in this order:	<p>Y2A: A world of festivals: Who celebrates what and why?</p> <p>Y2B: What does Easter mean to Christians? Symbols of the story</p> <p>Y2C: Beginning to learn from Islam</p> <p>Y2D: Questions that Puzzle Us</p>

Year Group	Objectives that must be taught, learned and embedded, to be ready for the next academic year
Year 3	<ul style="list-style-type: none"> Can retell religious stories and identify some religious beliefs and teachings. <i>Beliefs and teachings</i> Can research and connect features of religions. Begins to ask significant questions about religions and beliefs. Knows how to describe and suggest meanings for symbols. <i>Enquiry, investigate and interpreting</i> Begins to make links between beliefs, stories and practices. Can identify the impacts of beliefs and practices on people's lives. Can identify similarities and differences between religions and beliefs. <i>Thinking about religions and beliefs</i>

	<ul style="list-style-type: none"> Can make links between values and commitments, including religious ones and their own behaviours. <i>Values and commitment</i>
To cover this order:	Y3A: Holy Buildings and Sacred Space: Visiting places of worship Y3B: Why are holy books important? Y3C: Why do people make pilgrimages? Y3D: Jesus: why do some people think he is inspirational?

Year Group	Objectives that must be taught, learned and embedded, to be ready for the next academic year
Year 4	<ul style="list-style-type: none"> Can describe the key beliefs and teachings of the religions studied, connecting them with other features of the religions making some comparisons between religions. <i>Beliefs and teachings</i> Can collect and organise ideas about religion and belief. Knows how to suggest answers to some questions raised by religions. Begins to suggest meanings for a range of forms of religions using appropriate vocabulary. <i>Enquiry, investigate and interpreting</i> Can comment on connections between questions and beliefs. Can discuss the impact of beliefs and practices on individuals, and groups. Knows how to describe similarities and differences within and between religions and beliefs. <i>Thinking about religions and beliefs</i> Can ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues. <i>Values and commitment</i>
To cover in this order:	Y4A: What is it like to be a Hindu? Y4C: Christian and Hindu beliefs and questions on life's journey. Y4B: Muslim Ways of Living: Keeping 5 pillars Y4D: Finding reasons to care through religious stories – Christianity

Year Group	Objectives that must be taught, learned and embedded, to be ready for the next academic year
Year 5	<ul style="list-style-type: none"> Knows how to explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities. Knows how these religious choices can be portrayed in terms of commitment. <i>Beliefs and teachings</i> Knows how to suggest lines of research to address questions raised by the study of religions and beliefs. Can suggest answers to questions raised by the study of religions and beliefs, using reliable sources. Can recognise and explain diversity within religious expression. <i>Enquiry, investigate and interpreting</i> Can explain connections between questions, beliefs, values and practices in different belief systems. Knows how to recognise and explain the impact on individuals and communities. Can explain how and why differences in belief are expressed. <i>Thinking about religions and beliefs</i> Knows how to make responses to people's values and commitments (including religious ones) in the light of their learning. <i>Values and commitment</i>
To cover in this order:	Y5C: Respect for all: what will make Walsall a more respectful place? Y5D: Muslims and Christians – who is inspiring? Y5A: Christian Aid and Islamic Relief: Can they change the world? Y5B: Commitments and meanings – Hindu, Muslim, Christian

Year Group	Objectives that must be taught, learned and embedded, to be ready for the next academic year
Year 6	<ul style="list-style-type: none"> • Makes comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary from it. • Knows how to identify the influences on, and separate between, different viewpoints within religions. Can explain religions and beliefs from different perspectives. Begins to understand the impact of different forms of religious and spiritual expression. • Knows how to use religious and philosophical terminology and concepts to explain religions, beliefs and value systems. Can explain some of the challenges offered by the variety of religions and beliefs in our world today. Can explain the reasons for, and effects of, diversity between religions, beliefs and cultures. • Makes informed responses to people's values and commitments (including religious ones) in the light of their learning.
To cover in this order:	<p>Y6A: Exploring Key Leaders – Sikhs and Hindus..</p> <p>Y6B: What matters most? Christians and Humanists</p> <p>Y6D: How do we express spiritual ideas through the arts?</p> <p>Y6C: What can we learn from religions about temptation?</p>

RESOURCES

Books, videos, the internet, DVD's for religious education are stored centrally in the Cedar Room.

A collection of religious artefacts for each world faith to be studied is stored in a cabinet between the Year 3 and Y4 learning rooms along with other RE resource books.

Where religious artefacts are used, they are treated with the respect they would be given if they were being used in their actual setting for worship.

The internet is also a brilliant Religious Education teaching tool as it has the latest and most update information for each religion and faith we focus on.

COLLECTIVE WORSHIP

Although collective worship is a legal requirement and we undertake this in line with the DfEs Circular 1994, here at Woodlands Academy of Learning we believe this is a time when the school community can express itself and develop spiritually.

Collective worship at Woodlands Academy provides pupil's with opportunities for spiritual development and worship. This may be through children's response or an active involvement in the presentation of differing values and beliefs. It can come in the form of prayer, thought of the day, quiet reflection or discussion of current issues, values and beliefs.

Collective worship is presented on the form of phase assemblies, class assemblies, class and phase performances, explore you mind and jigsaw lessons. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise and take an increasingly thoughtful view of what is right and wrong through the study of moral and

ethical questions, linked to the Academy's values and fundamental British Values(votes for schools), thus promoting a shared ethos and reinforcing positive attitudes. We enhance our teaching of British values by using a program called Votes 4 School. They create resources based on current events within the world we live in. Each week they give a controversial question, for example "Is cyber security important to you?" and "Will learning ever be the same again?"

Impact:

ASSESSMENT

The program of study enables pupils to increase and deepen their knowledge and understanding of key concepts in RE. These concepts relate to the religions and worldviews studied. The areas of enquiry or key concepts in RE are:

Whole school concepts:

- Beliefs through story.
- Celebrations
- Symbols
- Feeling of belonging and community
- Comparing my own world to that of others- own values and beliefs.

Formative assessment-

Teachers will record pupil progress using a table similar to the one shown below. Children's names are listed along the side of the table and the main learning objectives for the unit is listed along the top of the table. After these lessons, the teacher can determine whether children have achieved or not yet achieved the objective required. This document allows the teachers to monitor attainment throughout the academic year as the children make progress and identify areas for development.

Summative Assessment-

Summative assessment judgements are made at three different points throughout a unit of work: at the end of a teaching unit, a mid-point assessment and a final year judgement. Learning is assessed by making informal judgements as children are observed during lessons as well as written or other recorded learning. In addition to this, learning outcomes and assessment activities are identified in each unit of work and are detailed on the planning. Teachers have a set of these learning objectives and say where they children at working below ARE, at ARE and at GD (the RE snowflakes). Every year, each parent is notified of their child's achievements in religious education through the school report.

Names and Class (amount)	Lesson 4- To discuss how we began.	Lesson 6 To explore how we can look after our world.	Lesson 8 To understand people follow different religions.	Lesson 11- To explore Eid and what it means to people who are Muslim	Overall (WB, ARE, GD)