

At Willington Primary School, we aim to provide a Religious Education curriculum which enables our children to grow up to have a greater understanding of religions and beliefs, teachings and practices. We aim to ensure our pupils are respectful and understanding of both other religious and non-religious viewpoints. We aim for our pupils to leave our school with an understanding and appreciation of the diverse world in which they belong and feel secure in their own beliefs and their own sense of self.


Our Religious Education lessons follow the Derby City and Derbyshire Agreed Syllabus. Each year group carry out between four and six different units of work over the six terms of the academic year. These units follow three strands of learning: Believing, Expressing and Living. These are developed through all of the year groups in school. Regular links are made to British Values, including mutual respect and tolerance of those with different faiths and beliefs. Assemblies supplement the RE curriculum, with regular links made to religious festivals celebrated across the world. Termly assemblies are led by leaders of the local Baptist church, and visits are also made to the Open Centre in Derby where children take part in faith trails to learn about different religious buildings and beliefs.

The Religious Education Units of Work taught in each year group based on the Derby City and Derbyshire Agreed Syllabus 2020 - 2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Where do we belong?	Which times are special and why?	What is special about our world?	Which people are special and why?	Which places are special and why?	What stories are special and why?
Year 1	Who is a Christian and what do they believe? (Part 1 & 2)	How and why do we celebrate special and sacred times? (Part 1)	What does it mean to belong to a faith community?		What makes some places sacred?	
Year 2	Who is Jewish and what do they believe?	How and why do we celebrate special and sacred times? (Part 2)	Who is a Muslim and what do they believe? (Part 1 & 2)		How can we learn from sacred books?	How should we care for others and the world, and why does it matter?
Year 3	What does it mean to be a Christian in Britain today? (Part 1 & 2)		Why is the Bible so important for Christians today?	Why are festivals important to religious communities?	What do different people believe about God?	Why do people pray?
Year 4	What does it mean to be a Hindu in Britain today? (Part 1 & 2)	Why are festivals important to religious communities?	Why is Jesus inspiring to some people?	What can we learn from religions about deciding what is right and wrong?	Why do some people think that life is like a journey and what significant experiences mark this?	
Year 5	Why do some people think God exists?	What matters most to Christians and Humanists?	What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)		If God is everywhere, why go to a place of worship?	
Year 6	What does it mean to be a Muslim in Britain today? (Part 1 & 2)	Is it better to express your beliefs in arts and architecture or in charity and generosity?		What difference does it make to believe in Ahimsa, Grace and/or Ummah?	What do religions say to us when life gets hard?	


Recap over previous learning

Religious Education lessons begin with a recap over learning from the previous lesson or topic.




Main teaching activity

The lesson continues with the main teaching activity. Teachers may use various stimuli within this section of the lesson, including videos, books or religious artefacts.




Independent Task

Children are given opportunities to develop their understanding based on the main RE teaching activity. This may take the form of a discussion, a written task or a drama activity.



Plenary

Further questioning and AfL opportunities are used to check if the children understand the main objective. Further questioning and introductions to the next lesson may also take place.



At WPS, we ensure our RE curriculum nurtures our core values which underpin our whole school ethos.

Our School Motto		Where Pupils Succeed							
Our Core Values	We REACH for success at WPS				<u>R</u> espect	<u>E</u> mpathy	<u>A</u> spiration	<u>C</u> ollaboration	<u>H</u> onesty
Our Commitment to the 'Willington Way' Character Education	We will <u>C</u> are about our community and the wider world	We will be <u>H</u> elpful	We will be <u>A</u> dventurous	We will be <u>R</u> esponsible for our actions and behaviours	We will be <u>A</u> ccepting of others	We will <u>C</u> ommunicate with confidence	We will be <u>T</u> olerant of each other	We will find <u>E</u> njoyment in everyday	We will be <u>R</u> eflective learners

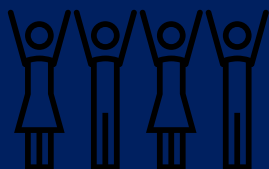
SEND

Quality first teaching strategies are used to support all learners.

Learning outcomes are broken down into smaller steps, where appropriate.

Children re-visit content through cross-curricular learning and/or through other activities in school, including assemblies and extra-curricular visits.

Adaptive teaching strategies provide different levels of support, using different resources or adjusting the pace of instruction.



Assessment

Teachers assess what pupils already know and understand at the start of a unit of work.

Teachers provide formative feedback that helps pupils to identify how to improve.

At the end of each unit, teachers assess the children's learning based on the whole topic and this is recorded by each teacher. Summative assessment is shared with parents during termly parent interviews, where appropriate, and on the end of year report which is shared with parents each July.



The **British Values** of mutual respect, tolerance of those with different faiths and beliefs, individual liberty, the rule of law and democracy run throughout the Religious Education scheme of work.

