

Curriculum Content R.E

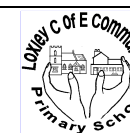
The table below sets out SACRE's expectation of what should be taught to pupils across Coventry and Warwickshire



Key Stage	Age	Content	
Reception Early Years	4-5	Pupils will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.	
Key Stage 1	5-7	Pupils will gain an understanding of all the six principal religions and recognise that many people hold secular (non-religious) views. Particular focus should be given to Christianity and two other religions chosen from Buddhism, Hinduism, Islam, Judaism and Sikhism. Pupils should develop an understanding of the role of religion in encouraging forgiveness, bridge-building and reconciliation.	
Key Stage 2	7-11	Pupils will develop a deeper understanding of all the six principal religions and appreciate that many people hold secular (non-religious) views. All six religions should be studied in this Key Stage but schools may choose to place greater emphasis on some, according to the school community and work in the previous key stage. Pupils might also look at religious groups and individuals who work to foster good moral behaviour and what it means to be 'good'. There is also scope to explore the work of religious groups that encourage peace and forgiveness, and the role of Coventry Cathedral.	
Key Stage 3	11-14	Pupils will develop a deeper understanding and appreciation of the key elements of all six principal religions. They will explore teachings on peace, forgiveness, reconciliation and the work of Coventry Cathedral through the Community of the Cross of Nails. They will study the Philosophy of Religion (ideas about good and evil, arguments for and against the existence of God, the problem of suffering and life after death for example).	
Key Stage 4	14-16	Pupils will either prepare for a nationally recognised qualification (GCSE for example) studying two religions and Christianity should be one of these	or a similar course without a qualification, which should be sent to Coventry/Warwickshire SACRE for approval and monitoring.
Key Stage 5	16-19	Pupils will study a varied programme decided by the school/college that enables them to engage with controversial issues from religious and secular positions. The perspectives from the principal six religions should be represented as appropriate but those of other faith groups such as the Baha'is should be considered.	



KS1 End of key stage outcomes
KS2 End of Key Stage Outcomes



Coventry and Warwickshire Agreed Syllabus Content

Believing	Expressing	Living
A. Know about and understand a range of religions and worldviews.	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.
A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out 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 significance.	B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils 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.	C1. 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 thoughtfully their own and others' views on challenging questions about belonging, meaning purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions 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.	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. Understand the challenges of commitment to a community of faith and belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and their own diverse lives.	C2. 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 ideas about community, values and respect.
A3. Recognise some different symbols and actions which express a community's 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.	B3. Notice and respond sensitively to some similarities between different religions and worldviews. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly and in response.

	Autumn A/C	Autumn B/D	Spring A/C	Spring B/D	Summer A/C	Summer B/D
Acorn	U1W – F 1 + 2 - Which stories/people are special and why?		F 3 - Which places are special and why?	F 4 - Which times are special and why?	F6 – What is special about our world and why?	F5 – Where do we belong?
	1.2 – Who is Muslim and what do they believe?	1.1 – Who is Christian and what do they believe?	1.5 – What makes some places sacred?	1.6 – How and why do we celebrate special and sacred times?	1.8 – How should we care for others and the world, and why does it matter?	1.7 – What does it mean to belong to a faith community?
Horse Chestnut	L2.2 – Why is the Bible important for Christians today?	L2.1 – What do different people believe about God?	L2.5 – Why are festivals important to religious communities?	L2.7 – What does it mean to be a Christian in Britain today?	L2.8 – What does it mean to be a Hindu in Britain today?	L2.4 – Why do people pray?
Sycamore	U2.1 – Why do some people think that God exists?	U2.2 – What would Jesus do? (Can we live by the values of Jesus in the twenty first century?)	U2.4 – If God is everywhere, why go to a place of worship?	U2.5 – Is it better to express your beliefs in arts and architecture or in charity and generosity?	U2.6 – What does it mean to be a Muslim in Britain today?	U2.7 -- What matters most to Christians and Humanists?

RE Religions and World Views						
Christianity	Islam	Judaism	Hinduism	Sikhism	Buddhism	Non-Religious



British Values through the RE Curriculum

- RE can make a key educational contribution to pupils' explorations of British values, and excellent teaching of RE can enable pupils to learn to think for themselves about them.
- RE offers opportunities to build an accurate knowledge-base about religions and beliefs in relation to values. This supports children in building increasing respect for the beliefs of others, so that they can celebrate diversity.
- Values education and moral development are a part of a school's holistic mission to contribute to the wellbeing of each pupil and of all people within our communities. The RE curriculum focuses learning in some of these areas, but pupils' moral development is a whole-school issue.

Democracy	In RE, pupils learn the significance of each person's ideas and experiences through methods of discussion. In debating the fundamental questions of life, pupils learn to respect a range of perspectives. This contributes to learning about democracy, examining the idea that we all share a responsibility to use our voice and influence for the wellbeing of others.
Rule of Law	In RE pupils examine different examples of codes for human life, including commandments, rules or precepts offered by different religious communities. They learn to appreciate how individuals choose between good and evil, right and wrong, and they learn to apply these ideas to their own communities. They learn that fairness requires that the law apply equally to all, irrespective – for example – of a person's status or wealth. They have the opportunity to examine the idea that the 'rule of law' focuses specifically on the relationship between citizens (or subjects) and the state, and to how far this reflects or runs counter to wider moral codes and precepts.
Individual Liberty	In RE, pupils consider questions about identity, belonging and diversity, learning what it means to live a life free from constraints. They study examples of pioneers of human freedom, including those from within different religions, so that they can examine tensions between the value of a stable society and the value of change for human development.
Mutual Respect	Loxley school does not accept intolerant attitudes to members of the community: attitudes which reject other people on the basis of race, faith, gender, sexual orientation or age are rightly challenged. A baseline for a fair community is that each person's right to 'be themselves' is to be accepted by all. RE can challenge children and young people to be increasingly respectful and to celebrate diversity.
Tolerance of those of different faiths and beliefs	In the RE curriculum, attention focuses on developing mutual respect between those of different faiths and beliefs, promoting an understanding of what a society gains from diversity. Pupils will learn about diversity in religions and worldviews, and will be challenged to respect other persons who see the world differently to themselves. Recognition and celebration of human diversity in many forms can flourish where pupils understand different faiths and beliefs, and are challenged to be broad-minded and open-hearted.