



GWPS Religious Education Curriculum

Created: September 2024

To be reviewed: September 2026

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Curriculum Statement

As a church school, religious education has a significant role to play. It is a legal requirement for pupils to have opportunities to learn about the principal religions in the UK. There is a balance between Christianity and other faiths, and we follow the Cambridgeshire Locally Agreed Syllabus 2023-2028 (LAS).

INTENT

At GWPA our curriculum is at its most effective when it is strongly linked with our four core Christian values:

- **LOVE:** learning tolerance and the celebration of the similarities and differences between the main world faiths.
- **THANKFULNESS:** Learn to appreciate that understanding individuals' views, cultures and life experience can positively enhance our own lives and the communities around us.
- **COURAGE:** encourage children to feel confident and 'safe' to explore, ask and answer the "Big Questions".
- **WONDER:** learning about the faiths of the world, their main characteristics, key texts and important figures.

In the Diocese of Ely, all curriculum subjects:

- are underpinned by Christian values, aiming to inspire all children in their learning;
- enable children to explore the world, to discover new ideas and to flourish;
- provide opportunities for cross-curricular learning;
- are enriched with additional experiences which raise aspirations and make the most of local partnerships.

In the Diocese of Ely, Religious and World View Education intends to:

- promote religious understanding of, respect for and openness to a wide range of religions and worldviews;
- increase religious literacy to support a child's ability to form critical, balanced, and reflective opinions and arguments;
- challenge all forms of discrimination, stereotyping and prejudice in order to promote equality;
- make clear links with statutory requirements for British Values education and Spiritual Moral Social and Cultural education;

'With God, all things are possible' (Matthew 19:26)





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- enable children to explore their own belief system, give them time to reflect, consider alternative worldviews and contemplate their own place in the world;
- provide opportunities for virtual or face-to-face encounters with people of faith and places of worship;
- follow statutory guidance regarding ratios of Christianity to World Faiths and Worldviews.

Our curriculum aims to ensure that all pupils:

- A. know about and understand a range of religions and worldviews, so that they can:
- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
 - identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews, encouraging children to be confident and able to ask relevant questions;
 - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
- B. express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
- 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, including ethical issues;
 - appreciate and appraise varied dimensions of religion or a worldview.
- C. gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
 - enquire into what enables different individuals and communities to live together respectfully and harmoniously for the wellbeing of all;
 - articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.





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IMPLEMENTATION

Our Curriculum is designed with 50% designated teaching of Christianity and 50% teaching of other world religions. We use the following teaching resources for all religions and worldviews:

- Understanding Christianity (UC) scheme of work and frieze;
- Emmanuel Project (EP) 2020 scheme of work and teaching resources for world religions (2020);

Our curriculum design:

- At Great Wilbraham we implement our Religious and World Views Education curriculum according to our context, trust deed and as a Church of England school within the ACT MAT.
- Our curriculum is well-structured and logically sequenced, building upon prior knowledge and hence showing clear progression of knowledge and skills over time.
- Our progression of skills and long term plan documents have been created in order to meet the needs of our children.

IMPACT

We monitor and assess the impact of our Religious and World Views Education curriculum through both formative and summative assessments. Each lesson provides the teacher with the opportunity to assess the children against the learning objective, this may be through discussions with children or a more formal piece of written work. At the end of each unit children will be assessed on their understanding by completing a short assessment.

We expect that the impact of providing high quality lessons in school is that children will be able to recognise and celebrate each other's differences, beliefs and cultures and we hope that by exposing children to these ideas and providing a well-balanced and engaging curriculum we will create well rounded, thoughtful and caring individuals who take these values beyond primary school and apply them in their own lives.

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What makes a GW Theologian?

Someone who celebrates the different world faiths

Someone who knows the main characteristics, texts and figures of major religions

Someone who can demonstrate tolerance of all religions

Someone who can link learning from different stories

Someone who engages in creative ways

Someone who asks and responds to Big Questions





Progression of skills document

Expectations	Year N	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AT1 Learning about religion	Listen to religious, spiritual and moral stories	Listen to religious, spiritual and moral stories	Begin to name the different beliefs and practices of Christianity and at least one other religion	Name the different beliefs and practices of Christianity and at least one other religion, and begin to look at similarities between religions	Make links between beliefs, stories and practices. Identify the impact of beliefs on people's lives. identify similarities and differences between religions	Comment on connections between questions, beliefs, values and practices. Describe the impact of beliefs and practices on individuals and communities. Describe similarities and differences within and between religions and beliefs	Explain connections between questions, beliefs, values and practices in different belief systems. Recognise and explain the impact of beliefs and ultimate questions on individuals and communities. Explain how and why differences in belief are expressed	Use religious and philosophical terminology to explain religious beliefs and value systems. Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world. Articulate and apply the different responses to ethical questions from a range of different religions
AT2 Learning from religion	Show interest in the world around them. Ask questions about the world around them	Show interest in the world around them. Ask questions about the world around them	Identify what they find interesting or puzzling in life. Recognise symbols and other forms of religious expression	Recognise that some questions about life are difficult to answer. Ask questions about their own and others' feelings and experiences. Identify possible meanings for symbols and other forms of religious expression	Investigate and connect features of religions and beliefs. Ask significant questions about religions and beliefs. Describe and suggest meanings for symbols	Gather, select and organise ideas about religion and belief. Suggest answers to some questions raised by the study of religions and beliefs. Suggest meanings for a range of forms of religious expression	Suggest lines of enquiry to address questions raised by the study of religions. Suggest answers to questions raised, using relevant sources and evidence. Recognise and explain diversity within religious expression	Identify the influences on, and distinguish between, different viewpoints within religions. Interpret religions and beliefs from different perspectives. Interpret the significance and impact of different form of religious expression, including through the arts





Beliefs and teaching (what believe believe)	Listen to religious stories for major festivals (Christmas, Easter, Diwali, Chinese New Year)	Listen to religious stories for major festivals (Christmas, Easter, Diwali, Chinese New Year)	Recount in outline religious stories from the Bible and one other religious text	Retell some religious stories from the Bible and one other religious text. Identify some religious teaching	Describe some religious beliefs and teachings of the religious studied, and their importance	Describe the key beliefs and teaching of the religions studied, making some comparisons between religions	Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals	Make comparisons between the key beliefs and practices of Christianity and the other faiths studied, using a wide range of appropriate vocabulary.
Practice and lifestyle (what people do)	Know about religious festivals relevant to the children in the class	Know about religious festivals relevant to the children in the class	Recognise features of religious life and practice (prayer, attending place of worship, celebrating festivals, special stories, belief in God)	Religious practices (prayer, worship) and know that some are characteristic of more than one religion	Describe how some features of the religious studied are exemplified in festivals and practices	Show understanding of the ways of belonging to a religion and what these involve	Explain how selected features of religious life and practice make a difference to the lives of individuals and communities	Explain in detail the significance of religious practices of the faiths studied to the lives of individuals and communities
Expression and language	Recognise some religious symbols	Recognise some religious symbols and words	Recognise religious symbols and words	Suggest meanings in religious symbols and stories	Make links between religious symbols and stories and the beliefs and ideas that underlie them	Use technical vocabulary to show how religious beliefs, ideas and feelings can be expressed in a variety of forms.	Explain how some forms of religious expression are used differently by individuals and communities	Compare the different ways in which people of faith communities express their faith
Identity and experience (making sense of who we are)	Identify some aspects of own feelings in religious stories	Identify some aspects of own experiences and feelings in religious material studied	Identify some aspects of own experiences and feelings in religious material studied	Respond sensitively to the experiences and feelings of others, including those with a faith	Compare aspects of their own experiences with those of others Identify what influences their lives	Ask questions about the significant experiences of key figures from the religions studied. Suggest answers from their own and others experiences, including believers	Make informed responses to questions of identity and experience in the light of their learning	Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths
Meaning and purpose (making sense of life)	Identify things that they find interesting	Identify things that they find interesting or puzzling	Identify things that they find interesting or puzzling, in the religious material studied	Realise the some questions that cause people to wonder are difficult to answer	Compare their own and other people's ideas about questions that are difficult to answer	Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of the religions studied	Make informed responses to questions of meaning and purpose in the light of their learning	Express their views on some fundamental questions of identity, meaning purpose and morality related to Christianity and other faiths.





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Values and commitments (making sense of right and wrong)	Identify what is of value to themselves	Identify what is of value and concern to themselves	Identify what is of value and concern to themselves, in religious material studied	Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong	Make links between values and commitments, including religious ones, and their own attitudes and behaviour	Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious ideas.	Make informed responses to people's values and commitments (including religious ones) in the light of their learning	Make informed responses to people's values and commitments (including religious ones) in the light of their learning. They will use different techniques to reflect deeply
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Long Term Plan and Curriculum Coverage

		Autumn Term			Spring Term		Summer Term			
Reception Year One	Roll A	UC Creation Ks1 Core Unit Who made the world?	UC Incarnation EYFS D.Deeper Unit Why are we unique and precious?	UC Incarnation KS1 Core Unit Why does Christmas matter to Christians? Luke's gospel	UC Gospel KS1 Core Unit What is the good new Jesus brings? Matthew, the Tax Collector	UC Salvation KS1 Core Unit Why does Easter matter to Christians?	EP Judaism Teffillah Why do Jewish families say so many prayers and blessings?		EP Islam Allah How do some Muslims show Allah is compassionate and merciful?	
Reception Year One	Roll B	UC Creation EYFS D.Deeper Unit How can we care for the world? Creation DD	UC God Core Unit What do Christians believe God is like? Parables of the Lost	UC Incarnation EYFS D.Deeper Why do Christians perform Nativity plays at Christmas?	EP Judaism Torah Why is the Torah such a joy for the Jewish community?	UC Salvation EYFS Core Why do Christians put a cross in an Easter garden?	Buildings of faith What makes some places sacred to religious believers?			Stories and Holy Books Why are religious stories special to religious believers?
							Chr	Islam	Judaism	Chr
Year Two Year Three	Roll A	UC Creation D.Deeper Unit Who made the world?	UC God Core Unit What is it like to follow God? Noah	UC Incarnation D.Deeper Unit Why does Christmas matter to Christians? Matthew's gospel	EP Judaism Covenant What symbols and stories help Jewish people remember their covenant with God?	UC Salvation D.Deeper Unit Why does Easter matter to Christians?	EP Sikhism Dark and light How does the teaching of the gurus move Sikhs from dark to light?		EP Humanism Morality Why do Humanists use the golden rule as a basis for morality?	
Year Two Year Three	Roll B	UC Creation LKS2 Core Unit What do Christians learn from the Creation story?	UC Incarnation LKS2 Core Unit What is the Trinity? Baptism	UC Gospel LKS2 Core Unit What kind of world did Jesus want? Fishers of Men	EP Hinduism Karma Why do Hindus want to collect good karma?	UC Salvation LKS2 Core Unit Why do Christians call the day Jesus died Good Friday?	EP Judaism Teshuvah / G-D Why do Jewish families talk about repentance at New Year?		EP Islam Submission How does a Muslim show their submission and obedience to Allah?	





Year Four Year Five Roll A	UC Creation LKS2 D.Deeper Unit What do Christians learn from the Creation story? Adam and Eve	UC God LKS2 D.Deeper Unit What is it like to follow God? Abraham	UC Incarnation UKS 2 UKS2 Core Unit Was Jesus the Messiah? Prophecy and Evidence	EP Hinduism Moksha What spiritual pathways to Moksha are written about in Hindu scripture?	UC Salvation LKS2 D.Deeper Unit Why do Christians call the day Jesus died Good Friday?	EP Judaism Holiness What is holiness for Jewish people: a place, a time, an object or something else?	EP Hinduism Brahman How do questions about Brahman and atman influence the way a Hindu lives?
Year Four Year Five Roll B	UC Creation UKS2 Core Unit Creation and Science. Conflicting and Complementary	UC Gospel LKS2 D.Deeper Unit What kind of world did Jesus want? Parables Good Samaritan Pharisee and Tax Collector	UC Incarnation LKS2 D.Deeper Unit What is the Trinity? John 1	EP Islam Revelation What does the Qur'an reveal about Allah and his guidance?	UC Salvation UKS2 Core Unit What did Jesus do to save human beings?	EP Sikhism Equality How do Sikhs put their beliefs about equality into practice?	EP Islam Prophet Why do Muslims call Muhammad the 'seal of the prophets'?
Year Six	UC Creation UKS2 D.Deeper Unit Creation and Science. Conflicting and Complementary	UC Incarnation UKS2 D.Deeper Unit Was Jesus the Messiah? Transfiguration	EP Islam Tawhid How does tawhid create a sense of belonging to a Muslim community?	UC Salvation D.Deeper Unit What did Jesus do to save human beings? Isaiah 53, John 19	EP Humanism Why do Humanists say happiness is the goal of life?	EP Buddhism Enlightenment How did Buddha teach his followers to find enlightenment?	

Enrichment Days: Vision and Values (10hrs), Festivals of Light (5hrs), Kingdom of God (5hrs), Christianity as a global, lived faith (5hrs)

Multi Faith Unit - Faith through Art - How do people express their faith through the arts? NATRE Spirited Arts Competition

