

The Westbury RE curriculum

At Westbury on Severn we provide children the opportunity to explore many religions, the faith of others, as well as their own faith identity and how this is all important in their lives. As a church school, we follow the Understanding Christianity (UC) scheme as well as the Gloucestershire Agreed Syllabus (GAS). Lessons are explored through drama and role-play, music, song, art and design as well as written and drawn work. Units have been selected from both UC and GAS to cover units appropriate for each class. Units in Willow class are spread across two terms to enable them to develop their understanding through play and independent activities after each taught session. In Sycamore and Oak class there are at least 6 sessions of RE each term.

Exploring Faith – All classes learn about, and from, a range of religious faiths. Christianity, Judaism and Islam are covered in more detail across the years, but Hinduism, Buddhism, and other world views are also explored. Children have the opportunity to link ideas across faiths and the explore how their own thoughts, feeling and beliefs link to some of these ideas. UC provides a teaching and learning approach to enable pupils to move from an understanding of the biblical text and how to handle it, to an understanding of what this means for Christians within the Church and in Christian living, including opportunities for pupils to examine and evaluate connections between these ideas and the wider world.

Diversity – As a key driver, diversity is key to our RE; units have been selected for children to explore a range of faiths and spiritual thinking. Links are made between faiths and units from the GAS that are not linked to a specific religion and that also promote spiritual thinking and learning *from* religious thought have been woven through each class's learning.

Progression – UC and GAS are spiral curriculums and re-visit and build upon prior knowledge each cycle. The key themes of God, Creating, Incarnation, Gospel, Salvation and Kingdom of God are explored in each class and lessons are linked to prior learning.



RE Curriculum coverage – Long term overview and skills progression

Year A	Willow class	Sycamore class	Oak class
Autumn 1	UC - F1 Why is the word God so important to Christians?	GAS - 1.7 Who is Jewish?	GAS - L2.10 How do festivals and family life show what matters to Jewish people?
Autumn 2		UC - 1.3 Why does Christmas matter to Christians?	UC - 2b.4 Was Jesus the Messiah?
Spring 1	GAS - U1.9 How should we care for others?	GAS - 1.8 What makes a place sacred?	UC - 2b.2 Creation and science: conflicting or complementary?
Spring 2		UC - 1.5 Why does Easter matter to Christians?	UC - 2b.8 What kind of King is Jesus?
Summer 1	GAS - U1.6 Who is Muslim?	UC - 2a.2 What is it like to follow God?	GAS - L2.7 What do Hindus believe God is like?
Summer 2		GAS - 1.2 Who made the world?	GAS - L2.11 How do people mark significant life events?



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Year B	Willow class	Sycamore class	Oak class
Autumn 1	UC - F2 Why do Christians perform the nativity?	UC - 2a.3 What is the trinity?	UC - 2b.1 What does it mean if God is holy and loving?
Autumn 2		UC - 1.4 What is the good news that Jesus brings?	UC - 2b.3 How can following God bring freedom and justice?
Spring 1	UC - F3 Why do Christians put a cross in the Easter garden?	UC - 2a.1 What do Christians learn from the creation story?	GAS - U2.8 What does it mean to be a Muslim in Britain today?
Spring 2		UC - 2a.6 What as the impact of the Pentecost?	UC - 2a.5 Why do Christians call the day Jesus died 'Good Friday'?
Summer 1	UC - 1.1 What do Christians believe God is like?	GAS - L2.9 How do festivals and worship show what matters to Muslims?	GAS - U2.12 How does faith help people?
Summer 2		UC - 1.10 What does it mean to belong to a faith community?	GAS - U2.11 Why do some people believe in God and some people not?



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Year C	Willow class	Sycamore class	Oak class
Autum 1			UC - 2a.4 What kind of a world did Jesus want?
Autumn 2			UC - 2b.5 What Would Jesus do?
Spring 1			UC - 2b.6 What did Jesus do to save human beings?
Spring 2			UC - 2b.7 What difference does the resurrection make for Christians?
Summer 1			GAS - L2.12 How and why do people try to make the world a better place?
Summer 2			Any gaps to fill.

UC = Understanding Christianity

GAS = Gloucestershire agreed syllabus.



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Skills Progression

RE	Pre-school	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Making sense of beliefs		<ul style="list-style-type: none"> recall features of religious, spiritual and moral stories and other forms of religious expression recognise and name features of religions and beliefs recognise symbols and other forms of religious expression 		<ul style="list-style-type: none"> identify, describe and suggest meanings for symbols and other forms of religious expression retell and describe some religious beliefs and teachings of religions studied, and their importance 		<ul style="list-style-type: none"> identify and describe the influences on, and distinguish between, different viewpoints within religions and beliefs describe and suggest meanings for symbols and other forms of religious expression gather, select, and organise ideas about religion and belief suggest answers to some questions raised by the study of religions and beliefs interpret religions and beliefs from different perspectives interpret the significance and impact of different forms of religious and spiritual expression suggest meanings for a range of forms of religious expression, using appropriate vocabulary 		



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<p>Making connections</p>		<ul style="list-style-type: none"> • identify what they find interesting and puzzling in life • identify aspects of own experience and feelings, in religious material studied • identify things they find interesting or puzzling, in religious materials studied • identify what is of value and concern to themselves, in religious material studied 	<ul style="list-style-type: none"> • recognise that some questions about life are difficult to answer • ask questions about their own and others' feelings and experiences • make links between beliefs, stories and practices • identify similarities and differences between religions and beliefs <ul style="list-style-type: none"> • compare aspects of their own experiences and those of others, identifying what influences their lives • compare their own and other people's ideas about questions that are difficult to answer • make links between values and commitments, including religious ones, and their own attitudes or behaviour 	<ul style="list-style-type: none"> • make 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 <ul style="list-style-type: none"> • explain some of the challenges offered by the variety of religions and beliefs in the contemporary world • explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. • discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths • express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths • 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 • ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers • ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied • ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues
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Understanding impact		<ul style="list-style-type: none"> • recognise features of religious life and practice • recognise some religious symbols and words 	<ul style="list-style-type: none"> • identify the impacts of beliefs and practices on people's lives • identify how religion and belief is expressed in different ways • describe how some features of religions studied are used or exemplified in festivals and practices • make links between religious symbols, language and stories and the beliefs or ideas that underlie them 	<ul style="list-style-type: none"> • explain the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities • compare the different ways in which people of faith communities express their faith • recognise and explain the impact of beliefs and ultimate questions on individuals and communities • show understanding of the ways of belonging to religions and what these involve • explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities • explain how selected features of religious life and practice make a difference to the lives of individuals and communities • explain how some forms of religious expression are used differently by individuals and communities
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