



## 1. Curriculum Principles for RE

Great Wilbraham CE Primary School follows the Agreed Syllabus created by Cambridgeshire Local Authority. The current document can be found at <https://www.learn-together.org.uk/Resources/Documents/RE%20in%20Cambridgeshire%20Agreed%20Syllabus.pdf>.

As stated in the document (p.10), the purpose of the Agreed Syllabus is to:

- **To establish an entitlement**

The Agreed Syllabus secures for all pupils, irrespective of social background, culture, race, religion, gender, differences in ability and disabilities, an entitlement to learning in Religious Education. This contributes to their developing knowledge, understanding, skills and attitudes, which are necessary for their self-fulfilment and development as active and responsible citizens.

- **To establish standards**

The Agreed Syllabus makes expectations for learning and attainment explicit to pupils, parents, teachers, governors, employers and the public, and establishes standards for the performance of all pupils in Religious Education. These standards may be used to set targets for improvement and measure progress towards those targets.

- **To promote continuity and coherence**

The Agreed Syllabus contributes to a coherent curriculum for Religious Education and promotes continuity. It facilitates the transition of pupils between schools and phases of education and can provide foundations for further study and lifelong learning.

- **To promote public understanding**

The Agreed Syllabus for Religious Education will increase public understanding of, and confidence in, the work of schools in RE. Through the SACRE, the religious communities of Cambridgeshire and beyond have been involved in its development.

RE should help to develop the school's Spiritual, Moral, Social and Cultural (SMSC) curriculum.



2. Aims of RE and the Wider Curriculum

The diagrams on this page show the links between the local Agreed Syllabus, SACRE, teachers and learners. Learning and teaching activities in RE contribute to the achievement of curriculum aims for all children and young people to become successful learners, confident individuals and responsible citizens.

**SUCCESSFUL LEARNERS**  
who enjoy learning, make progress and achieve

In RE this includes:

- building increasing knowledge and understanding of religions, beliefs and of the fundamental questions of life
- developing skills and attitudes that enable broad-minded and open-hearted engagement in a diverse world
- finding interest and satisfaction in studying their own views and the views of others on ultimate questions
- being increasingly skilled at making links between beliefs, values, ways of life and religious practice and with their own experiences, ideas and viewpoints.

**CONFIDENT INDIVIDUALS**  
who are able to live safe, healthy and fulfilling lives

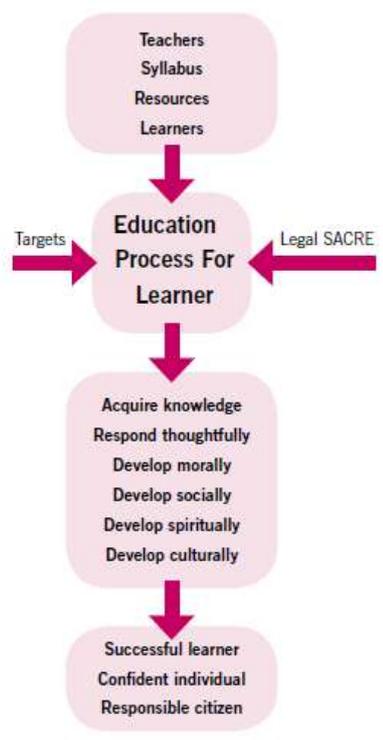
In RE this includes:

- developing, through good learning, their own sense of identity in terms of beliefs and values: "If I know who I am, then I can accept who others are without fear or threat."
- reflecting on ultimate questions and on the ideas and practices of belief systems. They are then helped to understand more about themselves and others, and how to communicate. They are encouraged to develop their ideas and express them appropriately
- exploring and enquiring into the idea of human well-being, as expressed variously in different faiths and beliefs, and being able to learn confidently from the experiences and ideas of others
- making sense of the idea that a fulfilling life can be lived from many different perspectives, including religious and spiritual perspectives, and an unfulfilling life may be narrow or restricted: "The open mind never stops learning."

**RESPONSIBLE CITIZENS**  
who make a positive contribution to society

In RE this includes:

- asking and exploring a range of answers to questions about life, individuals and society
- raising issues of local, national and global concern and placing them in spiritual and moral contexts
- understanding the beliefs and practices of religions and world views, enabling pupils to make connections between belief and action
- considering and clarifying the values and commitments by which we live, developing an understanding of positive contributions to society
- considering the beliefs behind environmental action, the needs of refugees or the work of aid agencies, to become aware of the connections between beliefs, lifestyles and ultimate questions
- considering the ideas of responsibility, e.g. for self, others, the world, and ultimate truth (for some, God)
- evaluating ethical issues and expressing views using reasoned arguments. Pupils can then enhance their capacity and desire to make a positive contribution to debates and decisions in society



3. National Curriculum Expectations

The National Curriculum 2014 states that all children must continue to participate in RE lessons (unless their parents withdraw them) and the current guidance can be found at

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/190260/DCSF-00114-2010.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190260/DCSF-00114-2010.pdf).



**4. Curriculum Mapping for RE**

The Agreed Syllabus states that children need to learn about a range of religions throughout their time in school. Due to the mixed-age classes within our school, it is necessary to map the units over a two year period which can then be repeated.

<b>Agreed Syllabus</b>			
<b>EYFS</b>	<b>KS1</b>	<b>Lower KS2</b>	<b>Upper KS2</b>
Christianity and other religions or belief systems represented in the school and local area	4 core units on Christianity  2 units on Sikhism  6 school-designed units	4 core units on Christianity  1 unit on Judaism  1 unit on Islam  6 school-designed units	4 core units on Christianity  1 unit Hinduism  1 unit on Buddhism  6 school-designed units
<b>Core unit titles from the Agreed Syllabus</b>			
<p><b>Ourselves, Our Families &amp; Our Communities</b> Where do we belong?</p> <p><b>Celebrations &amp; Special Times:</b> What happens at a festival?</p> <p><b>Celebrations &amp; Special Times:</b> What happens at a wedding or when a baby is born?</p> <p><b>Special Books:</b> What can we learn from stories from different religions?</p>	<p><b>The Family &amp; Christianity</b> What difference does belonging to a faith make to a family?</p> <p><b>Places in Christianity</b> What makes a church a special place for Christian people?</p> <p><b>People in Christianity</b> Who was Jesus? A great leader and teacher?</p> <p><b>Celebrations</b> Why is Christmas important to Christians?</p> <p><b>Stories &amp; Symbols</b> How do the stories from the gurus and the concept of seva affect Sikh children?</p> <p><b>Self &amp; Community</b> How does the Khalsa influence the lives of Sikh families?</p>	<p><b>Judaism</b> What is important for Jews about being part of God's family?</p> <p><b>Islam</b> Why is prayer important to Muslims and not for some people?</p> <p><b>The Church Year</b> Is Easter a festival of new life or sacrifice?</p> <p><b>Christianity</b> What do people believe about the creation of our world?</p> <p><b>Church People</b> Who are the 'Saints of God' and why are they important? (links to the church calendar)</p> <p><b>Christian Worship</b> How and why are Churches different?</p>	<p><b>Hinduism</b> What can stories and images of deities tell us about Hindu beliefs?</p> <p><b>Buddhism</b> What does it mean to be a Buddhist? Can we all be enlightened?</p> <p><b>Jesus</b> Who do people say I am? (e.g. Jesus explored through art)</p> <p><b>Christian &amp; Judaism</b> Is religion what you say or what you do?</p> <p><b>Christians in Other Parts of the World</b> What is it like to be a Christian in Vellore?</p> <p><b>Beliefs &amp; Actions in the World</b> What key beliefs influence people's faith and how do people of faith live out their lives?</p>

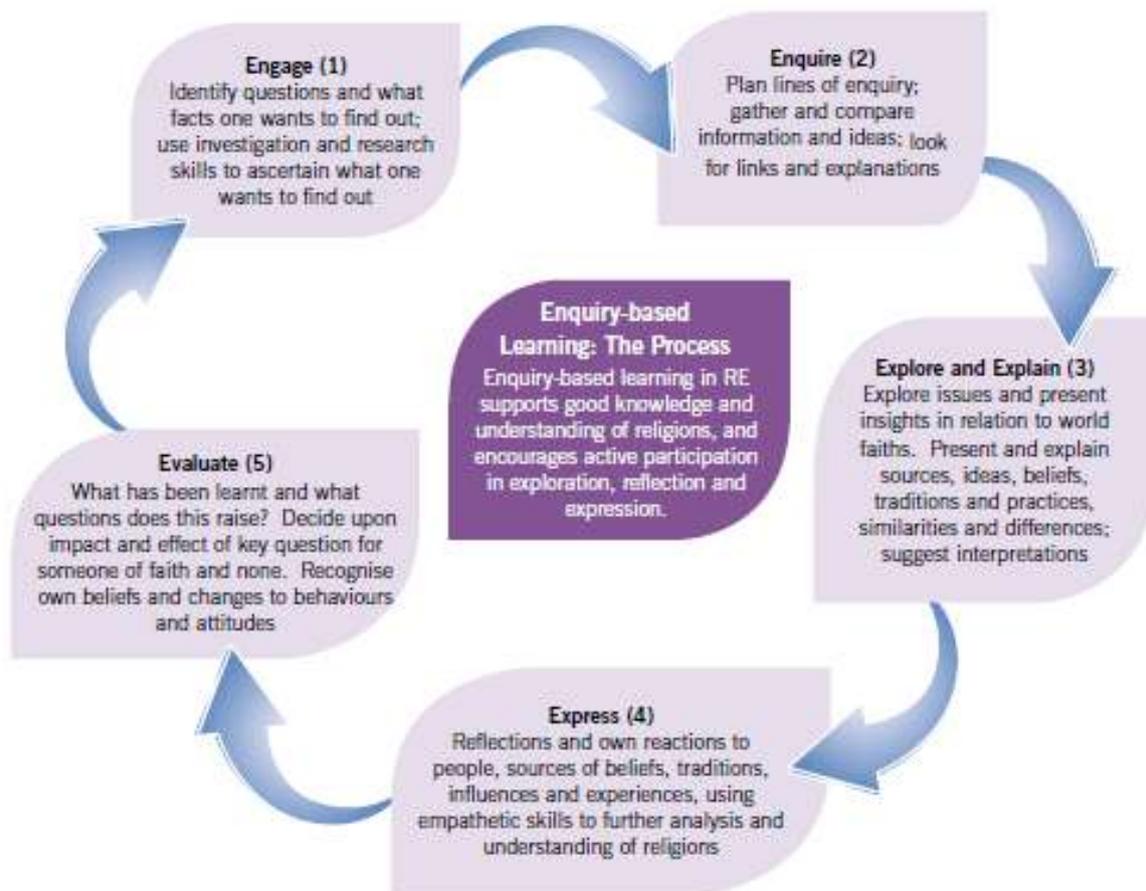


Great Wilbraham CE Primary School				
EYFS	KS1	Lower KS2	Upper KS2	
<p><b>Ourselves, Our Families &amp; Our Communities</b> Where do we belong?</p> <p><b>Celebrations &amp; Special Times:</b> What happens at a festival?</p> <p><b>Celebrations &amp; Special Times:</b> What happens at a wedding or when a baby is born?</p> <p><b>Special Books:</b> What can we learn from stories from different religions?</p>	<p><b>Christianity</b></p> <p><b>The Family &amp; Christianity</b> What difference does belonging to a faith make to a family?</p> <p><b>Places in Christianity</b> What makes a church a special place for Christian people?</p> <p><b>People in Christianity</b> Who was Jesus? A great leader and teacher?</p> <p><b>Celebrations</b> Why is Christmas important to Christians?</p>	<p><b>Christianity</b></p> <p><b>The Church Year</b> Is Easter a festival of new life or sacrifice?</p> <p><b>Creation</b> What do people believe about the creation of our world?</p> <p><b>Church People</b> Who are the 'Saints of God' and why are they important? (links to the church calendar)</p> <p><b>Christian Worship</b> How and why are Churches different?</p>	<p><b>Christianity</b></p> <p><b>Christian &amp; Judaism</b> Is religion what you say or what you do?</p> <p><b>Beliefs &amp; Actions in the World</b> What key beliefs influence people's faith and how do people of faith live out their lives?</p> <p><b>Jesus</b> Who do people say I am? (e.g. Jesus explored through art)</p> <p><b>Christians Around the World</b> What is it like to be a Christian elsewhere in the world?</p>	
	<p><b>Sikhism</b></p> <p><b>Stories &amp; Symbols</b> How do the stories from the gurus and the concept of seva affect Sikh children?</p> <p><b>Self &amp; Community</b> How does the Khalsa influence the lives of Sikh families?</p>	<p><b>Judaism</b></p> <p><b>Learning about Judaism</b> What is important for Jews about being part of God's family?</p> <p><b>Islam</b></p> <p><b>Learning about Islam</b> Why is prayer important to Muslims and not for some people?</p>	<p><b>Buddhism</b></p> <p><b>Learning about Buddhism</b> What does it mean to be a Buddhist?</p> <p><b>Hinduism</b></p> <p><b>Learning about Hinduism</b> What can stories and images of deities tell us about Hindu beliefs?</p>	
	<p>The remaining modules (of which 50% must be of Christian basis) are linked to the school's topic plan and individual needs and interests of children.</p>			



## 5. Curriculum Delivery

The most effective RE lessons develop higher order thinking skills. Children should be encouraged to explore and examine questions raised by the teacher and themselves about religious beliefs and practices. They should engage with material, reflect on questions of meaning and purpose for themselves and others, by responding in increasingly insightful ways. Therefore, Great Wilbraham CE Primary School adopts the enquiry-based approach so that children are required to use a range of learning skills to develop their own views. The diagram below is taken from the Agreed Syllabus (p.18):



School-devised units of work must also follow this enquiry-based approach.

## 6. Assessment

The Agreed Syllabus states that the purpose of assessment is to;

- to improve planning and delivery by teachers and effective reception by pupils;
- to help the diagnosis of problems by teachers ;
- to share objectives with the pupils as appropriate, so that they understand what is being asked of them;
- to ensure that tasks are matched to aims and objectives of the agreed syllabus for RE.



Great Wilbraham CE Primary School will use the existing levels and their descriptors until a localised system has been established and tested. Therefore, assessment should be based on classroom observations and written work of children's knowledge, understanding and skills using the grade descriptors stated below:

<b>Level Descriptor</b>	<b>Attainment Target 1: Learning about Religion and Belief</b>	<b>Attainment Target 2: Learning from Religion and Belief</b>
<b>Level 1</b>	<ul style="list-style-type: none"><li>• use some religious words and phrases to recognise and name features of religious life and practice</li><li>• can recall religious stories, actions and celebrations, and recognise religious symbols, words, gestures and artefacts.</li></ul>	Children can express: <ul style="list-style-type: none"><li>• their own experiences, feelings and celebrations</li><li>• what they find interesting or puzzling</li><li>• what is of value and concern to themselves and to others.</li></ul>
<b>Level 2</b>	<ul style="list-style-type: none"><li>• use religious words and phrases to identify religion's importance for some people</li><li>• begin to show awareness of similarities in religions</li><li>• retell and suggest meanings for religious stories, actions and symbols</li><li>• identify how religion is expressed in different ways.</li></ul>	<ul style="list-style-type: none"><li>• ask, and respond sensitively to questions about their own and others' experiences and feelings</li><li>• recognise that some questions cause people to wonder and are difficult to answer</li><li>• in relation to matters of right and wrong, recognise their own values and those of others.</li></ul>
<b>Level 3</b>	<ul style="list-style-type: none"><li>• use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences</li><li>• make links between beliefs and sources, including religious stories and sacred texts</li><li>• begin to identify the impact<ul style="list-style-type: none"><li>• religion has on believers' lifestyles</li><li>• describe some forms of religious expression.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• identify what influences them, making links between aspects of their own and others' experiences</li><li>• ask important questions about religious beliefs and lifestyles, linking their own and others' responses</li><li>• make links between values and commitments, and their own attitudes and behaviour.</li></ul>
<b>Level 4</b>	<ul style="list-style-type: none"><li>• use developing religious vocabulary<ul style="list-style-type: none"><li>• to describe and show understanding</li><li>• of sources, authorities, practices, beliefs, lifestyles, ideas, feelings and experiences</li></ul></li><li>• make links between them, and describe some similarities and differences both within and between religions</li><li>• describe the impact of religion on people's lifestyles</li></ul>	<ul style="list-style-type: none"><li>• raise and suggest answers to questions of sacredness, identity, diversity, belonging, meaning, purpose, truth, values and commitments</li><li>• apply their ideas simply to their own and other people's lives</li><li>• describe what inspires and influences themselves and others.</li></ul>
<b>Level 5</b>	<ul style="list-style-type: none"><li>• use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities</li><li>• describe why people belong to religions</li><li>• know that similarities and differences illustrate distinctive beliefs within and between religions, and suggest possible reasons for this</li><li>• explain how religious sources are used to provide authoritative answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions.</li></ul>	<ul style="list-style-type: none"><li>• pose, and suggest answers to, questions of sacredness, identity, diversity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives</li><li>• explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.</li></ul>



## 7. Additional Resources

➤ **Supporting each module**

[http://www.ely.anglican.org/education/schools/collective\\_worship/](http://www.ely.anglican.org/education/schools/collective_worship/)

[http://www.thegrid.org.uk/learning/re/general/sow\\_primary.shtml](http://www.thegrid.org.uk/learning/re/general/sow_primary.shtml)

➤ **Agreed Syllabus 2013**

<https://www.learn-together.org.uk/Resources/Documents/RE%20in%20Cambridgeshire%20Agreed%20Syllabus.pdf>

➤ **Using the Bible**

[http://www.ely.anglican.org/education/schools/collective\\_worship/using\\_the\\_bible\\_content.html](http://www.ely.anglican.org/education/schools/collective_worship/using_the_bible_content.html)