# REACH FOR THE STARS Respect - Empathy - Aspirations - Courage - Honesty



Our vision in RE is to ensure all learners gain an understanding of their own sense of spirituality and a genuine respect for others with different faiths, beliefs and cultures, closely linked to their study of British values.

# THE INTENT, IMPLEMENTATION AND IMPACT OF THE RE CURRICULUM

In Religious Education, as in all our subjects, the six unique Wildmoor Heath School curriculum drivers play an important role in the teaching and learning. These are Opportunities, Communication, Environment, Community, Well-Being and Creativity. Our school values are Empathy, Respect, High Aspirations, Courage and Honesty, all of which support the principles of developing caring, well-informed young learners who will become responsible citizens in the community.

#### INTENT

Our RE intent is to equip all our learners with knowledge and understanding of Christianity and the five other major religions practised in the United Kingdom. We aim to develop pupils' curiosity and empathy, in tandem with our PHSE/RHE curriculum and curriculum drivers, to investigate the world of religions and beliefs with an open mind, respect and tolerance.

## **IMPLEMENTATION**

We implement our RE curriculum through the Discovery scheme, that closely follows the Pan-Berkshire Agreed Syllabus for Religious Education. Our curriculum is progressively mapped, sequenced and layered over seven years. We teach Christianity in every year; in addition, children learn about the other five major religions of the U.K.: Buddhism, Hinduism, Islam, Judaism and Sikhism. We have established links with local churches, with children benefiting from reciprocal visits (e.g. Baptist Church run monthly 'Open Book' assemblies). All children visit the Maidenhead Mosque and Islamic Centre and the Bhaktivedanta Hindu Temple in Watford as part of our RE curriculum and wider personal development. We work closely with families in the school of different faiths and welcome diverse assemblies run by the children and their assemblies (e.g. Jewish family Hanukkah and Rosh Hashana family assemblies).

The global pandemic during the academic year 2020-21 saw RE lessons provided remotely for all pupils, with some learners being in school and receiving the same lessons under teacher guidance. Despite some educational visits and outings being restricted, the curriculum was enriched by using a variety of online resources and videos including learning songs and creating poems.

| YEAR<br>TERM | Autumn 1                                  | Autumn 2  | Spring 1  | Spring 2                                   | Summer 1                             | Summer 2   |
|--------------|---|---|---|--|--------------------------------------|--|
| YEAR 1       | Christianity –<br>Creation Story          | Christianity –<br>Christmas -<br>Incarnation                    | Christianity –<br>Jesus as a<br>friend                | Christianity –<br>Easter (Palm<br>Sunday)  | Judaism -<br>Shabbat                 | Judaism –<br>Rosh<br>Hashanah<br>and Yom<br>Kippur |
| YEAR 2       | Christianity –<br>What did<br>Jesus teach | Christianity – Christmas – Jesus as gift from God - Incarnation | Islam- Prayer<br>at home                              | Christianity –<br>Easter -<br>Resurrection | Islam-<br>Community<br>and Belonging | Islam – Hajj                                       |
| YEAR 3       | Hinduism -<br>Diwali                      | Christianity –<br>Christmas -<br>Incarnation                    | Christianity –<br>Jesus'<br>Miracles -<br>Incarnation | Christianity –<br>Easter -<br>Forgiveness  | Hinduism –<br>Hindu Beliefs          | Hinduism –<br>Pilgrimage to<br>the River<br>Ganges |
| YEAR 4       | Buddhism:<br>Buddha's<br>teachings        | Christianity –<br>Christmas -<br>Incarnation                    | Buddhism: The<br>8-fold path                          | Christianity –<br>Easter -<br>Salvation    | Buddhism:<br>The 8-fold<br>path      | Christianity –<br>Prayer and<br>Worship            |
| YEAR 5       | Sikhism –<br>Prayer and<br>Worship        | Christianity –<br>Christmas -<br>Incarnation                    | Sikhism –<br>Beliefs and<br>moral values              | Christianity –<br>Easter -<br>Salvation    | Sikhism –<br>Belief into<br>Action   | Christianity –<br>Beliefs and<br>Practices         |
| YEAR 6       | Islam –<br>Beliefs and<br>Practices       | Christianity –<br>Christmas -<br>Incarnation                    | Christianity –<br>Beliefs and<br>Meaning              | Christianity –<br>Easter -<br>Gospel       | Islam – Beliefs and moral<br>values  |  |

## **IMPACT**

The impact of our Religious Education curriculum is that our learners leave Wildmoor Heath with a good awareness and understanding of diverse religions around the world. Our children are able to use the appropriate vocabulary and make links between their own lives and those of others in their community and in the wider world. Our children will be inquisitive young learners that develop an acceptance of others in the world around them and help to safeguard their own and others' well-being in this way. The teaching of Religious Education at Wildmoor Heath ensures that our children develop an understanding of other people's cultures and ways of life, which they are then able to communicate to the wider community and beyond. This in turn prepares them thoroughly for transition to secondary school and the wider world.

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