

Curriculum intent (What children will learn):

RE is predominantly the study of religion; this curriculum will promote the Spiritual, Moral, Social and Cultural (SMSC) development of pupils. Following ofsted framework and SACRE (surrey agreed curriculum for religious education) pupils will learn about Christianity, Judaism, Islam, Hinduism, Sikhism, Buddhism, and Humanism within the Local, national and global context. Students will learn to engage appropriately and respectfully with those of different beliefs whilst developing their own values, ideas and identities. The RE curriculum will bring pupils an understanding and knowledge of the world and their place in it, whilst empowering individuals to develop skills and knowledge that are transferable to other areas of the curriculum.

At Wishmore Cross Academy our intent, when teaching RE, is to encourage a pupils curiosity and interest in society and the wider world and knowledge and understanding of diversity within people with a deeper understanding of world religions and a clarity of the purpose of in being religiously educated to enable pupils to:

- demonstrate an appreciation of the nature of religion and belief and the important contribution of religious and spiritual insights and values to the individual's search for meaning in life, whilst acknowledging that this may also come from a non-religious perspective
- develop knowledge and understanding of Christianity, and of the other principal religions and beliefs represented in Great Britain, both through their history and their contemporary diverse expressions
- develop interest in and enthusiasm for the study of religion & beliefs and enhance their own spiritual, moral, social and cultural development
- develop the ability to make reasoned, informed and creative responses to religious and moral issues
- recognise the influence of beliefs, values and traditions on the individual, on culture and on communities throughout the world

Curriculum implementation (how we learn):

SACRE divides RE learning into two distinct areas; knowledge and understanding, and expressing ideas, beliefs and insights. Therefore application of the curriculum will be done through these two areas. Students are encouraged to be inquisitive; and have the opportunity and skills to ask questions and to learn from cultures different to their own. Learning will be as 'real' as possible, pupils will discover real world events, issues and challenges. Our children will be willing and ready to broaden their minds to the wider world.

The curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be. We teach the SACRE, supported by a clear skills and knowledge progression. This allows skills and knowledge to be built on year by year and sequenced appropriately to maximise learning for all children.

Curriculum impact (Why we learn):

Our pupils, in the classroom, and outside will aim to:

- Learn and reflect on different beliefs and faiths around them
- Question how and why certain world events occur. Engaging curiosity
- Be prepared for our rapidly changing world
- Be critical thinkers and have strong discernment skills
- Sound knowledge of faiths and beliefs of those around them
- Ability to engage appropriately with others, whatever faith, belief or background
- To debate, argue and agree or disagree respectfully
- Develop their own ideas, values, identities and belonging allowing pupils to flourish individually within their communities and as citizens of the world
- Articulate clearly and coherently their personal beliefs, ideas, values and experiences, whilst respecting the right of others to differ

Year 5 Curriculum implementation Key knowledge:		
TERM	TOPIC	KEY KNOWLEDGE
AUT1	Christianity: What do Christians believe about creation?	• The creation narrative is shared by Jews, Christians and Muslims • The ‘big Bible story’ begins with creation and its themes are woven throughout • Christian views can differ both within and across denominations • Some Christians believe that creation took place over seven days but others have different beliefs Most Christians believe that: • God created the world and all living things and has put humanity in charge of its care • Humans are given free will o human choices have led to the fall of all creation which is the cause of suffering • God will one day make ‘all things new’ and end all suffering
AUT2	Christianity: Why is the idea of ‘rescue’ so important to Christians	That most Christians believe that: • Humans were made for relationship with God • God is the great rescuer, who also came to earth in the person of Jesus, the Saviour • Jesus’ life, death and resurrection enable a new relationship with God for all, and are at the centre of his rescue plan • Through his death, Jesus rescued people from sin (atonement) • In his resurrection, Jesus rescued people from death • That this story of salvation has an impact on Christians’ lives
SPR1	Christianity: How did the Church begin, and where is it now?	• Pentecost is the birth-day of the Church • Baptism, sharing communion, worship and service are signs of membership of the Church • The Church has spread throughout the world and is enormously diverse, expressing the inclusivity of Jesus’ message That most Christians believe that: • The Church is part of God’s Kingdom • The Holy Spirit is alive and active in the world, as well as in the hearts of individuals and in the Church

SPR2	Judaism: What does it mean to be part of a synagogue community?	• That key beliefs in Judaism are expressed in the shema, the first prayer in the Torah, which is also a mitzvot (commandment) • That most Jewish people believe the Torah is law, teaching and guidance and is the most important object in the synagogue • What can be found in a synagogue or worn by Jewish people and how items link with key teachings from the Torah and/or to the past • That the synagogue (and the home) is a place of learning, worship and gathering, including to show God praise and to give thanks • That remembering events and people from the past (e.g. at Yom Kippur) is often commanded by God and helps to shape the identity of the Jewish community • That most members of synagogue communities live in accordance with mitzvot in the Torah to show commitment to Tzedek (justice), Chessed (loving kindness) and Gemilut Chasadim (doing good deeds) and to strive for Tikun Olam
SUM1	Islam: What helps Muslims live a good life?	• That Islam is a monotheistic religion • That Allah is eternal, omniscient and omnipotent • That a believer can approach Allah by praying, and by reciting the Qur'an • That Hadith (sayings of the Prophet, pbuh) guide the way many Muslims live • What the pillars (or duties) of Islam are and how they help many Muslims to have a good life • The purpose of the Two Angels, which are said to sit on either shoulder of a Muslim person • That times of celebrations also help Muslims to live a good life (Eid-ul-Fitr & Eid-ul-Adha)
SUM2	Is life a journey?	• That the idea of a journey is a metaphor for life across many religions and beliefs • That everyone's life journey is unique, but there are similarities and milestones we share • That a person's beliefs can help them to make choices on life's journey • That our experience on life's journey might confirm or change our beliefs • That different religions and beliefs have different beliefs about the journey of life and about life after death • That a pilgrimage is a special type of journey, often undertaken for spiritual benefit • What might help them on their own journey through life