

## RE FOCUS

RE themes are taught within dimensions using a thematic approach as well as during circle time. RE will also have a dedicated lessons which is guided by the: **Wolverhampton SACRE RE Syllabus for 2021-2026**

RE enables pupils to extend their knowledge and understanding of religions and worldviews , recognising their historical and local, national and global contexts. They are introduced to an extended range of sources and subject specific vocabulary and are encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils learn to express their own ideas thoughtfully and creatively in response to the material and topic they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

<b>Know about and understand religions and worldviews</b>	<b>Express ideas and insights into the significance of religion and worldviews</b>	<b>Gain and deploy skills for engaging with religions and worldviews</b>
A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas	B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities	B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives	C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews	C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response
<b>CORE KNOWLEDGE developing into RICH KNOWLEDGE</b>	<b>Progress in self-expression, questioning and understanding of the impact of religion</b>	<b>Progress in the skills needed to study religion and worldviews</b>

Intent: Aims in RE:	PANTHERS will be able to:	Some LIONS and most JAGUARS will be able to:
<p><b>Know about &amp; Understand</b> A1. Know, describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities</p>	<p>Use their knowledge of religions to recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them</p>	<p>Use their growing knowledge of religions to describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas</p>
<p><b>Know about &amp; Understand</b> A2. Know, identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and worldviews</p>	<p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come</p>	<p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities</p>
<p><b>Know about &amp; Understand</b> A3. Know, appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning</p>	<p>Recognise some different symbols and <b>actions which express a community's</b> way of life, appreciating some similarities between communities</p>	<p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning</p>
<p><b>Express and Communicate</b> B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities</p>	<p>Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make</p>	<p>Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities</p>

	<b>PANTHERS will be able to:</b>	<b>LIONS will be able to:</b>	<b>JAGUARS will be able to:</b>
<b>Express and Communicate B2.</b> Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves	Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives	Observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful evaluation and analysis of controversies about commitment to religions and worldviews, accounting for the impact of diversity within and between communities
<b>Express and communicate B3.</b> Appreciate and appraise varied dimensions of religion <sup>3</sup>	Notice and respond sensitively to some similarities between different religions and worldviews	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews	Consider and evaluate the question: what is religion? Analyse the nature of religion using the main disciplines by which religion is studied
<b>Gain &amp; deploy RE skills:</b> C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively	Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry	Discuss and present thoughtfully their own and <b>others' views on challenging questions about</b> belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry	Explore some of the ultimate questions that are raised by human life in ways that are well-informed and which invite reasoned personal responses, expressing insights that draw on a wide range of examples including the arts, media and philosophy
<b>Gain &amp; deploy RE skills:</b> C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all	Find out about and respond with ideas to examples of co-operation between people who are different	Consider and apply ideas about ways in which diverse communities can live together for the well being of all, responding thoughtfully to ideas about community, values and respect	Examine and evaluate issues about community cohesion and respect for all in the light of different perspectives from varied religions and worldviews

## RE OUTLINE

	AUTUMN	SPRING	SUMMER
PANTHERS	<p>What are Christians? Are there Christians in Wolverhampton?</p> <p>Where do they worship?</p> <p>Listen to and recount a Christian story.</p>	<p>What are Sikhs? Are there Sikhs in Wolverhampton?</p> <p>Where do they worship? What do Sikhs wear/carry?</p>	<p>What are Muslims? Are there Muslims in Wolverhampton?</p> <p>Can you name some differences between Sikhs, Muslims and Christians?</p>
LIONS	<p>What can we learn from stories from the Bible? (Four stories of Moses)</p>	<p>Learn about Sikhism. Visit a place of worship/interview a Sikh.</p>	<p>Research the Muslim faith. How do they live? Compare their lifestyle to yours.</p>
JAGUARS	<p>What do people believe about God? (Christianity)</p> <p>What do Jews believe?</p> <p>What are the similarities and differences?</p>	<p>Compare religious festivals in 3 faiths. Which celebration do you think is the best and why?</p>	<p>Exploring Key Leaders in at least 3 religions: Who do you think is a great leader/inspirational and why?</p>