



Overview of RE at Sowe Valley Primary School

<u>Vision (Intent)</u>	<u>Immersion (Our Offer)</u>	<u>Personalising the Curriculum to Sowe Valley (Implementation)</u> <u>Highlighted units are specific to Coventry and are ‘local units’ – these reflect the relationship between our city community and worldviews</u>	
At Sowe Valley, we believe that our children should have a strong sense of what they believe is valued and belong to our tapestry of a richly diverse community and they can become or be whatever they want to be in terms of their spirituality. We want our children to have the opportunity to explore a variety of religions and worldviews through question and enquiry, enabling us to celebrate the diverse worldviews we hold within Sowe Valley and develop an understanding beyond. We value our local area and the religions and worldviews that are held within it. Children will explore these enquiry based units through three main disciplines: theology (beliefs), philosophy (thinking) and Human and Social Sciences (living). Children will be able to relate to the religion or worldview they are learning about through opportunities to relate their own beliefs and experiences to their learning. Children will be given the opportunity to deepen their understanding through purposeful discussion, debate, current world events and sharing of real life lived experiences. Through exciting and engaging lessons, children will come to an informed and empathetic understanding of different groups, helping to promote cohesion and integration, and further supporting our work linked to British values, underpinning ‘mutual respect’ and ‘tolerance’. Throughout all the enquiries, the children’s spiritual, moral, social and cultural education is carefully considered.	Current Practice: At Sowe Valley Primary School, we teach Religious Education through an enquiry based syllabus through the Jigsaw RE scheme covering the principal world faiths and humanism in a progressive way. The specific aspects of religion and worldviews which the children are taught are mapped according to agreed Coventry and Warwickshire agreed syllabus and SACRE. In every year group, children are taught about Christianity along with at least another worldview. This gives the children the opportunity to learn about Christianity in depth and relate subsequent learning about different faiths and worldviews to their learning about Christianity. (There are requirements for a locally agreed syllabus, set out in section 375 (3) of the Education Act 1996 and paragraph (5) of Schedule 19 to the School Standards and Framework Act 1998. The requirements are that a syllabus must ‘reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain.’) The syllabus is established on a foundation of seven core concepts and makes use of enquiry questions that drive learning in each unit. They also include a focus on three disciplines of study (called Disciplinary Lenses in Jigsaw RE) – theology (T), philosophy (P) and Human and Social Sciences (HS). : 1. Belonging and Believing (BB) (T, HS) 2. Wisdom and Guidance (WG) (T, P, HS) 3. Personal Responsibility (PR) (P, HS, T) 4. Living Well (LW) (T, P, HS) 5. Authority and Power (AP) (T, P, HS) 6. Changes (Ch) (HS, T +history) 7. Grand Narratives (GN) (T, P, HS +history) Children have the opportunity to explore some of these disciplines through a local enquiry unit. This enables them to see the worldviews and religion within their own community and city putting themselves, and the community they live in, as a way of seeing religions and worldviews within the community around them – seeing that they belong to the community and they can understand the beliefs within the community. Each enquiry lasts for half a term and begins with a “big” question such as “What is the best way for a Christian/Jew/Muslim etc. to show commitment to God?” The children then start discussing the theme of the enquiry (in this case, commitment) from their own experience. What have they shown commitment to? Brownies? Cubs? Their sporting team? Playing an instrument? Only when the children fully understand the concept they are considering, do they then move on to investigating what the people following the studied religion or	Reception	The enquiries in Early Years act as an introduction to some of the concepts underpinning common themes e.g. belonging, special places, story, and touch on a range of worldviews.
		Year 1	5-6 Christianity A1 What do Christians believe about God? 5-6 Christianity A2 What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? 5-7 Judaism E2 Is Shabbat important to Jewish children? 5-6 Christianity Sp2 Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? 5-7 Islam E1 Who is God to Muslims? 5-7 Islam E3 How important is the Qur’an to Muslims?
		Year 2	6-7 Christianity A1 Is it possible to be kind to everyone all of the time? 6-7 Christianity A2 Why do Christians believe God gave Jesus to the world? 5-7 Sikhi E3 Does taking part in Baisakhi help Sikh children feel a sense of belonging? Local Unit: Why has the Coventry Blitz shaped Christian worldviews locally and globally? 5-7 Sanatana Dharma E1 Who is God to Sanatanis? 5-7 Sanatana Dharma E2 What might Sanatanis learn from the story of Rama and Sita and the celebrations of Diwali?
		Year 3	Local Unit: How are religion and worldviews shaped and expressed through art and architecture? 7-8 Christianity A1 Has Christmas lost its true meaning? OR 8-9 Christianity A1 What is the most significant part of the nativity story for Christians today 7-8 Christianity Sp1 Could Jesus heal people? Did He perform miracles or was there some other explanation?



	worldview believe about it. They will spend approximately 3 lessons on this, learning in a variety of ways, so they can adapt their responses and come to a measured conclusion. In week 5 they will complete an activity which can assess their learning, by answering their “big” question. The assessment activities are child friendly and can be answered in a variety of ways, as long as the child can justify their view with the knowledge they have gained throughout the enquiry. This demonstrates the level of critical thinking that the children can apply – a valuable skill for them throughout the school curriculum. The final week in every enquiry gives the children time to reflect on what they have learnt about the concept and apply to it their own lives, thus allowing them to form their own beliefs and identity. For example, learning that Sikhs share their food with all who attend has taught me about sharing that I would like to take forward with me. These lessons are often very creative and children have opportunities to make items to express themselves in ways other than just writing. Further Development: Curriculum enrichment through visits and visitors to support the learning and understanding of religion and worldviews.		5-7 Humanism E1 What do Humanists believe? 7-9 Judaism E3 How does celebrating Shavuot help Jewish children feel closer to God? 9-12 Judaism E2 What is the best way for a Jew to show commitment to God?
		Year 4	7-9 Sanatana Dharma E2 What do some deities tell Sanatanis about God? 8-9 Christianity Su2 Do people need to go to church to show they are Christians? Local Unit: How have religion and history entwined in this area? 7-8 Christianity Sp2 What is ‘good’ about Good Friday? 9-12 Sanatana Dharma E2 How can Brahman be everywhere and in everything? 7-9 Bahá’i E1 What is the best way for a Bahá’i to lead a good life? OR 7-9 Buddhism E2 Can the Buddha’s teachings make the world a better place?
		Year 5	7-9 Islam E2 Does completing a pilgrimage make a person a better Muslim? 9-10 Christianity A2 Is the Christmas story true? 7-9 Islam E3 What is the best way for a Muslim to lead a good life? 9-10 Christianity Sp2 How significant is it for Christians to believe that God intended Jesus to die? 9-12 Islam Does belief in Akhirah (life after death) help Muslims lead a good life? 7-9 Humanism E1 What motivates Humanists to lead good lives?
		Year 6	7-9 Sikhi E2 Do Sikhs think it is important to share? 9-10 Christianity Does belief in the Trinity help Christians make better sense of God as a whole? 10-11 Christianity Sp1 Is anything ever eternal? 10-12 Christianity Sp2 How do the events of Pentecost impact on Christians today? 7-9 Sikhi E3 What is the best way for a Sikh to lead a good life? 9-12 Sikhi E2 How are sacred teachings and stories interpreted by Sikhs today?