

## Religious Education

At West Newcastle Academy we are committed to providing a Religious Education curriculum that fosters a strong sense of community, promotes moral development and encourages spiritual growth.

At our school, all students, regardless of their faith or background will:

- Develop a respect and understanding of various religious beliefs and traditions
- Discover their own sense of spirituality and feel confident in their personal beliefs
- Learn about the importance of faith in guiding moral decision-making and develop a strong sense of ethics and values
- Feel a sense of belonging and inclusion in our school community, regardless of their religious background
- Understand the significance of cultural and religious celebrations

Experience a curriculum that is engaging, age-appropriate, and relevant, and which fosters a curiosity about the world and a desire to learn more. By embracing this vision for Religious Education we aim to cultivate a learning environment that is nurturing, supportive and reflective of our school's values. We believe that all students have the capacity for spiritual growth and that an understanding of different faith traditions is essential for fostering empathy, respect and compassion for all people.

## Curriculum

At WNA we follow the agrees syllabus for Newcastle upon Tyne from the Standing Advisory Council on Religious Education (SACRE)

<https://www.servicestoschools.org.uk/Services/1605>

## EYFS

<b>The importance of belonging</b>	<b>Harvest festivals</b>	<b>Friends of Jesus</b>
<p>Children are introduced to the concept of belonging, which is then related to their own sense of belonging and to how they are made to feel they belong. They look at how children are initiated and welcomed into the Christian family. They think about groups they belong to, how they know and show they belong, and what is special about belonging.</p>	<p>Children are introduced to the concept of religious celebration and the notion of religions expressing their beliefs through festivals. They learn about the meaning of Harvest in Christianity and Sukkot in Judaism, and why religious people believe it is important to say thank you to God. Other harvest festivals from around the world, such as Thanksgiving, can be introduced. Opportunities are provided for</p>	<p>Children are introduced to the person of Jesus by looking at his family and friends, and to the notion of Jesus as a special person for Christians through some stories about him.</p>

	children to consider for what they might want to say thank you, to whom thanks should be given and how gratitude might be expressed.	
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### Year 1

<p><b>Expressions of belonging</b></p> <p>Pupils relate their own understanding of belonging to what believers from different religions understand about it. They look at how Christians in particular express their sense of belonging, community and identify and at how a church welcomes children into its family.</p>	<p><b>Christmas and Hannukah</b></p> <p>The focus of this unit is the theme of celebration through the exploration and experience of Christmas and Hannukah. The starting point is the practice of giving gifts at Christmas, which is shared by most Christians and people from a secular background, then the unit explores the Christian belief that Jesus is God's gift to and the light of the world. The unit also explores the origins and significance of some of the practices associated with the Jewish festival of Hannukah, including the symbol of light.</p>	<p><b>Introducing the Bible through characters and stories</b></p> <p>Pupils will learn about the importance of the Bible and some of its content through exploration of some well-known characters and stories. The stories are used as a vehicle for discussing concepts such as faith, faithfulness, obedience, trust, the making and keeping of promises, responses to encounters with God and people's relationships with God.</p>	<p><b>Ideas about God in Christianity and Judaism</b></p> <p>Pupils are introduced to some Christian and Jewish beliefs about God, the nature of God and the activity of God in the world. Pupils learn why Christians and Jewish people describe God in terms of positive personal qualities and have opportunities to reflect on their own experiences and feelings of love, wonder, awe and mystery.</p>
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### Year 2

<p><b>Teaching through stories</b></p> <p>Pupils explore some parables from the gospels and learn that</p>	<p><b>Easter</b></p> <p>The focus of this unit is the theme of religious celebration</p>	<p><b>Christian Beliefs and Practice</b></p>	<p><b>Judaism: Torah and Shabbat</b></p>	<p><b>Judaism: Beliefs and Practice</b></p> <p>This unit outlines the key beliefs and practices</p>
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<p>Jesus was a good story teller who used stories to teach people about God. Pupils will draw on their own experience and understanding of story telling and story writing. Reference should be made to scripture in religions other than Christianity.</p>	<p>through the exploration and experience of Easter. The unit begins with the Easter Day stories and explores the Christian beliefs that Jesus brings new life and is God's gift to the world.</p>	<p>This unit gives pupils an introduction to the idea that religious beliefs require expression, both individually through daily life and collectively in a community through, for example, worship.</p>	<p>Pupils are introduced to the Sefer Torah (the Torah scroll), which is the focal point of Jewish worship and the source of Jewish teaching, custom and practice. Pupils learn about how the Torah is regarded and treated and why it is so precious to Jewish people. They consider what rules and teachings influence their own lives and what they value.</p>	<p>in Judaism by emphasising current practice, while giving pupils the opportunity to learn about the historical foundation of the religion. Pupils have opportunities to express their own feelings about these beliefs and practices.</p>
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### Year 3

<p><b>Expressions of Identity</b></p> <p>Pupils draw on their understanding and experience of belonging and then relate this to how religious people have a sense of belonging to their faith and faith community. Pupils are introduced to a number of outward expressions of religious identity through study of world religions. They consider how and why for religious people expressing their sense of belonging and identity is so important.</p> <p><b>Religions in the Local Community</b></p>	<p><b>The Content and Significance of the Bible</b></p> <p>This unit focuses on the composition of the Bible and its importance and use in the lives of Christians. The Bible embraces a number of genres, which describe the history of the Jewish people and the early years of the Christian Church. Many of the biblical characters and stories are embedded in British culture.</p> <p><b>The Person of Jesus</b></p>	<p><b>Hinduism: God and Worship in the Home</b></p> <p>Pupils are introduced to Hinduism by exploring some ideas about God, ways in which Hindus worship and why worship is important to members of the Hindu community.</p> <p><b>Hinduism: Beliefs and Practice</b></p> <p>This unit introduces pupils to some of the beliefs and practices of Hindus through studying worship in the mandir and the celebration of Divali. There is a focus on how beliefs are</p>
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<p>Pupils learn about religion in their local area by collecting and interpreting the evidence from a range of sources. They develop their understanding of the ways in which individuals and communities express their religious identity.</p>	<p>This unit investigates what is known about Jesus through history, the gospels and interpretations of Jesus in art. Pupils look at how Jesus is represented through art in different periods and places and think about what the representations convey. They investigate what people in the gospels say about Jesus, as well as what Jesus claimed about himself. Pupils evaluate work on their own impressions of Jesus.</p>	<p>exemplified during Divali. The religious significance of what Divali means to believers is highlighted using pictures, drama, story telling and model making.</p>
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#### Year 4

<p><b>Meanings within Christmas and Divali</b></p> <p>Pupils look at how Christians find meaning in the stories of Jesus' birth. Using visual and written sources and music, pupils learn about and develop their understanding of some of the ways in which Christians celebrate Jesus' birth. They encounter biblical stories, develop their understanding of the use of symbolic language and examine how religious beliefs and ideas can be conveyed through the arts. They compare and contrast Christmas with Hindu Divali.</p>	<p><b>Meanings within Easter</b></p> <p>This unit explores the events leading to the death and resurrection of Jesus and the meaning and significance of these events for Christians.</p>	<p><b>The Meaning of Signs and Symbols in Religion</b></p> <p>Pupils learn about some of the possible or intended meanings of different signs and symbols. The unit considers different religious symbols, including symbolic language, used to express perceptions of God and aspects of faith, and explores the meaning of the symbols for those who use them. Pupils investigate examples of symbolic language to deepen their understanding of important religious concepts.</p>
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#### Year 5

<p><b>Places of Worship</b></p>	<p><b>The Origins and Composition of the Bible</b></p>	<p><b>Islam: Muhammad</b></p>
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<p>This unit is designed to help pupils understand how religious buildings exemplify the beliefs and values of religious communities. It enables them to acquire further knowledge of signs, symbols and metaphors, and explore how they are used to extend and deepen religious understanding.</p> <p><b>The Importance of Worship</b></p> <p>Pupils study the key features of worship and what worship means to believers. They explore the place and importance of prayer in worship for faith communities and individuals. Pupils learn about the importance of community and how faith communities express their beliefs and commitment through worship. This unit can be taught with a focus on worship in one religion or by comparing worship in two or more religions.</p>	<p>This unit is designed to give pupils some insight into the origins and content of the Bible, thereby setting it in its historical and literary context.</p>	<p>Pupils learn about the life and teachings of Muhammad and develop their understanding of why he is so important for Muslims. They explore the idea of role models and how Muhammad provides a role model for Muslims. They explore the concepts of revelation and religious experience, including the importance of quiet contemplation.</p> <p><b>Islam: The Qur'an</b></p> <p>This unit enables pupils to deepen their knowledge and understanding of the Qur'an and appreciate its significance for Muslims.</p>
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## Year 6

<p><b>People's Perspectives on and Impressions of Jesus</b></p> <p>This unit explores different perspectives on who Jesus was and what sort of person he was, including the perspectives of his enemies. Pupils look at some of the symbolic language Jesus used about himself and at some of his words and actions, some of which outraged his enemies and eventually led to his crucifixion. Pupils will reflect</p>	<p><b>The Influence of Faith on Believers</b></p> <p>Pupils gain knowledge and understanding about the influence of religious teaching on the behaviour and action of believers. They develop their understanding that Christians base their behaviour on the teaching of Jesus and the guidance of the church, and that this reflects their Christian beliefs. They build upon their understanding of the links between their own</p>	<p><b>Islam: The Five Pillars</b></p> <p>This unit outlines the key beliefs and practices in Islam. It emphasises current practice, but provides pupils with opportunities to learn about the foundation of the Muslim faith.</p>
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<p>on their own impressions of Jesus and evaluate the work they have done in this unit.</p>	<p>attitudes and behaviour and religious values by developing their ability to ask questions about the basis for moral choices and decisions, and how religious values might offer a basis for morality.</p> <p><b>God as Spirit</b></p> <p>This unit explores some abstract, spiritual concepts of God and considers some of the ways in which Christians believe God is revealed in the world. Pupils look at how Muslims perceive the qualities of Allah and compare these with Christian beliefs about the nature and character of God. Pupils study the story of Abraham/Ibrahim as an example of an encounter with God/Allah and reflect on how their own beliefs about and understandings of God/Allah might have changed following the work covered in the unit.</p>	
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