

Subject: Religious Education

Curriculum value and character drivers

		Strive Enthusiasm, perseverance and resilience		Harmony Empathy, understanding and tolerance		Inspire Responsibility, right and wrong, respect		Nurture Health bodies, minds and relationships		Excel Ambition			
		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Reception		Play based RE: a set of examples				Who celebrates what? How and Where? Celebrations that matter in Wolverhampton (Christian, Muslim, Hindu, Sikh)							
Year 1		How can we find out about Christianity today in Wolverhampton? Christmas: Gifts & Giving				Beginning to learn about the Sikhs. How and why are some books holy? Special stories of Christians, Sikhs, and Muslims.				What can we learn about prayer from stories of Jesus? Beginning Christianity Visit a church			
Year 2		What can we learn from stories from the bible? (For stories of Moses) Christmas: Good News				Beginning to learn from Islam. Questions that puzzle us				Holy Places: Worship at the Church, Mandir, Mosque and Gurdwara Visit a mosque (Includes visiting places of worship)			
Year 3		What do people believe about God? (Christianity) Christmas: Light				What's it like to be a Hindu? Community, worship, celebration. Visit a Mandir Exploring key leaders: Sikhs and Hindus				What do we celebrate and why? (Christian, Muslim, Sikh and Hindu)			
Year 4		What is it like to be Jewish? Visit a synagogue Christmas: Journeys				Why do some people think Jesus is inspirational? Why does the Prophet matter to Muslims?				An enquiry into visiting places of worship (includes visiting places of worship)			

Year 5	Keeping the 5 pillars of Islam Christmas: Peace	When, how and why do Christians pray? Hindu, Sikh, Jewish and Islamic Prayer: What difference does it make?	What can we learn from religion about temptation?
Year 6	What will make Wolverhampton a more respectful community? (Sikh, Muslim, Christian, Non-religious) Christmas: Incarnation	Christian Aid, Khalsa Aid, Islamic Relief: Can they change the world? Values: What matters most? (Christians and Humanists)	Sikhs in Wolverhampton: Wat can we learn? Gurus, Worship, Service and the Wonderful Lord

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Moral - Ability to recognise integrity (the difference between right and wrong) and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England.

Spiritual Development - Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. Knowledge of, and respect for, different people's faiths, feelings and values.

Cultural – The essential knowledge pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement (music, art, poetry etc.).

Social – Ability to use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds. Demonstrate a willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.

Character – a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.

Value	KS1	KS2
Strive	The Strive Value is demonstrated in Year 1 Autumn 2 when the children are 'Beginning to learn about the Sikhs'. The children learn that Guru Nanak was the founder of Sikhism and he strived to help others to become better people despite many challenges and setbacks he faced. He demonstrates commitment to his faith and beliefs, resilience and a positive outlook.	The Strive Value is demonstrated in Year 5 when the children learn about the Five Pillars of Islam. The children find out how Muslims strive to live by Islamic beliefs in their daily lives to improve their faith (shahada), to pray (salat), give to charity(zakah), fast during the month of Ramadan (sawm) and go on a pilgrimage (hajj). The children learn how Muslims strive to improve their ways of live, build resilience and will power to humble themselves, appreciate what they have and give to those who are in need.
Harmony	The Harmony Value is important in every unit of work in KS2 . From Year 1 – 2, the children learn about religion and from religion in Islam, Christianity and Sikhism. An example of the Harmony Value can be seen in Year 1 Summer Term when the children look at 'What can we learn about prayer from stories of Jesus?'. The children look at a range of stories about how Jesus helped and healed others and demonstrated admirable qualities (patience, tolerance, resilience). They begin to look at how Christians pray to in a range of ways to feel closer to God, to ask for forgiveness and accept blessings.	The Harmony Value is important in every unit of work in KS2 . From Year 3 – 6, the children learn about religion and from religion in Islam, Christianity, Hinduism and Sikhism. An example of the Harmony Value can be seen in the Year 4 Spring term when the children look at 'Why does the Prophet matter to Muslims?'. The children look at how Allah (SWT) revealed the Quran to Prophet Muhammad (PBUH). The children they look at stories about Prophet Muhammad (PBUH) wanted to spread the word of Islam teaching people to be kind, generous and giving to others.
Inspire	The Inspire Value is important in every unit of work in KS2 . The children learn about many inspirational people including: Jesus, Prophet Muhammad (PBUH) and Moses. The children also learn from these inspirational leaders reflecting on their own values and beliefs. An example of the Inspire Value can be seen in Year 2 Autumn 2 when children are 'Beginning to learn from Islam'. The children learn about the month of Ramadan when Muslims fast for 30 days. They take inspiration from the dedication and worship to Allah (SWT) during this spiritual month connecting to God.	The Inspire Value is important in every unit of work in KS1 . The children learn about many inspirational people including: Jesus, Prophet Muhammad (PBUH) and Moses. The children also learn from these inspirational leaders reflecting on their own values and beliefs. An example of the Inspire Value can be seen in Year 6 when the children look at 'What will make Wolverhampton a more respectful community?'. They learn about how religions may differ, but the golden rule is the same for each one: treat others how you wish to be treated. It allows an opportunity to not only inspire, but to build tolerance to those from different faiths and beliefs, shaping their views to build a positive perspective on the wider world.
Nurture	The Nurture Value is a key element in all units of work in KS1 as the children look at a range of stories feeling empathy and showing understanding and tolerance towards leaders, relationships people have with others, different beliefs, and values. An example of the Nurture Value can	The Nurture Value is a key element in all units of work in KS2 as the children look at a range of stories feeling empathy and showing understanding and tolerance towards leaders, relationships people have with others, different beliefs, and values. An example of the Nurture Value can

	<p>be seen in Year 1 when they look at 'How and why are some books holy? Special stories from Christians, Sikhs and Muslims'. A story about Prophet Muhammad and his aims was to spread peace demonstrates the importance of developing positive relationships with others and how acts of kindness towards others can influence others to make more positive choices.</p>	<p>be seen in Year 3 Autumn 2 when the children look at 'What is it like to be a Hindu?'. The children learn about the Hindu worship and how the local community, families and friends come together to be closer to God. They have the opportunity to look at positive relationships within a family and in a place of worship.</p>
<p>Excel</p>	<p>The Excel Value is demonstrated in Year 1 Summer Term 1&2 when the children look at 'What can we learn about prayer from stories of Jesus?'. The children look at Jesus who is an inspiring leader in Christianity. They look at stories to show how Jesus used prayer to help, find and give to others in different situations. Jesus demonstrated the importance of demonstrated the respect and integrity towards others.</p>	<p>The Excel Value is demonstrated in Year 6 Autumn 2 when they look at 'Christian Aid, Khalsa Aid, Islamic Relief: can they change the world?'. This unit gives the children the opportunity to see how a range of religious charities set out to help those less fortunate to try and change the world. This not only helps the children to see that all the religious charities have the same aim but also helps the children to consider their place in the world, be ambitious and think about how they can make a difference.</p>

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