

# Worcestershire Agreed Syllabus (WAS)

## KS1 Programme of Study

### What do pupils gain from RE at this key stage?

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject-specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

### Aims

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

### RE teaching and learning should enable pupils to...

A. make sense of a range of religious and non- religious beliefs

B. understand the impact and significance of religious and non-religious beliefs

C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied

### Religions and worldviews

During the key stage, pupils should be taught knowledge, skills and understanding through learning about **Christians, Muslims and Jews**. Pupils may also encounter other religions and worldviews in thematic units, where appropriate.

# Worcestershire Agreed Syllabus (WAS)

## KS2 Programme of Study

### What do pupils gain from RE at this key stage?

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

### Aims

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

### RE teaching and learning should enable pupils to...

A. make sense of a range of religious and non- religious beliefs

B. understand the impact and significance of religious and non-religious beliefs

C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied

### Religions and worldviews

During the key stage, pupils should be taught knowledge, skills and understanding through learning about **Christians, Muslims, Hindus and Jews**. Pupils may also encounter other religions and worldviews (including non-religious worldviews) in thematic units.



# RE Enquiry Overview

	Autumn		Spring		Summer	
	1	2	1	2	1	2
N	What makes people special?	What is Christmas?	How do people celebrate?	What is Easter?	What can we learn from stories?	What makes places special?
R	What makes people special?	What is Christmas?	How do people celebrate?	What is Easter?	What can we learn from stories?	What makes places special?
1	Does God want Christians to look after the world?	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Was it always easy for Jesus to show friendship?	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Is Shabbat important to Jewish children?	Are Rosh Hashanah and Yom Kippur important to Jewish children?
2	Is it possible to be kind to everyone all of the time?	Why do Christians believe God gave Jesus to the world?	Does praying at regular intervals help a Muslim in his/her everyday life?	How important is it to Christians that Jesus came back to life after his crucifixion?	Does going to a mosque give Muslims a sense of belonging?	Does completing Hajj make a person a better Muslim?
3	Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	Has Christmas lost its true meaning?	Could Jesus heal people?	What is 'good' about Good Friday?	How can Brahman be everywhere and in everything?	Would visiting the River Ganges feel special to a non-Hindu?
4	How special is the relationship Jews have with God?	What is the most significant part of the Nativity story for Christians today?	How important is it for Jewish people to do what God asks them to do?	Is forgiveness always possible for Christians?	What is the best way for a Jew to show commitment to God?	Do people need to go to church to show they are Christians?
5	How far would a Sikh go for his/her religion?	Is the Christmas story true?	Are Sikh stories important today?	How significant is it for Christians to believe God intended Jesus to die?	What is the best way for a Sikh to show commitment to God?	What is the best way for a Christian to show commitment to God?
6	What is the best way for a Muslim to show commitment to God?	Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Is anything ever eternal?	Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Does belief in Akhira (life after death) help Muslims lead good lives? Part 1	Does belief in Akhira (life after death) help Muslims lead good lives? Part 2