



# Salford Priors Church of England Academy



## RE Curriculum

Our curriculum drivers – Christian Values and Learning Qualities					
FAITH	HOPE	COURAGE	FORGIVENESS	PEACE	GENEROSITY
Resilience	Curiosity / Determination	Curiosity / Determination	Respect / Responsibility	Respect / Responsibility	Resourcefulness

*‘Rooted in love and faith – Growing in hope and courage – Thriving in light and harmony’*

Rooted	Growing	Thriving
Our RE curriculum aims to provide a broad and balanced curriculum which provides many opportunities for the children to demonstrate that they are articulate, curious and knowledgeable about others’ beliefs. They are inspired by what they learn and this impacts on their own personal development so that they are independent in their thought processes.	Children engage in theological discussion about the foundational beliefs of different religions and the concept of God and/or an ultimate reality. They will also investigate different belief systems and how these have been challenged and interpreted.	We ensure children thrive as informed students of world faiths and a strong sense of their own beliefs and/or spirituality. They are able to ask and answer world-view questions with curiosity, respect and responsibility. Children understand the commonality of the human experience and are tolerant of other’s beliefs and practices. Children can articulate their own ideas about religion, beliefs and spirituality, knowing these thoughts need not be fixed.

### What does the DfE say about Religious Education?

Religious Education (RE) is an important and necessary part of all pupils’ education. In RE, pupils enter into a rich discourse about the religious and non-religious traditions that have shaped Great Britain and the world. RE in primary and secondary schools enables pupils to take their place within a diverse multi-religious and multi-secular society. At its best, it is intellectually challenging and personally enriching. It affords pupils both the opportunity to see the religion and non-religion in the world, and the opportunity to make sense of their own place in that world. At Salford Priors CofE Academy, we incorporate two syllabuses into our RE provision. We follow both the statutory Coventry and Warwickshire Agreed Syllabus (CWAS) and also the Church of England Education Office’s project, Understanding Christianity.

Understanding Christianity is designed to support pupils in developing their own thinking and their understanding of Christianity, as a contribution to their understanding of the world and their own experience within it. The project aims to see pupils leave school with a coherent understanding of Christian belief and practice. Pupils explore the significant theological concepts within Christianity as part of developing their wider religious, theological and cultural literacy.

### Coventry and Warwickshire Agreed Syllabus (CWAS)

The CWAS, released in 2024, takes a religion and worldviews approach. It starts with the particular (eg individual and communal worldviews) and moves towards the general (eg knowledge of recognisable familial traits from organised worldviews). It makes use of the immediate context and available resources. It has a large focus on the ways in which people live, the diversity of embodied religion and the hermeneutical nature of beliefs as interpreted and lived. The syllabus works within a broader understanding of ‘worldview’ as not just being about seeing but also

about experiencing and living in a very bodily sense. Through engaging with the units of work, pupils will come to a realisation that worldviews, including religions, are not simply about how individuals and groups 'see' the world but are also embodied and involve real people making decisions about what to do with their bodies, the places and spaces they want to practise and engage in ritual, and the importance that artefacts and objects might hold within a worldview. We also regard worldviews as holding spiritual significance and that, for many, beliefs in the transcendent and something supernatural and beyond themselves are of utmost importance.

### **CWAS Syllabus Structure: The Seven Core Concepts**

The syllabus is structured around seven core concepts, repeatedly encountered as part of a spiral curriculum where these concepts are revisited from the different angles provided by a) case studies from a range of religions and worldviews, b) different 'ways of knowing' about religion and worldviews through the methods and tools of disciplines of study, c) the additional perspectives that come with age and maturity as pupils move through the education system. These seven concepts are relevant to all worldviews, including individual, communal and organised worldviews:

- **Belonging and Believing:** How belonging and believing are complex ideas, are not necessarily synonymous and are expressed in diverse ways.
- **Wisdom and Guidance:** How beliefs and ideas are both shaped and expressed through text and art.
- **Personal Responsibility:** How ideas about right and wrong and death and beyond can shape the ways in which people live and respond.
- **Living Well:** How ideas and beliefs about what constitutes a good life shape the way in which people choose to 'live well'.
- **Authority and Power:** How people and texts may influence belief and lived expression in diverse ways.
- **Changes:** How time and space impact upon religion and worldviews.
- **Grand Narratives:** How history and world narratives have both impacted on and been shaped by religion and worldviews in both positive and problematic ways.

Each of the core concepts above is linked with specific disciplines so that the concept can be approached through nuanced and varied enquiry built around the different 'ways of knowing' about religion and worldviews. This might include the recognisable methods and tools associated with the main disciplines of study (e.g. theology, philosophy, and human and social sciences) but also engagement with the ongoing ancient conversation about humans, the transcendent and why that may or may not matter in the lived experience of individuals and communities. History has also been identified as a key discipline for this syllabus, as pupils examine the ways in which religion and history have entwined in our geographical area. This allows for study of 'worldviews of the past', engaging with the means by which previous generations 'knew' about their own worldviews, for example through stained glass windows or the passing on of stories and knowledge through the oral tradition and religious plays.

## RE - Long Term Planning Cycles at Salford Priors

Note: Each class completes their first lesson in Autumn 1, each year, as a CWAS 'Introduction to A Religion and Worldviews Approach to RE' session, to ensure a consistent view to learning. UC = Understanding Christianity; CWAS = Coventry and Warwickshire Agreed Syllabus.

	Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception		UC: God/Creation Why is the word 'God' so important to Christians?	UC: Incarnation Why do Christians perform Nativity plays at Christmas?	CWAS: F1 How can people show they belong together?	UC: Salvation Why do Christians put a cross in an Easter Garden?	CWAS: F2 Who are the people in the sacred (special) stories and why might they be important today?	CWAS: F3 How do people know how to treat each other?
KS1 Year 1 and 2	Cycle A	UC: What do Christians believe God is like?	UC: Incarnation Why does Christmas matter to Christians?	CWAS: K1.3 How do people with similar religion and worldviews share and celebrate their beliefs?	CWAS: K1.2 Where do people turn for guidance in life?	UC: Gospel What is the good news Jesus brings?	CWAS: K1.1 How might your religion or worldview be seen in the choices you make?
	Cycle B	UC: Creation Who made the world?	CWAS: K1.4 Who is a Jesus? (1)	CWAS: K1.5 What is most important for different people?	UC: Salvation Why does Easter matter to Christians?	CWAS: Layover Unit - Christianity	CWAS: K1.6 Why has the Coventry Blitz shaped Christian worldviews locally and globally?
LKS2 Year 3 and 4	Cycle A	CWAS L2.1 Why are nature and the seasons significant for religion and worldviews?  CWAS: Layover Unit – Hinduism	UC: Creation What do Christians learn from the creation story?	UC: People of God What is it like to follow God?	CWAS: L2.6 Do you have to be part of a faith community to express an organised worldview?	UC: Incarnation What is the Trinity?	CWAS: L2.2 How are religion and worldviews shaped and expressed through art and architecture?
	Cycle B	CWAS: L2.5 What or who is 'God' and how is the divine understood in theistic worldviews?  CWAS: Layover Unit – Judaism	UC: Gospel What kind of world did Jesus want?  CWAS: L2.3 What can religion and worldviews tell us about conflict, peace, forgiveness and reconciliation and is that important?	CWAS: L2.4 How might your worldview lead you to do hard things for good reasons?	UC: Salvation Why do Christians call the day Jesus died 'Good Friday'?	UC: Kingdom of God When Jesus left, what was the impact of Pentecost?	CWAS: L2.7 How have religion and history entwined in this area?
UKS1 Year 5 and 6	Cycle A	UC: God What does it mean if God is holy and loving?  CWAS: U2.4 What might it mean to 'live well'?	UC: Kingdom of God What kind of king is Jesus?  CWAS: Layover Unit – Buddhism	CWAS: U2.6 How might your worldview impact on the way you understand death and beyond?	UC: People of God How can following God bring freedom and justice?	CWAS: U2.5 How do beliefs and ideas about land shape the way human beings live?	CWAS: U2.7 What do organised worldviews have to tell us about what truth is and where it might be found?
	Cycle B	UC: Gospel What would Jesus do?  CWAS: Layover Unit – Sikhism	CWAS: U2.3 Do religions change or do they stay the same?	UC: Incarnation Was Jesus the Messiah?  CWAS: U2.1 Who is Jesus? (2)	UC: Salvation What did Jesus do to save human beings?  UC: Salvation What difference does the resurrection make to Christians?	UC: Creation Creation and science – conflicting or complementary?	CWAS: U2.2 Why might ancient stories still be so important for some religion and worldviews today?