

Westhaven School Curriculum Map for RE

Valued – Inspired – Prepared

Westhaven School is a unique learning environment with high expectations for learners who experience barriers to learning for a range of reasons. We promote a calm environment that enables everyone to learn. The golden thread that permeates our curriculum and our conduct through every school day are the core values which shape our learners to be:

- *safely independent*
- *confident communicators*
- *respectful citizens*
- *resilient learners*
- *inquisitive thinkers*

The Westhaven Way is our ethos and it underpins our daily approach to behaviour and learning.

At Westhaven, English is the heart of our curriculum. We are committed to raising the standards in phonics and early reading of our learners through every curriculum subject. At Westhaven, we follow the approach to phonics teaching as outlined in the DfE validated programme UNLOCKING LETTERS AND SOUNDS.

Westhaven school follows the North Somerset approved syllabus – Awareness, Mystery and Value.

<https://www.awarenessmysteryvalue.org/>

☰ Items available for teaching RE:

Key for areas of enquiry:

| Learning about religious and non-religious world views | Learning from religious and non-religious world views |
|---|---|
| A. Beliefs, teachings and sources B. Practices and ways of life C. Forms of expressing meaning | D. Identity, diversity and belonging E. Meaning, purpose and truth F. Values and commitments |

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|-------------------------------|---|--------------------------------|---|-------------------------------------|---|--------------------------------|
| KS1 Cycle A | Who are we ?(part 1) | | Why are some times special ? (part 1) | | Why are some stories special (part 1)? | |
| Focus religion(s)/world views | Christianity/ Islam | | Christianity/ Judaism | | Christianity/ Islam/ Judaism/ Hinduism | |
| Areas of enquiry | A&D | | B&E | | C&E | |
| Supplementary questions | Who and what is special to me? Who and what supports and guides us? | | What times and seasons can I remember? Why are some festivals and celebrations special? | | What stories and books are special to me and my family? What stories and books are special to people with religions and beliefs? | |
| KS1 Cycle B | Who are we? (part 2) | | Why are some times special (part 2)? | | Why are some stories special (part 2)? | |
| Focus religion(s)/world views | Christianity/ Islam | | Christianity/ Judaism | | Christianity/ Islam/ Judaism/ Hinduism | |
| Areas of enquiry | A&D | | B&E | | C&F | |
| Supplementary questions | What makes us joyful, peaceful, reflective , happy and sad? How might stories, prayers, songs etc help me understand more about ourselves and the idea of God? | | What special objects might be used in festivals and celebrations? How might some stories and practices associated with religious and other festivals and celebrations relate to experiences and feelings in our own lives? | | How are stories told and books used within religions and beliefs? What do some stories and books say about how people should live? | |
| KS2 Lower Cycle A | Where do we belong? | How do we celebrate our | How should we live our lives? | Why are some places special? | Why is our world special? | Why is Jesus important? |

| | | | | | | |
|-------------------------------|--|--|--|---|---|--|
| | | journey through life? | | | | |
| Focus religion(s)/world views | Christianity/Judaism/Islam | Christianity/Islam | Christianity/judaism | Christianity/Hinduism | Christianity/Judaism/Hinduism/Humanism | Christianity |
| Areas of enquiry | B&D | C&E | A&F | C&D | A&E | B&F |
| Supplementary questions | Where do I belong? (feelings and experiences) Where do people belong? (family, community, group, club, place, country, birth) | How do people celebrate the important events in their lives? How do members of a religious faith celebrate these milestones in the journey of life? | How does what I do affect other people? What rules and codes of behaviour help me to know what to do? | What places are special to me and why are they special? What places are special to members of a religious or belief community? | How do I feel about the natural world? What do songs, poems, prayers and stories say about God as the Creator? | What people help, guide and inspire me? What makes them special? What do stories from the Bible say about Jesus? |
| KS2 Lower Cycle B | Where do we belong?(part 2) | How do we celebrate our journey through life? (part 2) | How should we live our lives? (part 2) | Why are some places special? (part 2) | Why is our world special? (part 2) | Why is Jesus important? (part 2) |
| Focus religion(s)/world views | Christianity/Judaism/Islam | Christianity/Islam | Christianity/judaism | Christianity/Hinduism | Christianity/Judaism/Hinduism/Humanism | Christianity |
| Areas of enquiry | B&D | C&E | A&F | C&D | A&E | B&F |
| Supplementary questions | What do people do because they belong to a faith | What artefacts, symbols and ceremonies are | What values are important to me and how can I show them in how I live? | What do these buildings that are special to religious or belief | What different ways can I use to show what I think and | What things did Jesus say and do that guide people in their lives? |

| | | | | | | |
|-------------------------------|---|--|--|---|---|---|
| | or belief community? How might ideas of family and community be reflected in our own lives? | used at significant times? Why are some times in life significant or special? | How do some stories from religions and beliefs and the example set by some people show me what to do? | communities look like? How are these buildings used? | believe about our world? How do people show they care/don't care about the world? | |
| KS2 Upper Cycle A | What is important to me? | What can we learn from the life and teaching of Jesus? | Why do religious books and teaching matter? | What does it mean to belong to a religion? (Christianity) | Why are some journeys and places special? | How do we make moral choices? |
| Focus religion(s)/world views | Christianity/ Judaism | Christianity | Christianity/ Hinduism | Christianity | Christianity/Islam | Christianity/ Hinduism |
| Areas of enquiry | A&D | B&E | C&F | B&D | C&E | A&F |
| Supplementary questions | Who am I and what does it mean to be human? Where do I belong? (My school, home tradition, belief) | Who is Jesus and what does it mean to follow him today? (the character and status of Jesus) What did Jesus teach about: love, forgiveness, sin, revenge, reconciliation, greed and giving, prayer, faith, life after death? | What different kinds of writing and stories are there that are important to religions and beliefs? Where do the most special kinds of writings come from? | How do Christians celebrate and live out their beliefs in: The journey of life? Their main festivals and practices? Their faith communities? The wider world? | Why do people believe that some places are special? Why do people go on pilgrimage and special journeys? What practices and events are associated with pilgrimage and special journeys? | What are moral questions? What are the consequences of the moral choices we make? What people and organisations help in making moral choices? |

| | | | | | | |
|-------------------------------|--|--|--|--|--|--|
| KS2 Upper Cycle B | What is important to me? (part 2) | What can we learn from the life and teaching of Jesus? (part 2) | Why do religious books and teaching matter? (part 2) | What does it mean to belong to a religion? (part 2) (Christianity) | Why are some journeys and places special? (part 2) | How do we make moral choices? (part 2) |
| Focus religion(s)/world views | Christianity/ Judaism | Christianity | Christianity/ Hinduism | Christianity | Christianity/Islam | Christianity/ Hinduism |
| Areas of enquiry | A&D | B&E | C&F | B&D | C&E | A&F |
| Supplementary questions | What am I worth? (the value of a human being) How might stories, prayers, hymns etc help people understand more about themselves and their relationships? | What do the narratives of Jesus' miracles tell us about some of the big questions about life? Why might Christmas, Easter and Lent be important to ourselves as well as Christians? | How do communities show that they value special books and writings? What are the moral messages that can be found in stories from religions and beliefs | Within the different Christian groups what are the most important similarities and key differences? Why do they differ? How do they seek to work together? | What artistic, symbolic and other expressive work is associated with special journeys and places? How might we make a record of the impact on ourselves of the journey we make and the places we visit? | What are the most important moral values and teachings? How do we decide what is right and wrong? |
| KS3 Cycle A | How do people express their beliefs, identity and experience? | What do people believe about life? | How should we live and who can inspire us? | What does it mean to belong to a religion? (Hinduism) | What does it mean to belong to a religion? (Islam) | What does it mean to belong to a religion? (Judaism) |
| Focus religion(s)/world views | Sikhism | Christianity/ Buddhism | Judaism/ Sikhism/ Christianity/ Hinduism | Hinduism | Islam | Judaism |
| Areas of enquiry | C&D | A&E | B&F | B,D&E | B,D&E | B,D&E |

| | | | | | | |
|-------------------------------|--|--|--|---|---|---|
| Supplementary questions | What are the different ways individuals express a sense of identity and key beliefs? How do faith and belief communities express their identity and key beliefs? | What feelings do people experience in relation to birth, change, death and the natural world? What answers might be given by ourselves and by religions and beliefs to questions about: The origin and meaning of life; our place in society and the natural world; the existence of God; the experience of suffering; life after death. | What positive examples have people given that show us how to live? What values and commitments have inspired or been taught by founders of faith or communities, leaders, believers and specific communities? How have the actions and example of people of faith or belief changed our world? How might we change our lives in the light of the qualities demonstrated by other people? | How do members of this faith celebrate and live out their beliefs in: the journey of life; their main festivals and practices; their faith communities; the wider world? Within the different groups of this faith what are the most important similarities and key differences? Why do they differ? How do they seek to work together? | How do members of this faith celebrate and live out their beliefs in: the journey of life; their main festivals and practices; their faith communities; the wider world? Within the different groups of this faith what are the most important similarities and key differences? Why do they differ? How do they seek to work together? | How do members of this faith celebrate and live out their beliefs in: the journey of life; their main festivals and practices; their faith communities; the wider world? Within the different groups of this faith what are the most important similarities and key differences? Why do they differ? How do they seek to work together? |
| KS3 Cycle B | What experiences and beliefs are important to me and others? | What are the answers to life's big questions? | What does it mean to belong to a religion? (Sikhism) | Does our planet have a future? | What does it mean to belong to a religion? (Quakers) | What does it mean to belong to a religion? (Christianity) |
| Focus religion(s)/world views | Christianity/ Sikhism | Rastafarianism | Sikhism | Humanism/ Judaism | Quakerism | Christianity |
| Areas of enquiry | A&D | C&F | B&D | B&E | C&F | B&D |

| | | | | | | |
|-------------------------------|--|--|---|--|---|---|
| Supplementary questions | What makes human beings special? What do we mean by the human spirit? Why is prayer, reflection and contemplation important for some people? What do we mean by religious experience? What do I think about the value and purpose of human beings? | How do people express in creative ways their deepest values and commitments? What is meant by truth? Why are, for some people, teachings and places really important? In what ways might religious teachings and beliefs matter today? | How do members of this faith celebrate and live out their beliefs in: the journey of life; their main festivals and practices; their faith communities; the wider world? Within the different groups of this faith what are the most important similarities and key differences? Why do they differ? How do they seek to work together? | What attitudes do people have towards the environment? Do animals matter and how should they be treated? What do religions and beliefs say about conservation and stewardship? How do religions and beliefs reflect the preciousness of the world in some of their festivals and celebrations? Are things getting better or worse for the environment? | How do members of this faith celebrate and live out their beliefs in: the journey of life; their main festivals and practices; their faith communities; the wider world? Within the different groups of this faith what are the most important similarities and key differences? Why do they differ? How do they seek to work together? | How do members of this faith celebrate and live out their beliefs in: the journey of life; their main festivals and practices; their faith communities; the wider world? Within the different groups of this faith what are the most important similarities and key differences? Why do they differ? How do they seek to work together? |
| KS3 Cycle C | What can we learn from religions, beliefs and communities today? | How do people express their beliefs and identities (part 2) | How are religion and belief portrayed in the media? | What do people believe about life and the place of religion and belief within it? | How might my beliefs affect my thoughts, ideas and actions? | What's to be done? What really matters in religion and belief? |
| Focus religion(s)/world views | Christianity/ Islam/ Hinduism | Islam | Hinduism/ Islam/ Humanism | Christianity/ Buddhism | Christianity | Islam |
| Areas of enquiry | B&D | C&D | C&E | A&E | A&F | B&F |

| | | | | | | |
|--------------------------------|---|---|---|---|--|---|
| <p>Supplementary questions</p> | <p>What is the impact of religion and beliefs in the: local community? Wider area? Diversity in the UK? Global community? Why does hatred and persecution sometimes happen and what can be done to prevent it? (focus on the Holocaust-Shoah- and subsequent genocides)? If religion did not exist, who would miss it? Can religions and beliefs support people in difficult times?</p> | <p>What influences do religious and other leaders have in local, national and global communities?</p> | <p>How is reporting in the local and national press, radio and television on religion and belief fair and accurate? How do religious groups use the media today? What are the potential benefits and problems of this? (E.g.) internet, TV, radio, press and arts)? What criteria can we use to analyse the portrayal of religion and belief in the media? How would I portray religion and beliefs through a variety of media?</p> | <p>What feelings do people experience in relation to birth, change, death and the natural world? What answers might be given by ourselves and by religions and beliefs to questions about: the origin and meaning of life? Our place in society and the natural world? The existence of God? The experience of suffering? Life after death?</p> | <p>What codes of behaviour exist in religions and beliefs? How relevant to modern life are religious values and codes of behaviour? How might beliefs, values and moral codes apply to ethical situations today? What are my most important values and codes of behaviour?</p> | <p>What rights and responsibilities do I have? Why does there seem to be so much poverty and injustice in the world? How do religions and beliefs encourage their members to be a force for good in the world? (Religious practices such as prayer, meditation, charitable giving, giving time to those in need, spoken and written advice and guidance etc)? How do religions and beliefs engage in dialogue with one another?</p> |
| <p>Year 10</p> | <p>AQA Unit Award (Entry level)</p> | | <p>AQA Unit Award (Entry level)</p> | | <p>AQA Unit Award (Entry level)</p> | |
| <p>Topic Unit</p> | <p>72699 Introduction to the six major religions of the world</p> | <p>118972 How Different Communities Celebrate Growing Up</p> | <p>97797 Sikhism: Introduction to the Gurdwara</p> | <p>73947 Islam: Festivals</p> | <p>83733 Rites of Passage in Different World Religions</p> | <p>119182 Judaism: Family Life</p> |

| | | | |
|---|---|--|--|
| Extension topics (higher level learners) | 12791 Religious Studies: war and peace | 12788 Religious Studies: prejudice and Discrimination | LE8105 Poverty and Suffering |
| Year 11 | AQA Unit Award (Entry level) | | AQA Unit Award (Entry level) |
| Topic Unit | 73656 The Life of Buddha | 12843 Hinduism: Personal Duties and Family Relationships | 117427 Comparing Three Religions |
| | | | 113336 Introduction to Humanism |
| | | | 84134 Introduction to Churches (Christianity) |
| | | | 77177 A Study of a Famous Religious Person |
| Extension topics (higher level learners) | 110693 Introduction to Religious Art | 12852: Religion and Citizenship: Multicultural Society | 12867 Religious Expression in Society: Media |
| Year 12 (W6) | <i>Post 16 SMSC/RE</i> | | <i>Post 16 SMSC/RE</i> |
| Topic Focus religion(s)/world views | <i>Harvest Diwali Thanksgiving Advent christmas</i> | <i>New year Chinese new year Lent Easter</i> | <i>Earth day Cultural diversity Volunteers</i> |
| Year 13 (W6) | <i>Post 16 SMSC/RE</i> | | <i>Post 16 SMSC/RE</i> |
| Topic Focus religion(s)/world views | <i>Harvest Diwali Thanksgiving Advent christmas</i> | <i>New year Chinese new year Lent Easter</i> | <i>Earth day Cultural diversity Volunteers</i> |