**Religious Education Curriculum Guidance January 2020**

The following information is guidance to refer to during a transitionary stage. Curriculums should be adapted to meet the needs of the learners and the context of the school.

**Current arrangements in Llandaff Diocese**

RE is taught using Understanding Christianity as a resource which is supplemented by additional materials for teaching other faiths.

“…to fulfil the guidance offered in law, the principal religion to be taught in church schools at each Key Stage will be Christianity. At Key Stage 1 Judaism, a monotheistic religion that has an intimate relationship with Christianity, might also be taught. This may be extended in Key Stage 2 with the addition of Islam. In any event, the exact balance of other faiths in any individual school will follow a consideration of the background of the pupils in any particular catchment area and, of course, the expertise of the teachers and the resources available to them. “

­­­­­ Church in Wales Syllabus

The syllabus continues to be the requirement for teaching . UC covers this with regards to Christianity therefore please reflect on this when mapping your curriculum. Please note that as we develop our understanding of what it means to be a global citizen so does our understanding of curriculum planning.

Schools will need to look at how they develop children’s understanding of Religion in both their locality (cynefin), Wales and globally . Furthermore, as we have moved forward we know that additional concepts not detailed in the syllabus are important. This can change from school to school and should reflect context and take into account developments in Welsh curriculum. This is a work in progress and schools will be supported in developing this by the diocese.

Two thirds of your teaching year should be focused on Christianity (4 half terms). Many schools are then following the format of one half term focusing on

the teaching of an aspect of another faith (primarily Judaism and Islam) and one half term looking at a context that relates to many faiths such as journeys or inspirational people. This approach lends itself to an enquiry-based model which allows further development of questioning and understanding. For younger children we would recommend using the faiths taught in that academic year as the basis for the multifaith contexts, however this will vary from school to school and relies on professional judgement.

**Looking Ahead**

Religious education 2020 Curriculum

Foundation schools and voluntary controlled schools with a religious character must also provide religious education in accordance with the agreed syllabus unless parents/carers request that their child be provided with religious education in accordance with the trust deed for the school or, if there is no trust deed, in accordance with the tenets of the religion.

Foundation schools and voluntary aided schools with a religious character must provide religious education in accordance with the trust deed for the school or, if there is no trust deed, in accordance with the tenets of the religion. However, if the parents/carers request it, and if no other local school is able to provide it, the governing body of the school shall, as far as reasonably possible, provide religious education in accordance with the agreed syllabus.

We do not intend to make any change to the requirement for schools to deliver the agreed syllabus. Voluntary aided schools with a religious character will continue to be able to deliver their denomination syllabi and parents/carers of learners attending voluntary controlled schools can continue to request that their child studies the denominational syllabus rather than the locally agreed syllabus if they wish.

**New Framework**

A new supporting framework is being developed to provide further detail about the relationship between religious education, the agreed syllabus, and the areas of learning and experience. This is being taken forward by a group of religious education practitioners, curriculum pioneers, academics, and representatives from Standing Advisory Councils on Religious Education (SACREs) and the National Advisory Panel for Religious Education (NAPFRE). It is the WG’s intention also that religious education reflects our historical and contemporary relationship in Wales to philosophy and religious views, including non-religious beliefs. Therefore, the current legislation will be amended to ensure the agreed syllabus for religious education takes account of non-religious world views which are analogous to religions (e.g. humanism). The draft is due in January. We will keep you updated on any developments.

**Humanities**

Please note that the curriculum is subject to change however it would be useful for schools to develop an understand of approaches to Religious Education with regards to the New Curriculum.

The Humanities Area of Learning and Experience is central to learners becoming ethical, informed citizens of Wales and the world through engaging with contemporary and historical issues, exploring human experiences on their own doorstep and across the globe, and **contemplating different perspectives**. They will be asked to consider the **impact of their actions and the actions of others**, and how these are shaped by **interpretations of human rights, values, ethics, religious and non-religious views, and philosophies.** Through this they will come to **understand, respect and challenge a variety of world views**, knowing how to exercise their democratic rights and to make informed choices, conscious of the importance of a sustainable future for all.

As they explore their locality, Wales and the wider world, past and present, learners will establish a solid base of knowledge and understanding of geographical, historical, **religious, non-religious**, business, and social studies concepts. During this process, they will learn **different methods of enquiry,** evaluate the evidence that they find, and apply and communicate their findings effectively, all of which will help them become ambitious, capable learners, ready to learn throughout their lives.

Learners will have the **safe space for discussion and reflection** which allows time **to explore their personal perspectives on religious and non-religious world views, ethical challenges and social inclusion issues.** They will also be asked to explore the natural world, locally, across Wales and beyond, which will nurture a sense of place and well-being. These experiences will help support the development of **healthy, confident individuals**, ready to lead fulfilling lives as valued members of society in Wales and the wider world.

Example of a Curriculum Map using Understanding Christianity and Inspiring RE

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | Suggested visits |
| Reception | **Creation (God)**  Why is the word God so important to Christians?  F1 | **Incarnation**  F2 Why do Christians perform nativity plays at Christmas? | **Judaism- exploring artefacts**. What special objects do Jewish people have in their homes?  (Inspiring RE) | **Salvation**  Why do Christians put a cross in an Easter Garden? F3 | **Special books**  The Bible | **Multi faith and no faith**  **Exploring values**  (Inspiring RE Right and Wrong or school values scheme) | My local church – link to new curriculum |
| Year 1 | **God**  What do Christians believe God is like?  1.1 | **Incarnation**  Christianity Incarnation Why does Christmas matter to Christians? UC 1.3 | **Judaism – food and celebrations**  What do celebrations food and activities teach us about important stories for Jewish people?  (Inspiring RE) | **Salvation**  Why does Easter matter to Christians? 1.5 | **Gospel**  What is the good news that Jesus brings?  1.4 | **Hinduism**  What do the stories from the religion teach us about Hindu beliefs? | Hindu temple  <https://swaminarayan.wales/school-visits> |
| Year 2 | **Creation**  Who made the World  1.2 | **Incarnation**  Why does Christmas matter to Christians?  UC 1.3  **Digging Deeper** | Islam - | **Salvation**  Why does Easter matter to Christians? 1.5  **Digging Deeper** | **Gospel**  What is the good news that Jesus brings?  1.4  **Digging Deeper** | **Multi faith and no faith**  **Festivals**  What do celebrations teach us about faith? | Other Christian places of worship |
| Year 3 | **Christianity** Creation/fall What do Christians learn from the Creation story? 2a.1 | **Incarnation (God)**  What is the trinity?  2a.3 | **Judaism**  Special books and places of worship.  Why is the Torah so important to Jewish people? | **Salvation**  Why do Christians call the day Jesus died “Good Friday”  2a.5 | **Gospel**  What kind of world did Jesus want?  2a. 4 | **Multi faith and no faith**  **Exploring values**  (Inspiring RE Right and Wrong or school values scheme) | Synagogue  https://cardiffreformsynagogue.uk/new/synagogue-visits/ |
| Year 4 | **People of God**  What is it like to follow God?  2a.2 | **Incarnation (God)**  What is the trinity?  2a.3  **Digging Deeper** | ISLAM | **Salvation**  Why do Christians call the day Jesus died “Good Friday”  2a.5  **Digging Deeper** | **Kingdom of God**  When Jesus left, what was the impact of Pentecost?  2a.6 | **Multifaith**  Why do people go on pilgrimages? | Llandaff cathedral – Pilgrimage  http://www.llandaffcathedral.org.uk/school-visits/ |
| Year 5 | **God**  What does it mean if God is holy and loving?  2b.1 | **Incarnation**  Was Jesus the Messiah?  2b.4 | **Sikhism**  What does it mean to be a Sikh in Britain today?  (Inspiring RE) | **Salvation**  What did Jesus do to save human beings?  2b.6 | **People of God**  How can following God bring freedom and justice?  2b.3  Christian Aid week | **Multifaith and no faith**  Justice and Freedom  Global Neighbours  Project  Social action project |  |
| Year 6 | **Creation**  Creation and science: conflicting or complimentary?  2b.2 | **Kingdom of God**  What kind of King is Jesus?  2b.8 | ISLAM | **Salvation**  What difference does the resurrection make for Christians?  2b.7 | **Gospel**  What would Jesus do?  2b.5 | Inspirational people of faith | Mosque |
| Things to think about | Harvest  Ganesh Chaturthi  Rosh Hashannah  Interfaith week of prayer for world peace  Sukkot  Interfaith week  Remembrance Sunday  Birthday of Guru Nannak  Advent  Human Rights day  Yom Kippur | | Epiphany  Holocaust Memorial Day  Lent  Easter  Holi  Purim  Mothering Sunday  Passover | | Christian Aid Week  Ramamdan  Eid al-Fitr  Eid al-Adha  Raksah Bandhan | |  |