

Religious Education Curriculum Guidance January 2020

The following information is guidance to refer to during a transitional 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.

	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			