

Curriculum plan: Religious Education

“If we are to teach real peace in this world, and if we are to carry on a real war against war, we shall have to begin with the children.”
Gandhi

Religion and beliefs inform our values and are reflected in what we say and how we behave.

Here at Woodhouse Academy, we aim to nurture students' personal development and well-being by promoting mutual respect and tolerance in a diverse society. RE at Woodhouse allows pupils to both ask and answer thought-provoking questions about the ultimate meaning and purpose of life, issues of right and wrong, and what it means to be human. We also aim to explore a wide range of beliefs, allowing students to explore and express their own beliefs in a safe and supportive environment.

Enrichment in Religious Education

The Woodhouse Academy RE experience is complimented by cross-curricular links with English, geography, food technology, music and PSHE.










Our RE enrichment programme is designed to nurture students' personal development and well-being by promoting mutual respect and tolerance in a diverse society.

Like all of the schools in the Biddulph locality, Woodhouse Academy holds an annual 'Faith in Focus' day; whereby each year group engages in enrichment activities based on one particular culture and/or religion that help to enhance our understanding of religious and cultural diversity as well as embed important principles like tolerance and respect.

We have enjoyed visits from a Buddhist monk, a lady in traditional Islamic dress as well as numerous Holocaust Survivors via the Holocaust Educational Trust. We have also delivered workshops such as meditation, Hindu dance, making Atayef pancakes, Rangoli art and Chinese paper cutting, amongst many others!














Y5 curriculum plan: RE

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|---|--|--|---|--|----------|
| Year 5 | <p>Sikhism</p> <p>Key elements:</p> <ul style="list-style-type: none"> • What do Sikhs believe? • Khalsa Sikhs • The 5 Ks | <p>The Christmas Story</p> <p>Key elements:</p> <ul style="list-style-type: none"> • What is subjectivity? • The Christmas Story • Relevance of the Christmas story | <p>Fairtrade</p> <p>Key elements:</p> <ul style="list-style-type: none"> • What is fairness? • Fairtrade • Comparing Fairtrade and non-Fairtrade products | <p>Hinduism</p> <p>Key elements:</p> <ul style="list-style-type: none"> • Traditions and beliefs • Trimurti • Hindu gods • Puja | <p>Pilgrimages</p> <p>Key elements:</p> <ul style="list-style-type: none"> • Religious places of importance • Who is a pilgrim? • Pilgrimage • Christian pilgrimage to Lourdes | |
| |    |   |   |    |  | |

Link to curriculum overview, assessment information and key words

Click here for Curriculum Overview













Y6 curriculum plan: RE

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|---|--|--|---|----------|---|
| Year 6 | <p>The Pillars of Islam</p> <p>Key elements:</p> <ul style="list-style-type: none"> • Hajj • Sawm • Salat • Shahada • Zakat • What is commitment? | <p>Love & eternity</p> <p>Key elements:</p> <ul style="list-style-type: none"> • The meaning of eternity • The meanings of love • Does eternal love exist? • Love in the Bible | <p>Decisions & dilemmas</p> <p>Key elements:</p> <ul style="list-style-type: none"> • What are morals? • What is a dilemma? • How does religion affect our decisions? • Poor decisions | <p>Christianity & influence</p> <p>Key elements:</p> <ul style="list-style-type: none"> • Jesus 'The Saviour' • Religious symbolism • Role models • Influence of Christian festivals • The worldwide influence of Christianity | | <p>Humanism</p> <p>Key elements:</p> <ul style="list-style-type: none"> • Humanism and atheism • Similarities and differences between beliefs • Humanism and morality • The Red Cross |
| |    |   |  |   | |    |













Link to curriculum overview, assessment information and key words

[Click here for Curriculum Overview](#)

Y7 curriculum plan: RE

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|--|----------|---|---|--|
| Year 7 | <p>What has RE got to do with me?</p> <p>Key elements:</p> <ul style="list-style-type: none"> The effect of religion on daily life The importance of RE Personal beliefs Christian, Muslim, and Buddhist beliefs. | <p>Pilgrimages</p> <p>Key elements:</p> <ul style="list-style-type: none"> Symbolic actions The importance of Jerusalem Symbols Pilgrimage Compare and contrast pilgrimages from a range of religions | | <p>What do people believe about God?</p> <p>Key elements:</p> <ul style="list-style-type: none"> Arguments for and against the existence of God Religion in the UK Compare and contrast religious and scientific explanations of creation Change in beliefs over time | <p>What happens when we die?</p> <p>Key elements:</p> <ul style="list-style-type: none"> Personal beliefs about life after death. Humanist beliefs Christians, Sikhs, Buddhists, and Muslims beliefs | <p>What makes a good leader?</p> <p>Key elements:</p> <ul style="list-style-type: none"> Good leadership qualities Religious leaders Leaders that we look to as role-models, both religious and non-religious |
| |     |   | |    |   |  |
| <p><i>Link to curriculum overview, assessment information and key words</i></p> | | <p>Click here for Curriculum Overview</p> | | | | |

Y8 curriculum plan: RE

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|---|--|--|---|--|
| Year 8 | <p>Worship</p> <p>Key elements:</p> <ul style="list-style-type: none"> Religious and non-religious worship Christian worship Individual and collective worship Muslim worship Relief work | <p>Prejudice</p> <p>Key elements:</p> <ul style="list-style-type: none"> Prejudice and discrimination Peaceful and non-peaceful protest Gandhi Nelson Mandela Martin Luther King Hindu Caste system | <p>Wealth and happiness; Evil and suffering</p> <p>Key elements:</p> <ul style="list-style-type: none"> World poverty Distribution of wealth MEDCs and LEDCs Christian, Jewish, and Sikh teachings on poverty Long-term and emergency aid Christian and Buddhist teachings about suffering | <p>Terrorism</p> <p>Key elements:</p> <ul style="list-style-type: none"> Terrorism definition Morality Key acts of terrorism Responses to terrorism Tolerance | | <p>War and Peace</p> <p>Key elements:</p> <ul style="list-style-type: none"> D-Day landings Impact of war Pacifism 'Holy war' and 'just war' Christian and Buddhist teachings |
| |   |   |    |   |   | |
| <p><i>Link to curriculum overview, assessment information and key words</i></p> | |  | | | | |