



The Wider Curriculum at St Alban's

RE



Intent: *Our curriculum enables all pupils to be **curious, enthusiastic and knowledgeable learner for life**. It builds **resilience, perseverance and independence** and **encourages children to take risks, solve problems and think for themselves**. It helps them to become **active and caring member of our school family and wider society**.*

Starting point for a new topic	
What do you already know about this topic title?	Mind maps, wordles, photographs and personal reflections in children's books.
What would you like to know? Encourage big questions. (During the topic, continue to record these as they arise)	
How does it link to St Alban's mission statement and leading the way?	
Self-led learning	
Build in opportunities for pupils to follow their own lines of enquiry and their personal response of faith	
Opportunities for pupils to use their religious knowledge	
Visits and visitors	
Plan visits to inspire and excite learning in this area	
Visitors e.g. from St Barnabas, St Joseph's, House of Prayer, Kingston Liberal Synagogue, Kingston Mosque and our local parishes.	
Local area	
St Barnabas Parish, St Joseph's, House of Prayer, Kingston Liberal Synagogue, Kingston Mosque and other local faith communities	
Links to understanding of	
British values	
Exploring other faiths and how their values are similar/different.	

wider society	Building understanding of significant liturgical and religious festivals.
	What's in the news
Discussion and debates	Debate issues.
	Taking the long view – compare themes with current issues.
	Exploring and challenging own and others' opinions (explaining own and responding to other's)
	How is this issue significant in society? Why is it important to discuss and evaluate these ideas?
	Is there always an answer to Big Questions?
Links to other areas of the wider curriculum	English - demonstrate skills through longer writing (reports, newspaper articles, stories, poetry) Use of 1 st /3 rd person, active/passive voice (diary, recounts, formal and informal letters) Drama workshops – develop speaking and listening skills
	History – e.g. Religious figures and practices that have influenced and affected our culture
	Geography – e.g. the location of different significant religious places.
	Art e.g. Expressing religious belief through symbolism and imagery. E.g. the stations of the cross Music e.g. Worship hymns - reflecting upon the lyrics. What do these mean?
	DT e.g. explore and make artefacts, make/eat food related to the topic i.e. Judaism – the Passover meal
	Science – e.g. evolution and inheritance, animals including humans, creation. Opportunities to explore the concepts of Science and faith together.
	Computing – e.g. researching religious concepts and ideas. Presenting information
	PSHE – e.g. explore the values in religious texts. Why are these values important to society? Build empathy – write, act, debate in role
	MFL – e.g. explore the concept of a universal language with regards to religious belief. Different languages of source texts e.g. Hebrew, Arabic
Reflection	Review, evaluate and reflect on knowledge and skills developed
RE subject specific skills	End of Year document (Interim Standards for Primary Religious Education July 2018)