

The Vine RWV curriculum overview

“Growing together in belief, knowledge and wisdom”

Intent

At The Vine Schools, we aim to offer every child the opportunity to explore different religions and worldviews. Our intent is that children learn about the values of each religion, as well as non-religious perspectives, while also examining and comparing these with societal values and their own personal beliefs. We believe that learning about religion fosters respect and understanding, encouraging children to appreciate differences in opinion and belief. Our approach is rooted in enquiry, where children investigate key questions related to themes in religion and belief. Through this, we seek to help our pupils understand how religious beliefs and practices influence people's lives, shaping how they view the world and treat others. In addition to exploring world religions, we ensure that pupils have regular opportunities to visit local churches, where they can see Christian worship in practice. We also aim to introduce students to a broader range of beliefs, examining how religious values connect with wider human experiences, thus deepening their understanding of the world.

Implementation

At The Vine Schools, we follow the Swindon Agreed Religious Education Syllabus, structured across a 2-year rolling programme in EYFS and KS1, and a 4-year rolling programme in KS2. Our curriculum primarily focuses on Christianity, Judaism, Islam, and Sikhism, with opportunities for children to explore other world religions and philosophical perspectives. Throughout the academic year, long-term planning ensures comprehensive coverage, including key religious festivals and practices. Modules from Understanding Christianity are integrated into our curriculum to further enrich children's understanding, helping them to build strong foundations for their religious knowledge. We also refer to resources from Wiltshire SACRE and NATRE to inspire and support teaching.

Learning is documented in individual books and class floor books, allowing children to reflect on their thoughts, feelings, and discussions. We encourage children to respond to teachers' verbal and written feedback, building their engagement and reflective thinking. A key aspect of our curriculum is regular visits to local churches, where pupils can participate in church services and learn directly from their Christian community. This interaction, alongside opportunities to explore other religious places of worship, enhances their understanding of different faiths.

Our planning ensures that lessons are tailored to meet the needs of all students, with opportunities for adaptation based on class dynamics. As recommended by the Church of England Statement of Entitlement, Religious and World Views (RWV) is allocated 5 to 10% of the curriculum timetable to ensure its prominence in the broader educational experience.

Impact

By the end of their time at The Vine Schools, children will have a deep understanding of a variety of religions and beliefs, both globally and within their community. They will be equipped with the knowledge and respect to engage with others' values and beliefs, developing their spiritual, moral, social, and cultural awareness. Pupils will also have a stronger sense of their own beliefs and an ability to articulate and justify them with respect to the diversity they encounter.

Our approach to assessment is based on ongoing teacher assessment throughout the year. End-of-unit assessments, guided by 'RE Today Services,' inform our understanding of each pupil's progress. In KS2, pupils complete a double-page spread for each unit, answering an overarching enquiry question that demonstrates their knowledge and reflective learning. To monitor the effectiveness of our RE provision, we conduct regular learning walks, pupil voice discussions, and review evidence from pupils' work. These evaluations ensure that our Religious Education curriculum is fulfilling its intent and meeting the diverse needs of our learners, with a particular focus on promoting the values that will be assessed during SIAMS inspections.

| 2024 - 2025 | Term 1 02/09 – 23/10 | Term 2 04/11 – 20/12 | Term 3 06/01 – 14/02 | Term 4 24/02 – 04/04 | Term 5 22/04 – 23/05 | Term 6 02/06 – 24/07 |
|----------------------|---|--|--|---|---|---|
| Key dates and events | Harvest – date tbc by each church Rosh Hashanah – Weds 2 nd Oct – Fri 4 th Oct (Jewish) | Advent Sun 1 st Dec – 24 th Dec Diwali – Friday 1 st Nov (Hindu) Hanukkah – 25 th Dec – 2 nd Jan (Jewish) | | Lent – Weds 5 th March Easter Sun 20 th April (at the end of the Easter holidays) Ramadan 28 th Feb – 30 th March (Muslim) Eid al-Fitr – Mon 31 st March (Muslim) Holi 14 th – 15 th March (Hindu) | | Pentecost Sunday 8 th June Eid al-adha Friday 6 th June – Tue 10 th June (Muslim) |
| EYFS & KS1 | What places are special and why? (Swin F3) What makes some places sacred and special? (Swin 1.5) RE TODAY Unit 5 and 18 “Which places are special and why?” “What makes some places special to believers?” | What is the good news Jesus brings? (UC Gospel) RE TODAY Units 13 and 14 “What is the good news Christians believe Jesus brings?” | Being special: where do we belong? (Swin F5) What does it mean to belong to a faith community? (Swin 1.7) RE TODAY units 3 and 11 “Being special: where do we belong?” What does it mean to belong to a faith community?” | What do Christians believe God is like? (UC: God) RE TODAY Unit 10 “What do Christians believe God is like?” | Who is Muslim and what do they believe? (Swin 1.2) RE TODAY unit 15 “Who is a Muslim and how do they live? (Part 1)” | Who is Muslim and what do they believe? (Swin 1.2) RE TODAY Unit 17 “Who is a Muslim and how do they live? (Part 2)” |
| KS2 | How do festivals and family show what matters to Jewish people? (Swindon L2.10) RE TODAY unit 22 “How do festivals and family life show what matters to Jewish people?” | Was Jesus the Messiah? (UC: Incarnation) RE TODAY Unit 38 “Why do Christians believe that Jesus was the Messiah?” | What does it mean to Christians if God is loving and holy? (UC: God) RE TODAY Unit 31 “What does it mean if Christians believe God is Holy and loving?” | What do Christians believe Jesus did to save human beings? (UC: Salvation) RE TODAY Unit 40 “What difference does the resurrection make to Christians?” | What matters most to Christians and Humanists? (Swin U2.7) RE TODAY Unit 36 “What matters most to Humanists and Christians?” | What do different people believe about God? (Swin L2.1) Why do some people believe God exists? (Swin U2.1) What to religions and worldviews say when life gets hard? (Swin U2.3) RE TODAY unit 42 “Why do some people believe in God and some not? How does faith help people when life gets hard?” |
| 2025 - 2026 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| EYFS & KS1 | Who made the world? (UC: Creation) | Why does Christmas matter to Christians? | Which stories are special and why? | Why does Easter matter to Christians? | Who is Jewish and what do they believe? | What is special about our world? |

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| | <p>Why is the word God so important to Christians? (UC Creation) RE TODAY unit 1 and 7 "Why is the word God so important to Christians?" "Who do Christians say made the world?"</p> | <p>(UC: Incarnation) Why do Christians perform Nativity plays at Christmas? (UC Incarnation) RE TODAY unit 2 and 8 "Why do Christians perform Nativity plays at Christmas?" "Why does Christmas matter to Christians?"</p> | <p>(Swin F1) What can we learn from sacred books? (Swin 1.4) RE TODAY unit 6 "Which stories are special and why?"</p> | <p>(UC: Salvation) Why do Christians put a cross in their Easter garden? (UC Salvation) RE TODAY Units 4 and 16 "Why do Christians put a cross on their Easter garden?" "Why does Easter matter to Christians?"</p> | <p>(Swin 1.3) RE TODAY Unit 9 "Who is Jewish and how to they live?"</p> | <p>(Swin F6) How should we care for others and the world and why does it matter? (Swin 1.8) RE TODAY unit 12 "How should we care for the world and for others, and why does it matter?"</p> |
| KS2 | <p>How do family life and festivals show what matters to Jewish people? (Swin L2.10) RE TODAY unit 33 "Why is the Torah important to Jewish people?"</p> | <p>What do Christians learn from the Creation story? (UC Creation/Fall) RE TODAY Unit 23 "What do Christians learn from the Creation story?"</p> | <p>Creation and Science – conflicting or complimentary? (UC: Creation) RE TODAY Unit 34 "Creation and science, conflicting or complimentary?"</p> | <p>For Christians, what kind of a king is Jesus? (UC: Kingdom of God) RE TODAY 41 "For Christians, what kind of king is Jesus?"</p> | <p>What does it mean to be a Muslim in Britain today? (Swin U2.6) RE TODAY unit 21 "How do festivals and worship show what matters to a Muslim?"</p> | <p>What does it mean to be a Muslim in Britain today? (Swin 2.6) RE TODAY Unit 32 "What does it mean to be a Muslim in Britain today?"</p> |
| 2026 - 2027 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| KS1 | <p>What places are special and why? (Swin F3) What makes some places sacred and special? (Swin 1.5) RE TODAY Unit 5 and 18 "Which places are special and why?" "What makes some places special to believers?"</p> | <p>What is the good news Jesus brings? (UC Gospel) RE TODAY Units 13 and 14 "What is the good news Christians believe Jesus brings?"</p> | <p>Being special: where do we belong? (Swin F5) What does it mean to belong to a faith community? (Swin 1.7) RE TODAY units 3 and 11 "Being special: where do we belong?" What does it mean to belong to a faith community?"</p> | <p>What do Christians believe God is like? (UC: God) RE TODAY Unit 10 "What do Christians believe God is like?"</p> | <p>Who is Muslim and what do they believe? (Swin 1.2) RE TODAY unit 15 "Who is a Muslim and how do they live? (Part 1)"</p> | <p>Who is Muslim and what do they believe? (Swin 1.2) RE TODAY Unit 17 "Who is a Muslim and how do they live? (Part 2)"</p> |
| KS2 | <p>What does it mean to be a Hindu in Britain today? (Swin L2.8) RE TODAY Unit 27 "What do Hindus believe God is like?"</p> | <p>What is Trinity (UC: Incarnation) RE TODAY Unit 20 "What is the Trinity and why is it important for Christians?"</p> | <p>What would Jesus do? (UC: Gospel) RE TODAY Unit 37 "Christians and how to live: what would Jesus do?"</p> | <p>Why do Christians call the day that Jesus died 'Good Friday'? (UC Salvation) RE TODAY Unit 28 Why do Christians call the day that Jesus died 'Good Friday'?"</p> | <p>What does it mean to be a Hindu in Britain today? (Swin 2.8) RE TODAY Unit 29 "What does it mean to be a Hindu in Britain today?"</p> | <p>What does it mean to be a Hindu in Britain today? (Swin 2.8) RE TODAY Unit 39 "Why do Hindus want to be good?"</p> |

| 2027 - 2028 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|-------------|--|--|---|--|--|---|
| KS1 | <p>Who made the world? (UC: Creation) Why is the word God so important to Christians? (UC Creation) RE TODAY unit 1 and 7 "Why is the word God so important to Christians?" "Who do Christians say made the world?"</p> | <p>Why does Christmas matter to Christians? (UC: Incarnation) Why do Christians perform Nativity plays at Christmas? (UC Incarnation) RE TODAY unit 2 and 8 "Why do Christians perform Nativity plays at Christmas?" "Why does Christmas matter to Christians?"</p> | <p>Which stories are special and why? (Swin F1) What can we learn from sacred books? (Swin 1.4) RE TODAY unit 6 "Which stories are special and why?"</p> | <p>Why does Easter matter to Christians? (UC: Salvation) Why do Christians put a cross in their Easter garden? (UC Salvation) RE TODAY Units 4 and 16 "Why do Christians put a cross on their Easter garden?" "Why does Easter matter to Christians?"</p> | <p>Who is Jewish and what do they believe? (Swin 1.3) RE TODAY Unit 9 "Who is Jewish and how to they live?"</p> | <p>What is special about our world? (Swin F6) How should we care for others and the world and why does it matter? (Swin 1.8) RE TODAY unit 12 "How should we care for the world and for others, and why does it matter?"</p> |
| KS2 | <p>Why do some people think life is a journey and what significant experiences mark this? (Swin L2.6) RE TODAY Unit 30 "How and why do people mark the significant events of life?"</p> | <p>What is it like for Christians to follow God? (UC People of God) RE TODAY Unit 19 "What is it like for someone to follow God?"</p> | <p>How can following God bring freedom and justice? (UC People of God) RE TODAY Unit 35 "How can following God bring freedom and justice?"</p> | <p>What kind of world did Jesus want? (UC Gospel) RE TODAY Unit 25 "What kind of world did Jesus want?"</p> | <p>When Jesus died, what was the impact of Pentecost? (UC Kingdom of God) RE TODAY Unit 26 "For Christians, when Jesus left; what was the impact of Pentecost?"</p> | <p>What can we learn from religions and worldviews about deciding what is right and wrong? (Swin L2.9) RE TODAY Unit 24 "How and why do people try to make the world a better place?"</p> |

Common themes that are addressed as we study different faiths throughout the curriculum:

Why do some people pray? (Swin L2.4)

Why are festivals important to religious communities? (Swin L2.5) – also addressed through our rolling 'Festival of...' series

What can we learn from sacred books and why are they important? (Swin 1.4, L2.2)

If God is everywhere, why go to a place of worship? (Swin U2.4)

What does it mean to be a Christian in Britain today? (Swin L2.7)