



# Religious Education Long Term Plan



Independence &  
Preparation for  
Adulthood

## Intent:

At Westbury Academy, we aim to equip pupils with the knowledge, critical thinking skills, and respectful curiosity needed to explore religion and worldviews in a way that is meaningful to them. RE is delivered through Jigsaw in Years 3–8. Through the Jigsaw RE curriculum, learners are supported to reflect on their own beliefs while developing empathy and understanding for the beliefs of others. In Years 9–11, RE is delivered through a cross-curricular approach, where pupils explore moral, ethical, and cultural themes within PSHE, Careers, and Humanities, allowing them to reflect on personal values, empathy, beliefs, and social responsibility in real-life contexts.

RE provides a safe and structured space for pupils to explore spiritual, moral, and cultural questions, nurturing a sense of awe, wonder, and self-reflection. This supports pupils' personal development, **Independence** and emotional wellbeing- key priorities within our SEMH setting.

Our curriculum is designed to meet statutory expectations by:

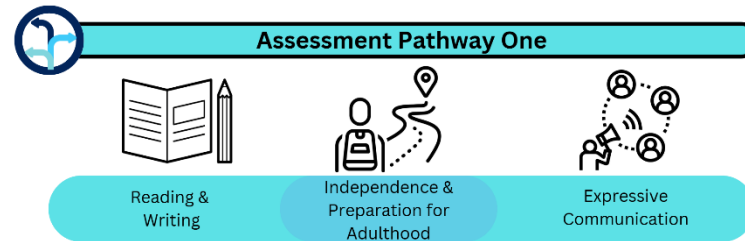
- Promoting pupils' spiritual, moral, social, and cultural development
- Preparing pupils for the responsibilities and challenges of adult life (**Preparation for Adulthood**)
- Embedding British values and community cohesion
- Supporting the Prevent duty by encouraging critical thinking, open dialogue, and respect for difference

With clear routines, therapeutic support, and high expectations, pupils are encouraged to engage positively in RE, take pride in their learning, and grow in confidence. By the time they leave Westbury, pupils are able to apply their RE learning to real-world issues, relationships, and personal decision-making across all aspects of life.



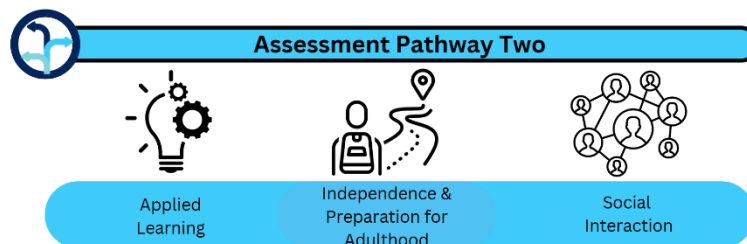
## RE: Westbury's Assessment Pathways

The RE curriculum at Westbury is designed and assessed through Westbury's Assessment Pathways. Each pathway ensures pupils access RE at a level suited to their individual needs and development.



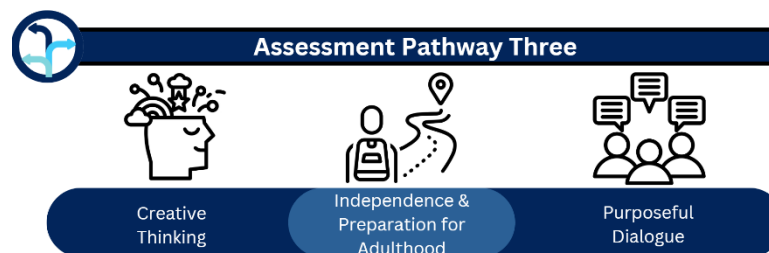
Pupils will...

- Communicate and express: Pupils can express their own beliefs, experiences, and feelings with increasing confidence, using spoken, written, or non-verbal communication. They are encouraged to explore religious ideas and values through discussion, storytelling, drama, art, and sensory experiences.
- Understanding and respect for beliefs: Pupils develop a growing awareness of different religious and non-religious worldviews. They learn to recognise and respect similarities and differences, showing curiosity and tolerance in exploring the beliefs of others.
- Reflection and Personal Growth: Pupils are supported to reflect on their own thoughts, emotions, and choices. They begin to make sense of the world around them and their place within it, exploring concepts such as right and wrong, fairness, kindness, and community.
- Preparation for adulthood and citizenship: Pupils begin to understand how beliefs influence people's actions, roles, and communities. They gain basic knowledge of British values and are supported to develop skills such as empathy, cooperation, and personal responsibility, laying foundations for independent, respectful living in a diverse society.



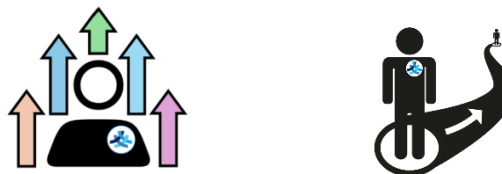
Pupils will...

- Use beliefs to make everyday choices: Pupils begin to use what they learn about beliefs and values to help them make choices in real-life situations, such as how to treat others, solve problems, or celebrate differences.
- Talking and working with others: Pupils take part in group discussions and activities where they share their ideas, listen to others, and learn how to work together respectfully and calmly.
- Thinking about themselves and others: Pupils start to think about their own beliefs and feelings, as well as those of others. They begin to understand how people's ideas and actions can be different, and that this is okay.
- Making responsible choices: Pupils learn how to make positive, respectful choices that help them become more independent and ready for life in the wider community.



Pupils will...

- Exploring beliefs in creative ways: Pupils use creative thinking to explore and share ideas about religion, beliefs, and values—through storytelling, drama, art, writing, or problem-solving. They use imagination to express their own views and connect them to real-life experiences.
- Taking part in meaningful conversations: Pupils join in purposeful discussions, asking thoughtful questions and giving considered responses. They show they can listen carefully, respect different opinions, and explain their own thinking clearly.
- Using beliefs to understand the world: Pupils apply what they have learned about beliefs to help them understand people's actions and decisions in everyday life. They begin to explore how values like fairness, respect, and kindness link to their own choices and behaviour.
- Building relationships and independence: Pupils work well with others, showing empathy, cooperation, and responsibility. They begin to use RE learning to help them build positive relationships, understand their role in the community, and prepare for adult life.



## Personal Development and Careers Links

The RE curriculum at Westbury Academy plays a key role in supporting pupils' Personal Development.

### Personal Development Links

- Resilience and self-belief: RE challenges pupils to persevere, reflect, and learn from mistakes.
- Problem-solving and critical thinking: Regular opportunities to apply logic, analyse data and interpret information support decision-making across the curriculum and in life.
- Communication: Pupils are supported to RE reasoning using appropriate vocabulary, strengthening their confidence, oracy development, and precision when working with others.
- Confidence and curiosity: Pupils are encouraged to question, explore patterns and seek solutions.
- Citizenship and responsibility: a personal resonance with or reflection on the material/religion being studied to answer the enquiry question.

### Career Links

- Counselling and mental health professionals: Jigsaw draws emphasis on emotional literacy, empathy, and mindfulness, links well with careers such as counsellor, therapist, mental health support worker.
- Education and Youth Work: Through developing the skills of understanding a range of beliefs, values and diversity the pupils may be able to access careers such as a youth worker, mentor or even a teacher themselves.
- Law, ethics and human rights: through having discussions about morality, rights and responsibilities the pupils could gain interest in careers such as a legal advisor, safeguarding officers or ethics consultant.
- Community, charity and faith-based roles: Understanding different worldviews and showing compassions contexts with being a charity/community outreach officer or a diversity and inclusion officer.
- RE gives opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.



## RE Overview – Nurture and Year 3 / 4

|          | Overview  | Week 1   | Week 2                                      | Week 3   | Week 4                                    | Week 5                                  | Week 6                             |
|----------|---|--|---|--|---|---|------------------------------------|
| Autumn 1 | What makes people special to me and others?     | Me as a special baby in my family                | Me and other special people in my family    | Me and my friends                                  | Moses as a special baby.                  | Jesus as a special person (Part 1)      | Jesus as a special person (Part2)  |
| Autumn 2 | What is Christianity to me and others?          | Jesus as a special baby.                         | Mary as a special mummy                     | Joseph as a special daddy                          | The Christmas Story to Christians and me. | The Shepherds (A Christian Story)       | The Wise Men (A Christian Story)   |
| Spring 1 | How do I and other people celebrate?            | What celebrations do I know about and celebrate? | Lunar New Year (A Chinese Story)            | Lunar New Year (A Chinese Story)                   | Persian New Year (A Nowruz Story)         | Persian New Year cont. (A Nowruz Story) | Holi (A Sanatani Festival)         |
| Spring 2 | What is Easter to me and others?                | What signs of spring can I find?                 | Sprin into life                             | A Christian Celebration (Part 1)                   | A Christian Celebration (Part 2)          | A Christian Celebration (Part 3)        | A Christian Celebration (Part 4)   |
| Summer 1 | What can I and other people learn from stories? | The Tortoise and The Hare (An Aesop Fable)       | The Crocodile and The Priest (A Sikh Story) | Bilal and the Beautiful Butterfly (A Muslim Story) | The Gold-Giving Serpent (An Indian Story) | The Lost Sheep (A Christian Story)      | The Lost Sheep (A Christian Story) |
| Summer 2 | What makes places special to me and others?     | Me and my home                                   | Special Places for Me                       | Special Places for Christians                      | Special Places for Muslims                | Special Places for Jews                 | Our World and Me                   |




|          | Overview                        | Week 1                                       | Week 2   | Week 3   | Week 4                               | Week 5                               | Week 6                                 |
|----------|---------------------------------|--|--|--|--------------------------------------|--------------------------------------|--|
| Autumn 1 | What makes people special?      | Families                                     | Friends  | Role Models                                      | Moses                                | Jesus (Part 1)                       | Jesus (part 2)                         |
| Autumn 2 | What is Christmas?              | Giving                                       | Saying “Thank you”                             | The Christian Story<br>(A Christian Celebration) | The Shepherds<br>(A Christian Story) | The Wise Men<br>(A Christian Story)  | Christmas<br>(A Christian Celebration) |
| Spring 1 | How do people celebrate?        | Celebrating New Year                         | Lunar New Year<br>(A Chinese Story)            | Lunar New Year<br>(A Chinese Story)              | Persian New Year<br>(A Nowruz Story) | Persian New Year<br>(A Nowruz Story) | Holi<br>(A Sanatana Dharma Festival)   |
| Spring 2 | What is Easter?                 | Signs of Spring                              | Spring into life                               | Easter<br>(A Christian Celebration)              | Easter<br>(A Christian Celebration)  | Easter<br>(A Christian Celebration)  | Easter<br>(A Christian Celebration)    |
| Summer 1 | What can we learn from stories? | The Boy who cried wolf<br>(An Aesop’s Fable) | The Crocodile and the Priest<br>(A Sikh Story) | Bilal and the Butterfly<br>(A Muslim Story)      | The Gold Giving serpent              | Best Friends<br>(A Story from Asia)  | The Lost Coin<br>(a Christian Parable) |
| Summer 2 | What makes places special?      | Homes around the world                       | Homes around the world                         | Our World  | Churches                             | Mosques                              | Synagogues                             |

## RE Overview – Year 7&8

|        | Overview   | Week 1  | Week 2  | Week 3   | Week 4   | Week 5   | Week 6  |
|--------|--|---|---|--|--|--|---|
| Autumn | What do Christians believe about god?  | What is a Bible?<br>How does it help people grow? | What do religions teach us about good and evil?   | Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?  | Is it possible to be kind to everyone all of the time?                 | Why do Christians believe God gave Jesus to the world? | How important is it to Christians that Jesus came back to life after his crucifixion? |
|        | What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? | Who is God to Bahá'ís?                            | Why is the story of the Buddha important to some Buddhists?                                 | What is the best way for a Buddhist to lead a good life? Right Speech.         | What is the best way for a Buddhist to lead a good life? Right action. | Who is God to Bahá'ís?                                 | What do vegans believe?   |
| Spring | Who are the Hindu Gods?  | Who is God to Sanatanis?                          | What might Sanatana's learn from the story of Rama and Sita and the celebrations of Diwali? | Why do Sanatanis use symbols?  | Who is God to Muslims?   | How important is the prophet Muhammad to Muslims?      | How important is the Qur'an to Muslims?   |
|        | Why Jesus welcomed like a King or celebrity by the Palm Sunday   | Who is God to the Jews?                           | Is Shabbat important to Jewish children?  | Does visiting the synagogue help Jewish children feel closer to God?           | What do Humanists believe?   | Religious festival around the world                    | How religious is the UK?  |
| Summer | What is a Mandir?  | Who is God to Sikhs?                              | Why do Sikhs admire their Gurus?  | Does taking part in the Baisakhi help Sikh children feel a sense of belonging? | What is a Gurdwara?  | What is Khalsa?  | How do people decide what is right or wrong?  |
|        | What is Karma?   | What does it mean to be a Hindu?                  | Why is the river Ganges important to Hindu's?   | How are weddings celebrated?   | Why is peace important?  | What happens when we die?                              | How is food symbolic in religions?  |

## Appendix 1. Jigsaw RE Editable Curriculum Map

|  <b>Editable Curriculum Map</b>   |   |  |   |   |  |   |
|--|---|--|---|---|--|---|
| <p>It has been assumed that schools will follow the Christianity planning for Christmas and Easter, so these enquiries have been preplaced along with the other given Christianity units, Teaches are free to edit these as they choose using links to PSHE and British Citizenship. EYFS units have no options so have been included, but again can be edited as desired. The blanks are for teaches to complete with their choice of worldview per year group. Jigsaw recommend Christianity plus one other.</p> |   |  |   |   |  |   |
| Age Group  | Autumn 1  | Autumn 2   | Spring 1  | Spring 2  | Summer 1   | Summer 2  |
| <b>Ages 3-4</b><br><br>Class – Nurture<br><br>Academic Year – 25/26  | What makes people special to me and others?<br><br>Christianity and Judaism | What is Christmas to me and others?<br><br>Christianity concept: Incarnation                               | How do I and other people celebrate?<br><br>Sanatana Dharma | What is Easter to me and others?<br><br>Christianity concept: Salvation       | What can I and other people learn from stories?<br><br>Christianity, Islam, Sanatana Dharma, Sikhi | What makes places special to me and others?<br><br>Christianity, Islam, Judaism |
| <b>Ages 4-5</b><br><br>Class – Nurture<br><br>Academic Year – 26/27  | What makes people special?<br><br>Christianity and Judaism                  | What is Christmas?<br><br>Christianity concept: Incarnation  | Celebrations<br><br>Sanatana Dharma                         | What is Easter?<br><br>Christianity concept: Salvation                        | What can we learn from stories?<br><br>Christianity, Islam, Sanatana Dharma, Sikhi                 | What makes places special?<br><br>Christianity, Islam, Judaism                  |
| <b>Ages 5-6</b><br><br>Class – Year 3/4<br><br>Academic Year – 25/26   | What do Christians believe about God?                                       | What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? |   | Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? |  |   |



|  |  |  |   |   |  |  |
|--|--|--|---|---|--|--|
| <b>Ages 6-7</b><br><br>Class – Year 3/4<br><br>Academic Year – 26/27 | Is it possible to be kind to everyone all of the time? | Why do Christians believe God gave Jesus to the world?   |   | How important is it to Christians that Jesus came back to life after his crucifixion? |  |  |
| <b>Ages 7-8</b><br><br>Class – Year 5/6<br><br>Academic Year – 25/26 |  | Has Christmas lost its true meaning?   | Could Jesus heal people? Did He perform miracles or was there some other explanation? | What is 'good' about Good Friday?   |  |  |
| <b>Ages 8-9</b><br><br>Class – Year 5/6<br><br>Academic Year – 26/27 |  | What is the most significant part of the nativity story for Christians today?  |   | Is forgiveness always possible for Christians?  | Do people need to go to church to show they are Christians? OR<br><br>Why are there four Gospels and how are they relevant for Christians? |  |
| <b>Ages 9-10</b><br><br>Class – year 7                               |  | Is the Christmas story true?   |   | How significant is it for Christians to believe that God intended Jesus to die?       |  | What is the best way for a Christian to show commitment to God? OR Does belief in the Trinity help Christians make better sense of God as a whole? |
| <b>Ages 10-11</b><br><br>Class – year 8                              |  | How significant is it that Mary was Jesus' mother? OR Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born? | Is anything ever eternal?   | Is Christianity still a strong religion over 2000 years after Jesus was on Earth?     |  |  |

## **Appendix 2. Withdrawal from RE lessons**

Parents/carers have the right to withdraw their children from all or part of the Religious Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or RE Leader who will explore any concerns and discuss any impact that withdrawal may have on the child. The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils, and respects their own personal beliefs. Parents will be made aware of the learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish. The school may also wish to review such a request each year, in discussion with the parents.

The use of the right to withdraw should be at the instigation of parents and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given. Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated. Once a child has been withdrawn, they cannot take part in the RE programme until the request for withdrawal has been removed. As a school it is our duty to inform our local Standing Advisory Council on RE regarding the numbers of children being withdrawn.

