**The Willows Primary School**

**Religions Coverage**

**Early Years**

Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. Consideration of other religions and nonreligious worldviews can occur at any key stage, as appropriate to the school context.

**Key Stage 1**

**Christians, Jews and Muslims.**

**Key Stage 2**

**Christians, Muslims, Hindus and Jews.**

**Important notes:**

This is the minimum requirement. Many schools may wish to go beyond the minimum.

**Notice the language.**

 ‘Christians’ rather than ‘Christianity’, ‘Hindus’ rather than ‘Hinduism’. This is to reflect the fact that RE starts with encounters with living faiths rather than the history and belief structures of traditions. This also recognises the diversity within and between people of the same and different religions.

**Non-religious worldviews.**

Good practice in RE, as well as European and domestic legislation, has established the principle that RE should be inclusive of both religious and non-religious worldviews. Schools should ensure that the content and delivery of the RE curriculum are inclusive in this respect.

**Depth rather than breadth.**

 Learning from four religions across a key stage is demanding: the syllabus does not recommend tackling six religions in a key stage. Depth is more important than overstretched breadth.

**Flexible thematic units.**

The thematic units offered in this syllabus allow for schools to draw in different traditions, where they fit the theme and question, and where there are representatives of those traditions in the school and local community.