

Religious Education Intent

Rationale

We are a caring, Christian community. In recognising both the Christian Foundation of the school and the legal requirements for teaching RE, our teaching is based on a Church of England resource, "Understanding Christianity 2016" and the Somerset agreed syllabus for RE, "Awareness, Mystery and Value 2011." We believe that Religious Education can assist pupils in learning about and understanding the nature of religion and also in aiding their quest for meaning and purpose. It can help children to understand what it means to take a religion seriously. Whilst providing positive nurture, religious education helps children to develop their own beliefs, attitudes and values.

Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE, they learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews. Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

Knowledge Choice

To support teaching and learning of Christianity, we will follow the theological concepts and guidance set out in the Church of England's resource, "Understanding Christianity" ensuring there is knowledge of Christianity as a living world faith. We will also follow the programmes of study and curriculum guidance set out in the agreed syllabus "Awareness, Mystery and Value." At KS1, children will also study Christianity, Judaism and Sikhism. At KS2, children will also study Christianity, Judaism, Hinduism and Islam, with some reference to other faiths such as Buddhism, Sikhism and Humanism. Within these units, children will have the opportunity to have a go at the core learning as well as digging deeper.

Reception	Why do Christians thank God for the Harvest? Why do Christians perform nativity plays at Christmas? (Incarnation) What happened to Jesus as he grew up? Why do Christians put a cross in an Easter garden? (Salvation) Why is the word God important to Christians? (Creation)
Year 1	What do Christians believe God is like? (God) Why does Christmas matter to Christians? (Incarnation) Who made the world? (Creation) Why does Easter matter to Christians? (Salvation) Judaism
Year 2	What are the similarities and differences between these special books? Why does Christmas matter to Christians? (Incarnation) What is the Good news that Jesus brings? (Gospel) Why does Easter matter to Christians? (Salvation) Sikhism
Year 3	What is it like to follow God? (People of God) What is the Trinity? (Incarnation) What do Christians learn from the Creation Story? (Creation/fall) Why do Christians call the day Jesus die Good Friday? (Salvation) What can we learn from the life and teachings of Jesus? How do we make moral choices?
Year 4	Hinduism What is the Trinity? (Incarnation) What do Christians call the day Jesus died Good Friday? (Salvation)

	What kind of world did Jesus want? (Gospel) When Jesus left, what was the impact of Pentecost? (Kingdom of God)
Year 5	What does it mean if God is holy and loving? (God) Was Jesus the Messiah? (Incarnation) What would Jesus do? (Gospel) What did Jesus do to save human beings? (Salvation) Islam
Year 6	How can following God bring justice and freedom? (People of God) Was Jesus the Messiah? (Incarnation) Creation and science: conflicting or complementary? (Creation/Fall) What difference does the resurrection make for Christians? (Salvation) What kind of King is Jesus? (Kingdom of God) Judaism

Progression in Religious Education involves developing knowledge and understanding through:

Understanding Christianity identifies eight core concepts at the heart of mainstream Christian belief, which are taught as a spiral curriculum. Each unit takes a core concept and gives a key question through which to explore the concept. The unit identifies the knowledge ‘building blocks’ and focussed outcomes that are expected of pupils by the end of teaching.

Understanding Christianity sets out some knowledge ‘building blocks’, to clarify what pupils should know and understand about these concepts at each school phase. It provides a teaching and learning approach to unpack these concepts and their impact in the lives of Christians in the UK and the world today, making connections with the world of the pupils and their wider understanding.

Understanding Christianity’s approach to teaching about Christianity builds up pupils’ encounters with these core concepts through biblical texts, placing the texts and concepts within the wider Bible story. Each unit addresses a concept, through some key questions, exploring core Bible texts, their impact for Christians, and possible implications for pupils.

Each unit incorporates the three elements below:

- **Making sense of the text:** developing pupils’ skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of the meanings of texts for Christians.
- **Understanding the impact:** examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world.
- **Making connections:** evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils’ own lives and ways of understanding the world.

End Points:

By the end of Key Stage 1, within the context of Christianity and 2 other world faiths, children will be able to:

- retell and suggest meanings to some religious and moral stories.
- ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.
- observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- notice and respond sensitively to some similarities between different religions and worldviews.
- explore questions about belonging, meaning and truth so that they can express their own ideas and opinions.
- find out about and respond with ideas to examples of co-operation between people who are different.

By the end of Key Stage 2, within the context of Christianity and 2 other world faiths, children will be able to:

- describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas.
- explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- describe and understand links between stories and other aspects of the communities they are investigating.
- observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
- understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
- observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.
- discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth.
- talk about visits to different places of worship and visits from people of different faiths with tolerance and respect.

Aims:

The curriculum for RE aims to ensure that all pupils:

- A. Know about and understand a range of religions and worldviews, so that they can:
 - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
 - identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;
 - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
- B. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
 - explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
 - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
 - appreciate and appraise varied dimensions of religion or a worldview.
- C. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
 - find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
 - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
 - articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives