

Learning about religion and worldviews at Deanery CE Primary School

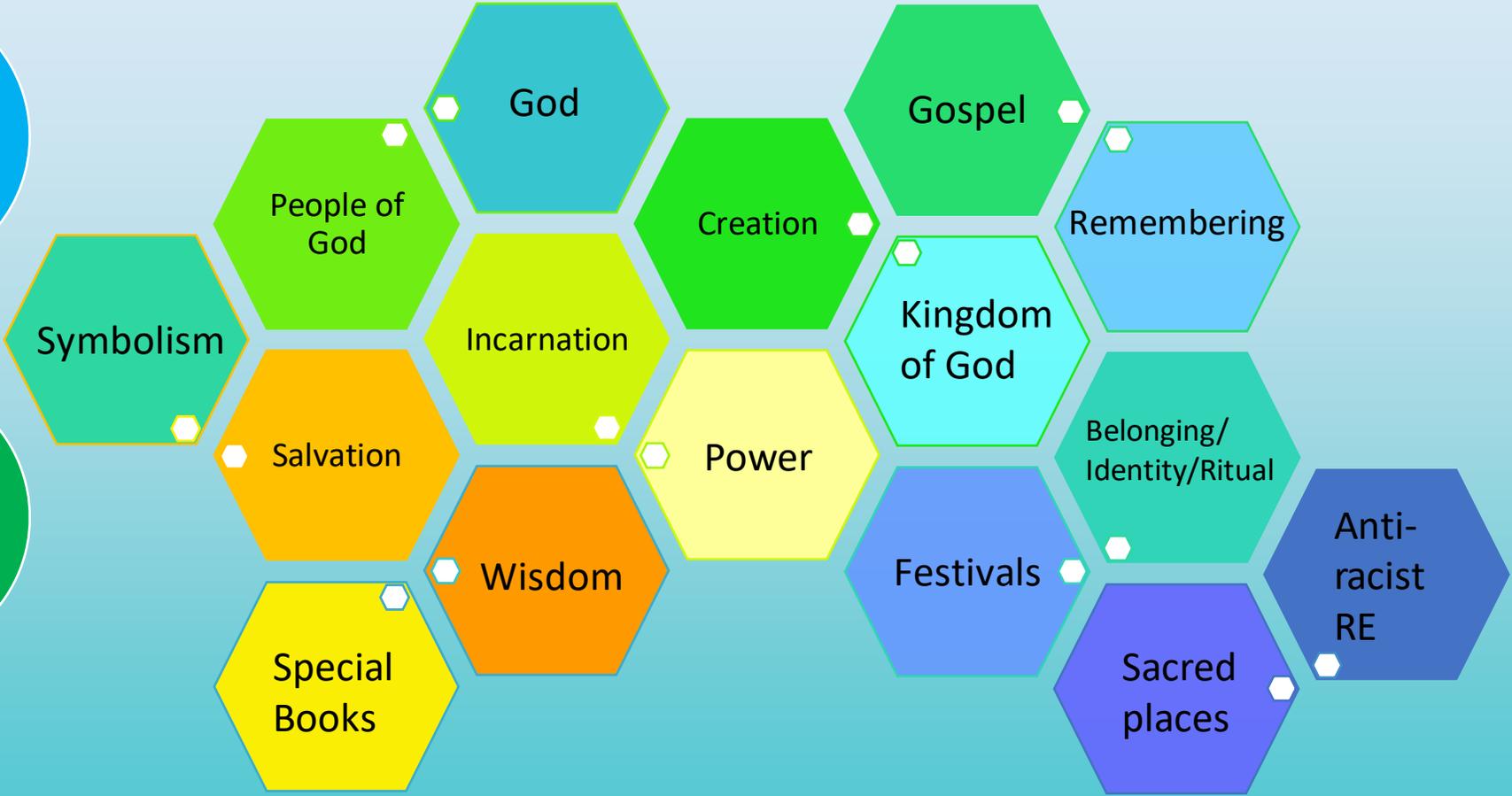
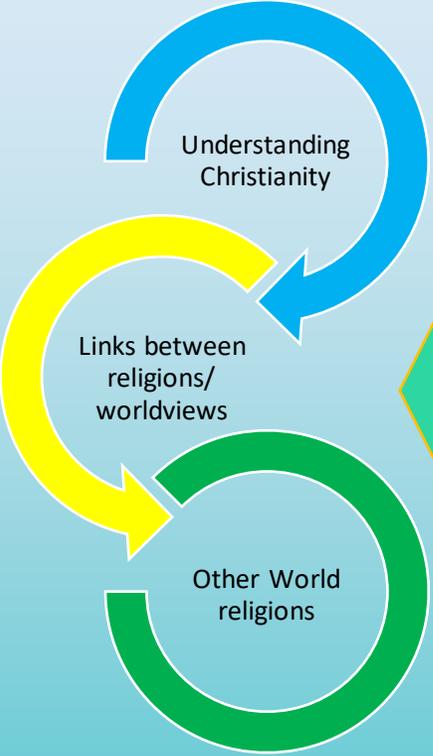


We intend that studying religious education will equip children with knowledge and understanding of a range of religious and non-religious worldviews including diversity within different worldviews. Finding out about what people believe and what difference this makes to how they live, can serve to promote understanding and empathy with others and produce well-rounded and thoughtful individuals who are in a position to flourish as citizens in a pluralistic and global community. Children have opportunities to understand their own worldview and to reflect upon how that affects their view of the world.

All pupils are entitled to access the RE curriculum at the Deanery. Parents have the right to withdraw their child from this curriculum area.

Class teachers deliver RE weekly through a variety of teaching methods as well as using a cross curricula approach.





Autumn

Why is the word 'God' so important to Christians?

(GOD/CREATION)

Know that the word God is a name
Identify that Christians believe God created the universe including people and animals
Think about how humans can look after the wonderful world
Recognise harvest as a time of thanking God for creation

Why do Christians perform nativity plays at Christmas? (INCARNATION)

Recognise that Christians believe Jesus was God
Recognise that Christians believe Jesus came to show that all people are precious and special to God
Recognise that Jesus grew up to be an adult
Give examples of what Christians do to celebrate Christmas

Spring

How do Hindus remember Krishna?

(REMEMBERING)

Recognise that Hindus *remember* Krishna by telling the story of his birth and by celebrating
Talk about the importance of Hindus *remembering* Krishna's birthday
talk about their own response to *remembering* someone special
Identify how their responses relate to their own lives.

Why do Christians put a cross in an Easter garden?

(SALVATION)

Tell some stories of Holy Week and Easter
Be aware that the world is not perfect and Jesus came to put things right. The name Jesus means 'He saves'.
Think, talk and ask questions about how Christians try to show love to each other

Summer

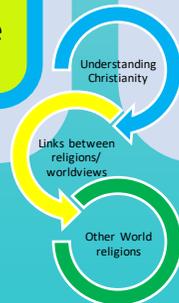
How can water be precious to Christians and Hindus? (PRECIOUS/RITUAL)

Share their own experience of water
Begin to identify and talk about water
Reflect on and share their ideas on the importance of water
Contribute their ideas about the *preciousness* of water.

What stories did Jesus tell?

(STORYTELLING/BIBLE)

Talk about their own responses to storytelling
Identify and talk about situations in which storytelling is significant in their lives
Identify and talk about the characteristics of storytelling
Recognise that Jesus was an effective storyteller
Talk about the importance of the storytelling of Jesus to Christians



Place of worship visit – local Church of England Church

Autumn

What do Christians believe God is like? (GOD)

Identify what a parable is.

Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians. Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.

Why does Christmas matter to Christians? Digging Deeper (INCARNATION)

Recognise that Incarnation is part of the 'Big Story' of the Bible.

Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'. Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth. Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous.



Spring

What are the special books for Jews and Christians? (SPECIAL/ BOOKS)

Describe in simple terms their response to the concept of *specialness in relation to books*. Identify simple examples of how and why *books* can be *special* to themselves and others. Describe in simple terms the meaning of *specialness*. Simply describe ways in which the Bible is *special* to Christians and the Torah to Jews. Evaluate the concept by describing in simple terms the value of these *special books* to believers.

Why does Easter matter to Christians? Digging Deeper (SALVATION)

Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible. Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people and being like a bridge between God and humans). Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship. Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.

Summer

How and why do Jews remember Passover? (REMEMBERING/FESTIVAL)

Describe in simple terms what remembering means. Simply describe ways in which the Jews remember the Passover story. Simply describe the value or importance of remembering Passover for Jews. Simply describe their own responses to remembering in their own experience. Simply describe ways in which remembering can be applied to their own and others' lives.

Why are creation stories important to Hindus and Christians? (CREATION)

Identify and talk about the concept of *creation*. Simply describe the Christian and Hindu *creation* stories. Describe in simple terms why they think Christians and Hindus value these stories. Describe in simple terms their response to *creation*. Identify simple examples of how their response to *creation* relates to their own and others' lives.



Place of worship visit – Synagogue

Autumn

How do followers of Sikhism express their identity? (IDENTITY/FESTIVAL)

Describe the meaning of identity
 Describe how Sikhs express their identity during the Baisakhi celebrations
 Describe the value of identity to Sikhs and describe an issue raised
 Describe their own response to identity
 Describe examples of how their response to identity affects their own and others' lives.

How do Jews celebrate Hanukkah? (SYMBOLISM/FESTIVAL)

Describe the concept symbol
 Describe how Jews use the symbol of the Hanukkah lights
 Evaluate the concept of symbol by describing the value of the Hanukkah lights to Jews and by describing an issue raised
 Describe their own responses to symbol in their experience
 Describe examples of how their responses to symbol can be applied to their own and others' lives.

Spring

What is the Trinity? (INCARNATION/GOD)

Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.
 Offer suggestions about what texts about baptism and Trinity might mean.
 Give examples of what these texts mean to some Christians today.
 Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.
 Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.

Why do Christians call the day Jesus died 'Good Friday'? Digging Deeper (SALVATION)

Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean.
 Give examples of what the texts studied mean to some Christians.
 Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion.
 Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus.
 Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.

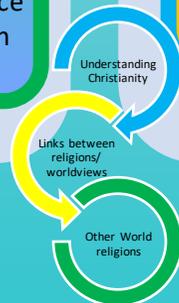
Summer

How is water used in Muslim and Christian rituals? (RITUAL)

Describe the meaning of ritual
 Describe some rituals using water from Christianity and Islam
 Describe the value of these rituals to Christians and Muslims and describe an issue raised
 Describe their own response to rituals with water
 Describe how rituals apply to their own lives and the lives of others.

When Jesus left, what was the impact of Pentecost? (KINGDOM OF GOD)

Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.
 Offer suggestions about what the description of Pentecost in Acts 2 might mean.
 Give examples of what Pentecost means to some Christians now.
 Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.
 Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.



Place of worship visit – Gurdwara

Autumn

What rites of passage do Muslims have? (RITUAL)

Express a personal response to the concept of rites of passage and can explain what events have been important in their journey of life so far.

Explain how the concept of life as a journey marked by rites of passage can be applied in their own and others' lives.

Explain how important events are marked in religion by rites of passage

Explain the meaning of the Muslim naming ceremony and the Hajj

Evaluate, by explaining, the importance and relevance of rites of passage to believers.

Was Jesus the Messiah? (INCARNATION)

Explain the place of Incarnation and Messiah within the 'big story' of the Bible.

Identify Gospel and prophecy texts, using technical terms.

Explain connections between biblical texts, Incarnation and Messiah, using theological terms.

Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.

Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.

Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.

Spring

What would Jesus do? (GOSPEL)

Identify features of Gospel texts (for example, teachings, parable, narrative).

Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.

Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.

Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.

What did Jesus do to save human beings? (SALVATION)

Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.

Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.

Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts.

Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.

Show how Christians put their beliefs into practice. Weigh up the value and impact of ideas of sacrifice in their own lives and the world today

Summer

How do Muslims show that they belong? (BELONGING/RITUAL)

Express a personal response to the concept of belonging, and give examples of how belonging might affect their own lives.

Describe how belonging can be applied in their own and others' lives.

Describe what it means to belong to something.

Describe how belonging is important to Muslims by exploring Shahada and Salat

Describe the importance to believers and to themselves of belonging.

What can be done to reduce racism? Can religion help? (IDENTITY)

Describe simply two examples of racism, describing what is unfair or unjust in each case

Choose some examples of the teaching of sacred texts about justice and say what they think about the meanings of these texts

Describe links between religious teaching and practice and the struggle to reduce racism, giving simple examples

Discuss three or more suggested ways of reducing prejudice and racism.

Express reasoned ideas of their own about how prejudice and racism can be reduced, taking account of ideas from religion



Place of worship visit – Mosque

