

Learning about religion and worldviews at Deanery CE Primary School

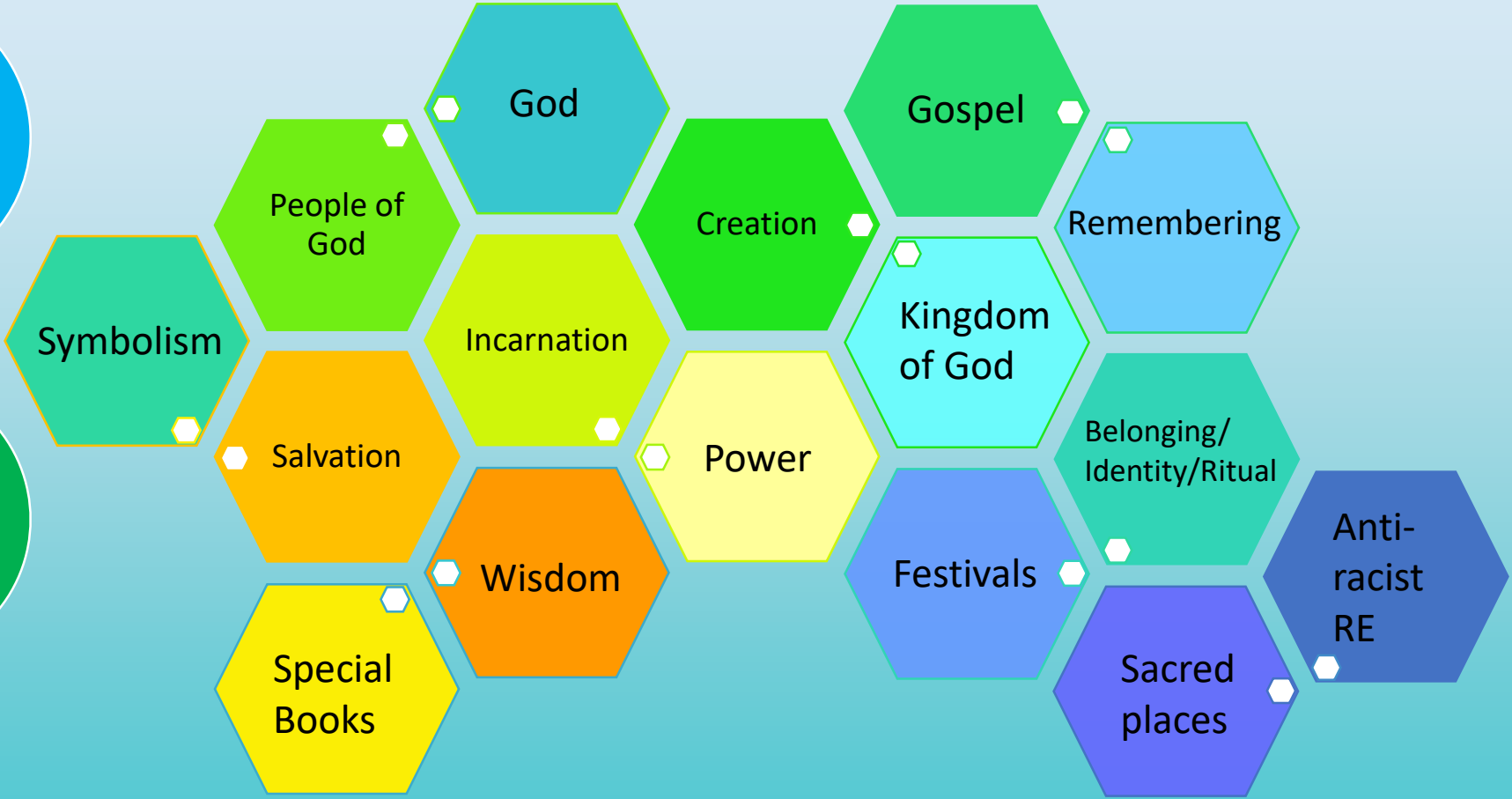
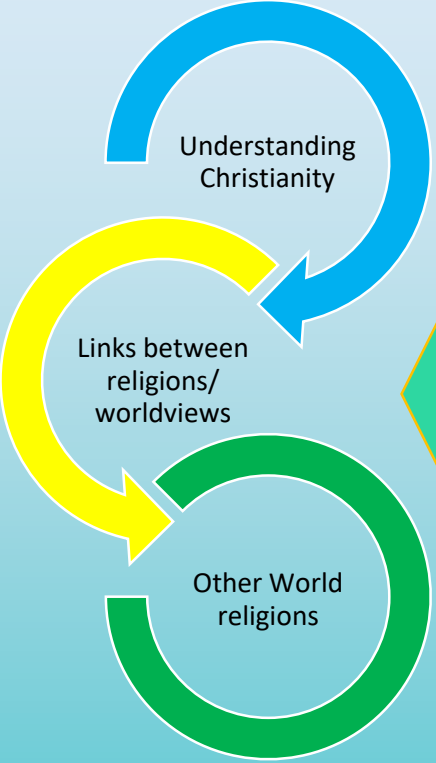


We intend that studying religious education will equip children with knowledge and understanding of a range of religious and non-religious worldviews including diversity within different worldviews. Finding out about what people believe and what difference this makes to how they live, can serve to promote 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

Who made the world? (CREATION)

Retell the story of creation from Genesis 1:1–2.3 simply.

Recognise that 'Creation' is the beginning of the 'big story' of the Bible.

Say what the story tells Christians about God, Creation and the world.

Give at least one example of what Christians do to say thank you to God for the Creation.

Think, talk and ask questions about living in an amazing world.

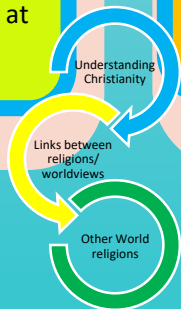
Why does Christmas matter to Christians? (INCARNATION)

Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.

Recognise that stories of Jesus' life come from the Gospels.

Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.

Decide what they personally have to be thankful for at Christmas time.



Spring

How do Jews show that they belong? (BELONGING)

Talk about their own responses to *belonging*

Identify how their response to the idea of *belonging* relates to their own lives.

Identify and talk about the concept of *belonging*
Recognise how Jewish people show that they *belong* to the Jewish faith by sharing Shabbat and visiting the Synagogue

Talk about the importance of *belonging* to Jewish people, and identify an issue raised.

Why does Easter matter to Christians? (SALVATION)

Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.

Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).

Recognise that Jesus gives instructions about how to behave.

Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.

Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas

Summer

How does Shabbat help Jews to remember? (REMEMBERING)

Identify and talk about remembering

Recognise that Jewish people remember creation and the day of rest when they celebrate Shabbat

Evaluate remembering when talking about how important it is for Jewish people

Talk about their own responses to and experiences of remembering

Talk about the importance of remembering in their own and others' lives.

What stories do Christians have about Jesus changing people? (CHANGE/BIBLE)

Identify and talk about different types of *change* in their experience

Identify how their responses to *change* affect their lives

Identify and talk about the meaning of *change* and different types of *change*

Recognise that Christians believe that Jesus *changes* some people's lives

Talk about why the idea of Jesus being able to *change* people is important to Christians and identify an issue raised.



Place of worship visit – local Church for Christmas through the keyhole

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.

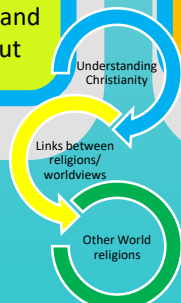
Why does Christmas matter to Christians? Digging Deeper (INCARNATION)

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

What do Christians learn from the Creation story? (CREATION)

Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.

Make clear links between Genesis 1 and what Christians believe about God and Creation.

Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.)

Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians

How and why do Hindus celebrate good overcoming evil at Divali? (GOOD AND EVIL/FESTIVAL)

Describe the concepts of good and evil

Describe ways in which Hindus remember good and evil in the story and celebrations of Divali

Describe the importance of Hindus valuing good overcoming evil

Describe their own responses to the concepts of good and evil
Describe examples of how responses to good and evil affect their own and others' lives.

Spring

What is it like to follow God? (PEOPLE OF GOD)

Make clear links between the story of Noah and the idea of covenant.

Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.

Make links between the story of Noah and how we live in school and the wider world

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

Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.

Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.

Give examples of what the texts studied mean to some Christians.

Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.

Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.

Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.

Summer

What do trees represent to different people? (SYMBOLISM)

Describe their own response to trees

Describe examples of when the tree symbol is applied in different circumstances and different situations

Describe what the word symbol means

Describe how the symbol of a tree is used in Christianity and the Hindu Dharma

Describe the importance of the tree as a symbol to Christians and Hindus.

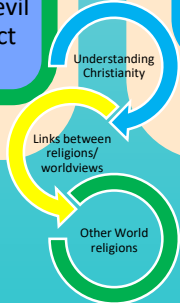
What kind of world did Jesus want? (GOSPEL)

Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.

Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.

Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.

Make simple links between Bible texts and the concept of 'Gospel' (good news).



Place of worship visit – Mandir

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 Hannukah? (SYMBOLISM/FESTIVAL)

Describe the concept symbol
 Describe how Jews use the symbol of the Hannukah lights
 Evaluate the concept of symbol by describing the value of the Hannukah 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)

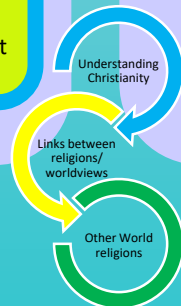
Describe simply two examples of racism, describing what is unfair or unjust in each case

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

Autumn

Are sacred books wise? (WISDOM)

Explain a personal response to the concept of wisdom, and give examples of who and what has the right to guide them.

Explain how people have different ideas about what wisdom is.

Explain ideas about what wisdom is.

Explain how the Qur'an and the Bible contain wisdom.

Evaluate, by explaining, the importance of this wisdom in the world today.

What is God's power like? (POWER)

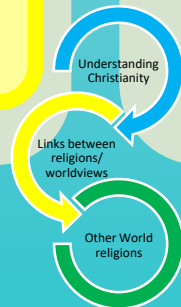
Explain what people might mean by *power*.

Explain how God's *power* is significant for Christians and Muslims.

Explain the significance of believers' interpretations of God's *power*.

Explain their own personal response to the concept of *power*.

Explain how *power* affects their own and other people's lives.



Spring

Creation and science: conflicting or complementary? (CREATION)

Outline the importance of Creation on the timeline of the 'big story' of the Bible.

Identify what type of text some Christians say Genesis 1 is, and its purpose. Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.

Make clear connections between Genesis 1 and Christian belief about God as Creator.

Show understanding of why many Christians find science and faith go together.

Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.

Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.

What difference does the resurrection make to Christians? (SALVATION)

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

Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.

Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.

Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.

Show how Christians put their beliefs into practice in different ways.

Explain why some people find belief in the Resurrection makes sense and inspires them. Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today

Summer

How can following God bring freedom and justice? (PEOPLE OF GOD)

Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.

Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.

Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.

What can be done to reduce racism? Can religion help?

Digging Deeper (HOLY BOOKS/ IDENTITY)

Use some sacred texts to explain what religions say about treating others

Recognise and compare individuals who have contributed to reducing racism. What made a difference?

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



Place of worship visit – local Church for Easter through the keyhole