



Deanery C.E. Primary School
Academy Status

Religious Education Policy

May 2024

The Deanery School Christian Ethos

Our School Motto – ‘Ad Majorem Dei Gloriam’

Translated this simply means ‘To the Greater Glory of God’.

Vision

We believe that everything we do is a faithful response to God’s faithfulness, shown to us through Jesus Christ. Our vision is to reflect God’s Glory in every season of life, in all aspects, from the little things, to the big.

Beliefs and Values

We believe that God’s heart is for his children to thrive in a happy, secure, and caring environment at the Deanery. It is an essential part of our Christian ethos that we thank God for how he has demonstrated peace, love, faith, joy, grace and hope to us. We seek to reflect these core values throughout all areas of life in the school.

We believe that education, strengthened by our faith, is the vehicle with which children can achieve their full potential.

School Culture

At the Deanery we aim to provide opportunities and experiences for everyone to learn and develop their social, creative and academic skills within a motivating and stimulating environment.

We aim to:

- Foster an environment that is enriched spiritually, morally, ethically and socially through the Christian faith.
- Value each child as unique, regardless of faith, ability, gender or ethnicity.
- Nurture children to be polite, respectful and considerate towards one another.
- Offer a range of opportunities and experiences to develop their confidence, self-esteem and independence.
- Encourage each child to fulfil their potential within all areas of the curriculum.
- Promote knowledge and understanding through a secure, stimulating and enriched environment.
- Create a broad educational experience that is enriched both morally and spiritually through partnership with staff, governors, parents, the local community, parishes of the Deanery and Birmingham Diocese.
- Enable each child to value themselves and have aspirations for the future.
- Recognise everyone’s place in the wider community.

Religious Education Policy

Introduction & Intent

A statement of the legal position of RE at Deanery CE Primary School

The 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'. Deanery CE Primary School is a Church of England Academy with a Voluntary Aided heritage therefore the provision of RE must be in accordance with the Trust Deed of the School. The Governors, in consultation with the Head teacher, have decided, following advice from the Diocese, to follow a syllabus based on the conceptual enquiry approach using the Church of England Statement of Entitlement as a basis for the composition of the syllabus and to supplement this with material from the Diocese and two purchased resource programmes: Understanding Christianity (Commissioned by the Church of England Education Office, and advocated for use in all Church of England schools), and the Living Difference Scheme produced by HIAS (Hampshire, the Isle of Wight and Southampton).

Intent of teaching RE

As a school, we strive for excellence in education by encouraging each child to fulfil their individual potential within all areas of school life. Our motivation is embodied in our school motto which is "To the Greater Glory of God". Everything that we do within and without the school we do as a gift to God and to the best of our ability. This is something that we actively promote within our school with the same principles being applied to teaching the RE curriculum.

We aim:

- to enable children to encounter Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage;
- to enable children to learn about other major world religions and world views, their impact on society, culture and the wider world, facilitating children's expression of responses and insights;
- to contribute to the development of children's own spiritual / philosophical convictions, exploring and enriching their own faith and beliefs.

At the end of their primary education at school, children should be able to:

- know about and understand Christianity as a living world faith, by exploring core theological concepts¹
- have developed knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians¹
- have developed their ability to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and beliefs of themselves, the world and human experience¹
- respect the faith of others
- notice areas of similarities between faiths
- explain the value of concepts studied to people of particular religions and describe in increasing detail some of the issues that this raises²
- explain their own response to the concepts studied and explain how this relates to their own life and the lives of other people²

¹ These are the aims of the Understanding Christianity resource

² These are the paraphrased aims of the Living difference scheme

The distinctive contribution RE makes to the life of the school and other curriculum aims and community cohesion

As a church school we are called to find ways to work towards every child having a life enhancing encounter with the Christian faith and with the person of Jesus Christ. At the Deanery school, this means that we will endeavour to ensure that encounters with the Christian faith will be positive for the children and that they will hear of the story of Jesus. Such encounters will show the children the treasures of the Christian faith in a way that invites, but does not coerce. The values and character of the school will also be shown in the way that attention is paid to the teaching of world faiths and other worldviews, particularly those represented in the school community and local neighbourhood. By exploring world faiths and worldviews from the standpoint of conceptual enquiry we aim to enable children to make clear links with concepts within their own experience promoting a deep understanding of different viewpoints.

RE subject matter gives particular 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.

Spiritual, moral, social and cultural development

Learning about and from religious traditions helps children to appreciate which aspects of life have been significant for most of humanity throughout the ages. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding. It also helps to show them what shapes people's behaviour and motivations, and points children towards positive models for their own lives.

Personal development and well-being

RE plays an important role in preparing children for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

Approaches to teaching RE – Implementation

The RE curriculum at the Deanery takes a conceptual enquiry approach with two thirds of the time spent exploring key Christian concepts through the use of the scheme Understanding Christianity and the remaining one third spent exploring other world faiths and world views using the conceptual enquiry approach as outlined in the Living Difference (HIAS) Scheme. Both of these schemes aim to produce theologically literate children. Planning units are built around a key enquiry question, enabling higher level thinking whilst supporting non-specialist class teachers. Class teachers deliver RE weekly through a variety of teaching and learning methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection as well as using a cross curricula approach.

RE is taught in half termly units of work specified on the long term plan (see appendix 1). The curriculum is designed to be a spiral curriculum with key concepts being revisited at a deeper level in higher year groups. Other world faiths are introduced in a structured way.

The curriculum allows opportunity to:

- Listen to the opinions of others respectfully, developing empathy
- Consider personal attitudes and beliefs
- Develop questioning skills and evaluate evidence
- Develop an understanding of moral issues

British Values are an integral part of the RE curriculum. Children explore religious beliefs and the impact of those beliefs on people of that particular religion. They then make connections to their own life experience and understanding of the world. These skills promote individual opinions, tolerance and mutual respect of the opinions of others and an appreciation of democracy and the rule of law.

How RE is organised

The RE curriculum is taught, following guidance in The Statement of Entitlement, for 5 – 10% of teaching time. It is delivered either as a discrete subject or when appropriate part of the cross curricula approach so that RE is not isolated from the wider curriculum.

In EYFS and KS1 the children study Christianity, Judaism and Hinduism. In KS2 Sikhism and Islam are also included. Non-religious worldviews are also studied in KS2. All staff have access to the long term plan as well as the medium term plans on the school network. A resources list is also on the network, listing the artefacts that are available to support teaching. Resources are stored in a central location and are able to be accessed by all.

Children have the opportunity to visit a place of worship of the faith being studied in each year group from year 1 to year 6 (see appendix 1).

Assessment and Recording of RE - Impact

Each child's overall development is assessed half termly following each unit of work as working towards, expected or greater depth of study.

Arrangements for monitoring standards of teaching and learning in RE

The curriculum leader for RE will monitor:

- Pupil progress by analysing half termly assessment data
- Planning of RE across the school with an annual planning trawl and follow up checks as necessary
- Children's work in book trawls across the school and trawls of class portfolios

The RE curriculum is also monitored by the leadership team through:

- Book trawls
- Lesson observations
- Assessment data

Pupil and staff feedback is considered on at least a yearly basis.

Governors receive reports through the link governor for RE as well as scrutinising assessment data.

Responsibilities for RE within the school

As well as fulfilling their legal obligations, the governing body and Head teacher will make sure that:

- all children make progress in achieving the learning objectives of the RE curriculum
- the subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD
- teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives and promote community cohesion
- clear information is provided for parents on the RE curriculum and the right to withdraw
- teachers are aware that they do not have to teach RE unless specifically appointed to do so
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and children can make good progress
- where there are insufficient teachers in a school who are prepared to teach RE, the head teacher ensures that children receive their entitlement to RE.

It is the role of the RE leader to

- Monitor planning

- Monitor assessment data
- Manage an annual RE budget
- Provide adequate resources
- Develop targets for the School Development plan
- Prepare reports to governors
- Act as point of reference to colleagues

It is the role of the class teacher to:

- Implement the RE curriculum
- Take account of the range of ability within a class
- Complete half termly assessments
- Be aware of, and use, relevant artefacts
- Highlight and bring to the attention of the curriculum leader for RE any areas of concern

The right of withdrawal from RE

Parents have the legal right to withdraw their children from religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by children or there are issues related to religion that arise in other subjects. We would ask any parent considering this to contact the Head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education at the Deanery CE School.

Date of policy review

Written by Mrs J Richardson

May 2024



Approved by Jayne Luckett, Head Teacher

Presented to the Governing Body

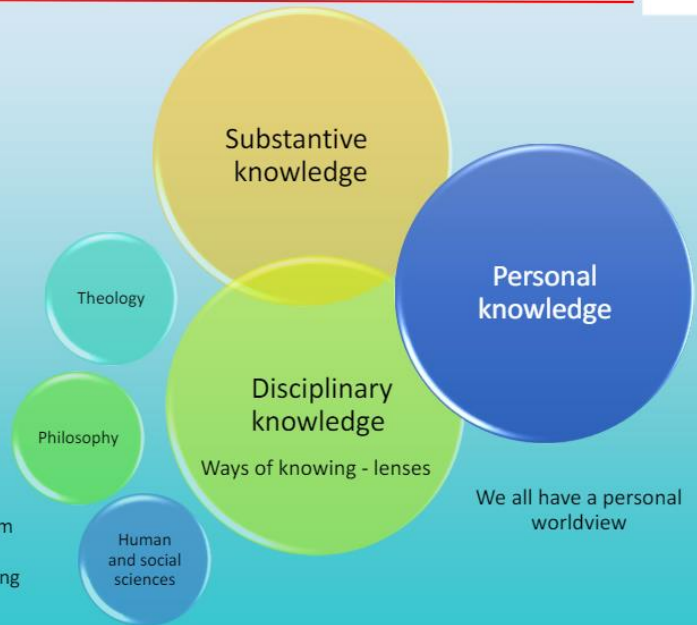
1. Long Term Plan

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.



Reception

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

Year 1

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

Year 2

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

Year 3

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

Year 4

Autumn

How do followers of Sikh 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.

Understanding Christianity

Links between religions/ worldviews

Other World Religions

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

Year 5

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.

Understanding Christianity

Links between religions/ worldviews

Other World Religions

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