

"Giving children the keys to unlock their future"



St Peter's C of E Academy – Religious Education (RE)

When teaching RE we give the pupils opportunities to reflect on what they think and believe. We want the children to learn about God and the person and life of Jesus through the life of the Trinity, to have a secure knowledge of the Bible, Christian beliefs, prayers and values as well as developing their knowledge and understanding of, and their ability to, respond to the theology of Christianity. Children also learn about other world faiths and reflect on these through the enquiry-based approach. Through RE, children learn from religion and human experiences and develop enquiry and response skills through the use of distinctive language, listening and empathy. They then reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses to enable them to develop both academically and personally.

We teach RE according to the Wiltshire Agreed Syllabus, supported by the Understanding Christianity scheme of work for the majority of the Christianity units, and Discovery RE which covers the other religions and belief systems. These schemes of work offer a spiral curriculum where children re-visit and build past concepts and knowledge. We have developed a rolling scheme of work which is used to ensure that all of the Christianity and other principal religions are covered as the children move through the school. The majority of the time allocated to RE will be devoted to the teaching of Christianity. The other main faiths that will be explored in KS1 are Judaism and Islam. In KS2 the children extend this by also studying Hinduism, Sikhism, and Buddhism.

Our curriculum progression is shown below:

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| YR | In the beginning | Festivals including Christmas | Jesus' parables | Easter | Helping others | Special Places |
| <p>EYFS</p> <ul style="list-style-type: none"> To give the pupils opportunities to reflect on what they think and believe. To learn about God and the person and life of Jesus through the life of the Holy Trinity. To have a secure knowledge of the Bible, Christian beliefs, prayers and values as well as developing their knowledge and understanding of, and their ability to respond to the theology of Christianity. To learn about other world faiths and reflect on these through the enquiry-based approach. To learn from religion and human experiences and develop enquiry and response skills through the use of distinctive language, listening and empathy. <p>To reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses to enable them to develop both academically and personally.</p> | | | | | | |
| Year 1 | Term 1: Christianity. Creation. Who made the world? (UC: 1.2) To say what the creation story tells Christians about God, creation and the world. To give examples of what Christians do to look after the world for God. | Term 2: Christianity Why does Christmas matter to Christians? (UC 1.3) To give a clear account of the story of Jesus' birth and why Jesus is important to Christians. | Term 3: Christianity Was it always easy for Jesus to show friendship? (DRE Y1) To tell a story about Jesus and His friends and say how He showed friendship in the story. To identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult. or Courageous advocacy unit | Term 4: Christianity What is the good news that Jesus brings? (UC 1.4) To give examples of how Christians put their beliefs into practice in the church community and their own lives. (EG: charity; confession). | Term 5: Judaism. Does celebrating Chanukah make Jewish children feel closer to God? (DRE Y1) To recognise some of the symbols used at Chanukah and know what some of them mean. To start to describe some of the ways in which Jewish children feel closer to God during Chanukah. | Term 6: Islam. Does going to the mosque give Muslims a sense of belonging? (DRE Y2) To explain how Muslims feel a sense of belonging through praying. To put themselves in a Muslim's position and say if they would prefer to pray alone or with other Muslims and give a reason why. |
| Year 2 | Term 1: Christianity What do Christians believe God is like? To tell the story of the Lost Son from the Bible. To give examples of ways in which Christians show their belief in God as loving forgiving. EG: by saying sorry and by seeing God as welcoming them back. | Term 2: Christianity Why did God give Jesus to the world? (DRE Y2) To give reasons why Christians believe God gave Jesus to the world. To explain how Jesus coming to the world shows Christians that they should love/help people and the world. | Term 3: Christianity Is it possible to be kind to everyone all of the time? (DRE Y2) To say whether they think Christians should be kind and understand why this might sometimes be difficult. or Courageous advocacy unit | Term 4: Christianity. Salvation. Why does Easter matter? (UC 1.5) To tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people.) To give examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. | Term 5: Islam Does praying at regular intervals everyday help a Muslim in their everyday life? (DRE Y2) To explain what commitment means to us and to Muslims by knowing how and why they pray 5 times a day. | Term 6: Judaism How special is the relationship Jews have with God (DRE Y2) To tell a story about Abraham or Moses and say why they are so important to Jews. |
| Year 3 | Term 1: Sikhism | Term 2: Christianity What do Christians learn | Term 3: Sikhism | Term 4: Christianity | Term 5: Sikhism | Term 6: Christianity |

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| | <p>Does joining the Khalsa make a person a better Sikh? (DRE Y3)</p> <p>To describe what might motivate a Sikh to go through the Amrit ceremony.</p> <p>To understand the 5Ks (Kesh – not cutting hair, Kangha – comb, Kara – bracelet, Kirpan – blessing, Kachera – shorts).</p> | <p>from the Creation story? (UC 2a.1)</p> <p>To describe what Christians do because they believe God is the Creator. (EG: Follow God, wonder at how amazing God’s creation is, care for the Earth in some specific way.)</p> | <p>How important is sharing to Sikhs? (DRE Y3)</p> <p>To explain how taking part in community and family activities gives Sikhs the opportunity to express how this might make them feel.</p> <p>To say how Sikh beliefs influence their everyday lives (eg: how important sharing is to them) and why.</p> <p>or</p> <p>Courageous advocacy unit</p> | <p>Why do Christians call the day Jesus died “Good Friday?” (UC 2a.5)</p> <p>Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</p> <p>Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</p> | <p>What is the best way for a Sikh to show commitment to God? (DRE Y3)</p> <p>To understand that Sikhs choose how much they commit themselves to their religion, and that there are many ways for them to do this.</p> <p>To say some things that they themselves are committed to and how they may differ or be similar for Sikhs.</p> | <p>What kind of world did Jesus want? (UC 2a.4)</p> <p>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people.’</p> <p>Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus’ teaching.</p> |
| Year 4 | <p>Term 1: Judaism</p> <p>How special is the relationship Jews have with God? (DRE Y4)</p> <p>To say some of the ways Jewish people believe they have a special relationship with God.</p> <p>To start to understand how challenging it must be for Jewish people to live up to their special covenant with God.</p> | <p>Term 2: Christianity</p> <p>What is the Trinity? (UC 2a.3)</p> <p>Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer) and in the way they live.</p> | <p>Term 3: Judaism</p> <p>How important is it for Jewish people to do what God asks them to do? (DRE Y4)</p> <p>To give examples of how, because Jews believe they are in a special covenant with God, they try to show Him respect and gratitude by doing as he asks them to do.</p> <p>or</p> <p>Courageous advocacy unit</p> | <p>Term 4: Christianity</p> <p>Is forgiveness always possible? (DRE Y4)</p> <p>To recall a Christian story about forgiveness and say what it tells people about how to treat each other.</p> <p>To explain how Jesus’ teachings about forgiveness might be difficult but beneficial to Christians.</p> | <p>Term 5: Judaism</p> <p>What is the best way for Jewish people show their commitment to God? (DRE Y4)</p> <p>To describe some of the ways that Jews choose to show their commitment to God and understand that some of these will be more significant to some Jews than others.</p> | <p>Term 6: Christianity</p> <p>What is it like to follow God? (UC 2a.2)</p> <p>To make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</p> <p>To make links between the story of Noah and how we live in school and the wider world.</p> |
| Year 5 | <p>Term 1: Buddhism</p> <p>Is it possible for everyone to be happy?</p> <p>To say some of the things Siddhatta did to try to be happy and explain why they think they didn’t work for him.</p> | <p>Term 2: Christianity</p> <p>Was Jesus the Messiah? (UC 2b.4)</p> <p>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.</p> | <p>Term 3: Buddhism</p> <p>Could Buddha’s teachings make the world a better place?</p> <p>To recall one of the Buddha’s stories and start to explain what the Buddha was teaching through it.</p> <p>To give an example of how Buddhists could</p> | <p>Term 4: Christianity</p> <p>What did Jesus do to save human beings? (UC 2b.6)</p> <p>To make clear connections between the Christian belief and Jesus’ death as a sacrifice, and how Christians celebrate Holy Communion/Lord’s Supper.</p> | <p>Term 5: Buddhism</p> <p>What is the best way for a Buddhist to lead a good life?</p> <p>To describe how aspects of the 8-fold path would help Buddhists to know how to live good lives.</p> <p>To start to say why some aspects of the 8-fold path</p> | <p>Term 6: Christianity</p> <p>What would Jesus do? (UC 2b.5)</p> <p>To relate biblical ideas, teachings or beliefs (eg: peace, forgiveness, healing) to the issues, problems and opportunities in the world today, offering insights of their own.</p> |

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| | | | learn from this and put the teaching into practice to make the world a better place. | To weigh up the value and impact of ideas of sacrifice in their own lives and the world today. | might be hard for some Buddhists to stick to. | |
| Year 6 | Term 1: Islam What is the best way for a Muslim to show commitment to God? (DRE Y6) To explain that individuals choose to show different degrees of commitment to their religion and can relate this to the commitments they – the children – make in their lives. | Term 2: Christianity Is the Christmas Story True? (DRE Y5) To recognise and talk about the difference in the accounts of the Christmas Story that make people ask questions. | Term 3: Christianity How can following God bring freedom and justice? (UC 2b.3) To explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. To 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. or Courageous advocacy unit | Term 4: Christianity What difference does the Resurrection make for Christians? (UC 2b.7) To show how Christians put their beliefs into practice in different ways. To offer and justify their own responses as to what difference belief in the Resurrection might make to how people respond to challenges and problems in the world today. | Term 5: Islam Does belief in Akhirah {life after death} help Muslims lead good lives? (DRE Y6) To explain how believing in Akhirah influences Muslim decisions and choices as to how to behave towards God and other people. | Term 6: Christianity Creation and science: conflicting or complementary? (UC 2b.2) To show understanding of why many Christians find science and faith go together. To weigh up how far the Genesis 1 creation narrative is in conflict or is complementary with scientific account. |