Cheddon Fitzpaine Church School

Our Learning in Religious Education

Our broad, inspiring and ambitious curriculum is designed to develop confident, happy and curious individuals who flourish through perseverance and a love of learning. This reflects our vision of 'where we all belong, believe in ourselves and others, and build for our future.'

At Cheddon Fitzpaine Church School, RE is underpinned with three elements which run through all our learnings. Our Christianity units build on children's prior learning and aim to make sense of the text, understand the impact and make connections through core Christian concepts, which tell the 'salvation narrative' (big story) of the Bible. Our Understanding Christianity resource is designed to support and develop children's understanding of Christianity, as a contribution to their understanding of the world and their own experience within it. Our RE curriculum is supplemented with wider world views and other world religions to allow for a deepening level of understanding and tolerance of one another.

- All children will be provided a context for reflection and discussion.
- Children will have a greater understanding of the world cultures, religious and non-religious viewpoints, that make human beings unique.
- To ensure that pupils have a deep-rooted understanding of Christianity, which reflects our school's Christian distinctiveness.
- To ensure that children develop respect for themselves and others within their local area, within Britain and the wider world.
- Children consider how their believes and values impact their lives.
- To ensure that children build on their knowledge of Christianity and wider world religions, all classes will review previous learning, discussing where their learning fits in with the bigger picture.

Subject Overview:

Class 1- Reception (repeated annually)

	Autumn	Spring	Summer
Cycle A	Special Me AMV F1 Lessons 1-4 Incarnation Understanding Christianity Core & DD	Special Times AMV F2 & F4 Lessons 1-3 & 1-2 Salvation Understanding Christianity Core & DD	Creation Understanding Christianity Cored & DD Special Stories (WWR) AMV F6 Lessons 1- 5

Class 2 – Year 1 & 2

	Autumn	Spring	Summer
Cycle A	Creation Understanding Christianity KS1 Core & DD Incarnation Understanding Christianity KS1 Core	Gospel Understanding Christianity KS1 Core Salvation Understanding Christianity KS1 Core	Judaism Covenant AMV 1.5 (8 lessons)
Cycle B	God Understanding Christianity KS1 Core &DD Incarnation Understanding Christianity KS1 DD	Gospel Understanding Christianity KS1 DD Salvation Understanding Christianity KS1 DD	Humanism AMV (2 lessons) Judaism Torah AMV 1.6 (7 lessons)

Class 3 – Year 2 & 3

	Autumn	Spring	Summer
Cycle A	Creation& Fall Understanding Christianity LKS2 Core & DD Incarnation Understanding Christianity LKS2 Core	Gospel Understanding Christianity LKS2 Core Salvation Understanding Christianity LKS2 Core Kingdom of God Understanding Christianity LKS2	Humanism AMV LKS2 (2 lessons) Judaism Torah AMV 2.1 (5 lessons)
Cycle B	People of God Understanding Christianity LKS2 Core&DD Incarnation Understanding Christianity LKS2 DD	Gospel Understanding Christianity LKS2 DD Salvation Understanding Christianity LKS2 DD Kingdom of God Understanding Christianity LKS2 DD	Judaism God and Covenant AMV 2.1 (6 lessons) Hinduism AMV 2.3 (4 lessons)

Class 4 – Year 4 & 5

	Autumn	Spring	Summer
Cycle A	Creation& Fall Understanding Christianity LKS2 Core&DD Incarnation Understanding Christianity LKS2 Core	Gospel Understanding Christianity LKS2 Core Salvation Understanding Christianity LKS2Core Kingdom of God Understanding Christianity LKS2 Core	Humanism AMV LKS2 (2 lessons) Judaism Torah AMV 2.1 (5 lessons)
Cycle B	People of God Understanding Christianity LKS2 Core&DD Incarnation Understanding Christianity LKS2 DD	Gospel Understanding Christianity LKS2 DD Salvation Understanding Christianity LKS2 DD Kingdom of God Understanding Christianity LKS2 DD	Islam Buddhism

Class 5 – Year 5 & 6

	Autumn	Spring	Summer
Cycle A	God Understanding Christianity UKS2 Core & DD People of God Understanding Christianity UKS2 Core & DD Incarnation Understanding Christianity UKS2 Core	Gospel Understanding Christianity UKS2 Core Salvation Understanding Christianity Yr 5 UKS2 Core& DD	Humanism AMV UKS2 (2 lessons) Judaism God and Covenant AMV 2.7 (4 lessons)
Cycle B	<u>People of God</u> Understanding Christianity UKS2 DD <u>Incarnation</u> Understanding Christianity UKS2 DD	<u>Gospel</u> Understanding Christianity UKS2 DD <u>Salvation</u> <u>Yr 6</u> Understanding Christianity UKS2 Core&DD	Islam Buddhism

Religious Education – Progression of Skills

	Learning about religions. (Knowledge and understanding of:)				Learning from religions. (Response, evaluation, application and questions of:)		
Generic skills	**EYFS**	**Year 1** KS1	**Year 2** KS1	**Year 3** Lower KS2	**Year 4** Lower KS2	**Year 5** Upper KS2	**Year 6** Upper KS2
Thinking about religion and belief	• aware that festivals are special times for different people. • able to describe how people celebrate some religious festivals.	• recall features of religious, spiritual and moral stories and other forms of religious expression • recognise and name features of religions and beliefs.	• retell religious, spiritual and moral stories • identify how religion and belief is expressed in different ways • identify similarities and differences in features of religions and beliefs.	• make links between beliefs, stories and practices • identify the impacts of beliefs and practices on people's lives • identify similarities and differences between religions and beliefs.	• comment on connections between questions, beliefs, values and practices • describe the impact of beliefs and practices on individuals, groups and communities • describe similarities and differences within and between religions and beliefs.	• explain connections between questions, beliefs, values and practices in different belief systems • recognise and explain the impact of beliefs and ultimate questions on individuals and communities • explain how and why differences in belief are expressed.	• use religious and philosophical terminology and concepts to explain religions, beliefs and value systems • explain some of the challenges offered by the variety of religions and beliefs in the contemporary world • explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.

Enquiring, investigating and interpreting	• They answer how and why questions about their experiences and in response to stories and events.	• identify what they find interesting and puzzling in life • recognise symbols and other forms of religious expression	• recognise that some questions about life are difficult to answer • ask questions about their own and others' feelings and experiences • identify possible meanings for symbols and other forms of religious expression	• investigate and connect features of religions and beliefs • ask significant questions about religions and beliefs • describe and suggest meanings for symbols and other forms of religious expression	• gather, select, and organise ideas about religion and belief • suggest answers to some questions raised by the study of religions and beliefs • suggest meanings for a range of forms of religious expression, using appropriate vocabulary	• suggest lines of enquiry to address questions raised by the study of religions and beliefs • suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence • recognise and explain diversity within religious expression, using appropriate concepts.	• identify the influences on, and distinguish between, different viewpoints within religions and beliefs • interpret religions and beliefs from different perspectives interpret the significance and impact of different forms of religious and spiritual expression
Beliefs and teachings (what people believe)	• be aware that other children belong to different groups.	• recount outlines of some religious stories	• retell religious stories and identify some religious beliefs and teachings	• describe some religious beliefs and teachings of religions studied, and their importance	• describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions	• explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities	• make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate • language and vocabulary.

Practices and lifestyles (what people do)	•able to talk about a place, a special story or person belonging to a faith community.	•recognise features of religious life and practice	•identify some religious practices, and know that some are characteristic of more than one religion	•describe how some features of religions studied are used or exemplified in festivals and practices	•show understanding of the ways of belonging to religions and what these involve	•explain how selected features of religious life and practice make a difference to the lives of individuals and communities	•explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.
Expression and language (how people express themselves)	•be aware that other people have places, times, books, objects and people that are special to them.	•recognise some religious symbols and words	•suggest meanings in religious symbols, language and stories	•make links between religious symbols, language and stories and the beliefs or ideas that underlie them	•show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language	•explain how some forms of religious expression are used differently by individuals and communities	•compare the different ways in which people of faith communities express their faith.
Values and commitments (making sense of right and wrong)		•identify what is of value and concern to themselves, in religious material studied	•respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong	•make links between values and commitments, including religious ones, and their own attitudes or behaviour	•ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues	•make informed responses to people's values and commitments (including religious ones) in the light of their learning	•make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply

Identity and experience (making sense of who we are)	•show a range of feelings in response to their experiences. •respond with increasing sensitivity and responsibility to the world around them.	•identify aspects of own experience and feelings, in religious material studied.	•respond sensitively to the experiences and feelings of others, including those with a faith.	•compare aspects of their own experiences and those of others, identifying what influences their lives.	•ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers.	•make informed responses to questions of identity and experience in the light of their learning.	•discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
Meaning and purpose (making sense of life)	•able to describe some features of a special place or a book or stories. •able to talk about their special places, books, objects and people. •able to talk about their own times of celebration.	•identify things they find interesting or puzzling, in religious materials studied	•realise that some questions that cause people to wonder are difficult to answer	•compare their own and other people's ideas about questions that are difficult to answer	•ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied	•make informed responses to questions of meaning and purpose in the light of their learning	•express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.

SKILLS AND PROCESSES TO BE DEVELOPED THROUGH RELIGIOUS EDUCATION

Progression in RE depends upon the development of the following generic learning skills applied to RE. These skills should be used in developing a range of activities for pupils to demonstrate their capabilities in RE. They ensure that teachers will move pupils on from knowledge accumulation and work that is merely descriptive to higher level thinking and more sophisticated skills.

Investigation

This includes:

- asking relevant questions;
- knowing how to use a variety of sources in order to gather information;
- knowing what may count as good evidence in understanding religion(s)

Interpretation

This includes:

- the ability to draw meaning from artefacts, works of art, poetry and symbolism;
- the ability to interpret religious language;
- the ability to suggest meanings of religious texts.

Reflection

This includes:

- the ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions.

Empathy

This includes:

- developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow;
- the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;
- the ability to see the world through the eyes of others, and to see issues from their point of view.

Evaluation

This includes:

- the ability to debate issues of religious significance with reference to evidence, argument, opinion and statements of faith;
- weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.

Evaluation

This includes:

- the ability to debate issues of religious significance with reference to evidence, argument, opinion and statements of faith;
- weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.

Evaluation

This includes:

- the ability to debate issues of religious significance with reference to evidence, argument, opinion and statements of faith;
- weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.

Analysis

This includes:

- distinguishing between opinion, belief and fact;
- recognizing bias, caricature, prejudice and stereotyping;
- distinguishing between the features of different religions

Synthesis

This includes:

- linking significant features of religion(s) together in a coherent pattern;
- connecting different aspects of life into a meaningful whole.

Application

This includes:

- making links between religion and individual, community, national and international life;
- identifying key religious values and their links with secular values.

Expression

This includes:

- the ability to articulate ideas, beliefs and values;
- the ability to respond to religious ideas, beliefs and questions through a variety of media.

Self-understanding

This includes:

- the ability to draw meaning from significant experiences in their own and others' lives and from religious questions and answers.

RE makes a significant contribution to five of these six essentials for learning in the following ways:

LITERACY

RE can help pupils to:

- acquire and develop a specialist vocabulary;
- communicate their ideas with depth and precision;
- listen to the views and ideas of others, including people from religious traditions;
- be enthusiastic about the power and beauty of language, recognizing its limitations;
- develop their speaking and listening skills when considering religious beliefs and ideas and
- articulating their responses;
- read, and interpret at an appropriate level, sacred texts;
- write in different styles such as poetry, diaries, extended writing and the synthesis of differing views, beliefs and ideas;
- evaluate clearly and rationally, using a range of reasoned, balanced arguments.

Of all the key areas in the curriculum, literacy, in many ways, is the one RE has the strongest connections with. In terms of speaking and listening, learning in RE can help pupils to

- listen well to the viewpoints of others;
- structure ideas and viewpoints clearly;
- make relevant comments on their learning in RE;
- articulate their own views and ideas using reasoned arguments;
- use specialist vocabulary with increasing accuracy and fluency.

In terms of reading RE can help pupils to:

- explore a range of key stories, teachings and sayings from different religions, considering their meanings
- and the ways in which they have been interpreted;
- distinguish between facts, opinions and beliefs;
- make connections between different parts of a text;
- consider viewpoints and arguments carefully;
- reflect on how the contemporary media conveys the place of religion in the world e.g. Newspapers, magazines, articles, leaflets, advertisements;
- consider how and why texts have been influential and significant;
- compare texts, looking at style, theme and language, identifying connections;
- reflect on how ideas, values and emotions are explored and portrayed.

In terms of writing RE can help pupils to:

- use a range of techniques and different ways of structuring material to convey ideas, themes and beliefs;
- present material clearly, using appropriate layout, illustrations and organisation;
- develop logical arguments and cite evidence;
- analyse critically their own and others' writing;
- use specialist vocabulary accurately and consistently;
- use a variety of writing styles e.g. diaries, poetry and structured essays to convey their learning in RE.

ICT CAPABILITY

RE can help pupils to:

- make appropriate use of the internet or CD-ROM sources to investigate, analyze and evaluate aspects of religious beliefs and practices, ultimate questions and ethical issues;
- use email or video conferencing to communicate and collaborate with individuals in different locations, enabling associations to be made between religions and individual, national and international life;
- use multimedia and presentation software to communicate a personal response, the essence of an argument or a stimulus for discussion;
- use writing support and concept-mapping software to organise ideas and communicate knowledge and understanding of the diversity of belief and practice within and between religious traditions;

- use equipment such as digital cameras and videos, to bring authentic images into the classroom to support discussion and reflection, and to enhance understanding of the impact of religious beliefs and practices on the lives of local individuals and faith communities.

LEARNING and THINKING SKILLS
RE can help pupils to:

- investigate beliefs, practices and ways of life using resources effectively and developing knowledge and understanding;
- think creatively, sharing their own thoughts and conclusions, reflecting on how religions and beliefs express key beliefs and teachings in a variety of ways;
- investigate, reflect on and evaluate important question of meaning;
- communicate both ideas and values in religion and belief and their own thoughts and ideas, interacting with different audiences and using a range of media;
- evaluate the place and significance of religion and belief in today's world, developing their own views, using reasoned and thoughtful arguments.

PERSONAL and EMOTIONAL SKILLS
RE can help pupils to:

- identify their strengths and areas for improvement in their learning in RE be aware of both their own feelings and those of others, especially people from different faiths and beliefs;
- reflect on their experiences and how these might relate to their learning in RE;
- work both independently and collaboratively with others;
- demonstrate perseverance in their learning in RE especially when faced with challenging concepts and ideas.

SOCIAL SKILLS
RE can help pupils to:

- listen well and respond respectfully and sensitively when encountering people from different faiths and beliefs;
- show both empathy and critical awareness;
- consider their rights and responsibilities and the key beliefs and teachings within religion on human nature, relationships and the value /purpose of human beings.