



RELIGIOUS EDUCATION

INTENT

At St Peter's CE Academy, the intent of Religious Education is to help children to acquire and develop knowledge and a deep understanding of Christianity and the other world religions represented in Great Britain; to appreciate the way that religious beliefs shape life and our behaviour, develop the ability to be able to hold informed and balanced conversations about religions and beliefs. Religious Education is taught throughout the school in such a way as to reflect the overall aims, values, and vision of our school; we seek to provide a RE curriculum that is broad, balanced, and reflective of the diversity of our local community, and that effectively prepares learners to be active, sensitive, respectful citizens of modern Britain. Religious Education plays an important role, along with all other curriculum areas, particularly PSHE in promoting the spiritual, moral, social, and cultural development of our children. We provide an inclusive environment where learners enjoy their education. Pupils at all levels are helped to achieve their potential. Religious Education is taught so that those who are most able are challenged, encouraging to expand and deepen their knowledge and understanding and those who find learning more difficult are encouraged and given targeted support to embed key knowledge.

IMPLEMENTATION

As a church school, the teaching of Christianity is at the heart of our RE curriculum. Through the 'Understanding Christianity' resource, the use of an enquiry approach engages with significant theological concepts and the pupil's own understanding of the world as part of their wider religious literacy. Using the Diocese of Peterborough RE syllabus, we learn about other religions and worldviews, fostering curiosity and respect for them. Links with our Christian values and vision, and support for pupil's spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on learners. We provide a wide range of opportunities for pupils to understand and to make links between the beliefs, practices and value systems of the range of faiths and worldviews studied. Adaptive teaching ensures all learners are both supported in many ways such as in the way they are presented or explained, by the support given, by expectation and by outcome whilst maintained high expectations for presentation and outcomes at all times. We promote Christian values through acts of collective worship and our school policies. These values are implicit in the way all members of our community interact with one another. We have very close links with the Church and clergy. Alongside the British values, the school has adopted 6 values: friendship, respect, perseverance, forgiveness, compassion and hope. Each term, one of these values is explored

in depth through Collective Worship and class-based activities and these are celebrated termly in a whole school display book. Each value is linked to a bible story and a bible verse. The values underpin the school's behaviour policy and all areas of school life. Our reward system is also linked to the values and children's achievements are celebrated through the values.

IMPACT

Alongside a whole school approach to celebrating different religious and cultural celebrations, the RE curriculum provides the means to celebrate the diversity of the school community and promote positive images of people in the wider community, including their beliefs, traditions, culture, language and history. It ensures that children develop spiritually, academically, emotionally and morally to promote and realise a better understanding of themselves and others and to equip them with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world. Pupils are achieving well in RE, with some exceeding expectations. Pupils' RE learning is recorded weekly in individual RE books. In addition to this we capture other ideas and evidence in our class 'Floor Books' over the year - including examples of discussion notes, children's work, reflections, answering 'big questions', photographs of practical activities, visits, speakers, displays, etc. Pupils leave our school with a positive attitude towards religion; they value and respect others' views, beliefs and opinions and are equipped with the skills and knowledge to navigate a diverse and complex world.

St. Peter's CE Academy Curriculum Long Term Plan

Subject: Religious Education



As an academy, our governors have agreed to follow the Diocese of Peterborough syllabus to deliver the teaching of Religious Education.

At least 50% of our teaching in RE is based on the Understanding Christianity resource.

	Term 1 <i>Harvest</i>	Term 2 <i>Christmas</i>	Term 3 <i>Candlemas</i>	Term 4 <i>Easter</i>	Term 5 <i>Pentecost</i>	Term 6
Year 3	CREATION L2.1 What do Christians learn from the Creation story? 6 – 8 hours	THEMATIC L2.9 What are the deeper meanings of festivals? 6 - 10 hours	INCARNATION / GOD L2.3 What is the Trinity? 6 - 8 hours	SALVATION L2.5 Why do Christians call the day Jesus died 'Good Friday'? 4 – 6 hours	PEOPLE OF GOD L2.2 What is it like to follow God? 8 - 10 hours	
Year 4	HINDUISM L2.7 What does it mean to be a Hindu in Britain today? 10 - 12 hours		THEMATIC L2.10 How and why do people show their commitments during the journey of life? 8 - 10 hours	SALVATION L2.5 Why do we remember the events of Holy Week every year? (digging deeper) 4 – 6 hours	KINGDOM OF GOD L2.6 When Jesus left, what was the impact of Pentecost? 6 - 8 hours	GOSPEL L2.4 What kind of world did Jesus want? 6 - 8 hours
Year 5	GOD U2.1 What does it mean if God is holy and loving? 6 – 8 hours	INCARNATION U2.4 Was Jesus the Messiah? 6 - 8 hours	PEOPLE OF GOD U2.3 How can following God bring freedom and justice? 6 - 8 hours	SALVATION U2.6 What did Jesus do to save human beings? 6 – 8 hours	THEMATIC U2.12 What will make our town a more respectful place? 6 - 8 hours	CREATION U2.2 Creation or science: conflicting or complementary? 6 – 8 hours
Year 6	THEMATIC U2.14 How do religions help people to live through good times and bad times? 6 – 8 hours	GOSPEL U2.5 What would Jesus do? 6 - 8 hours	KINGDOM OF GOD U2.8 What kind of king is Jesus? 6-8 hours	SALVATION U2.7 What difference does the Resurrection make for Christians? 6 – 8 hours	JUDAISM U2.10 What does it mean for a Jewish person to follow God? 10 – 12 hours	

(C) Understanding Christianity unit

(T) Thematic unit

(H) Hinduism unit

(J) Judaism unit

THE PETERBOROUGH DIOCESAN RE SYALLBUS

Excellence in Religious Education The principal aim of RE is to enable pupils to hold balanced and informed conversations about religion and belief.

Aims and purposes of Religious Education in the Church school

This principal aim incorporates the following aims of Religious Education in Church schools, for pupils to:

- Know about and understand Christianity as a diverse global living faith through the exploration of core beliefs, using an approach that critically engages with biblical text;
- Gain knowledge and understanding of a range of religions and worldviews, appreciating diversity, continuity and change within the religions and worldviews being studied;
- Engage with challenging questions of meaning and purpose raised by human existence and experience;
- Recognise the concept of religion and its continuing influence on Britain’s cultural heritage and in the lives of individuals and societies in different times, cultures and places;
- Explore their own religious, spiritual and philosophical ways living, believing and thinking.

Appropriate to their age at the end of their education in Church schools, the expectation is that all pupils are religiously literate and as a minimum, pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith;
- Show an informed and respectful attitude to religions and non-religious worldviews in their search for God and meaning;
- Engage in meaningful and informed dialogue with those of other faiths and none;
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

The Diocesan Syllabus requires the following religions to be studied in depth.

4–5s Reception	Children will encounter Christianity and other religions and beliefs represented in the local area.	<p>This is the minimum entitlement.</p> <p>Schools should consider the pupils they serve in deciding whether to go beyond the minimum entitlements.</p>
5–7s Key Stage 1	<p>Christianity for at least 50% of study time and either Islam or Judaism</p> <p>Pupils may also learn from other religions and non-religious worldviews in thematic units.</p>	
7–11s Key Stage 2	<p>Christianity for at least 50% of study time and either Judaism or Islam and either Hinduism or Sikhism</p> <p>Pupils may also learn from other religions and non-religious worldviews in thematic units.</p>	
11–14s Key Stage 3	<p>Christianity for at least 50% of study time and three from Buddhism, Hinduism, Judaism, Islam and Sikhism.</p> <p>Pupils may also learn from other religions represented in the local area, and should study at least one example of a non-religious worldview, such as Humanism.</p>	
14–16s Key Stage 4	<p>Two religions required, including Christianity. This will be through a course in Religious Studies or Religious Education leading to a qualification approved under Section 96⁹</p>	
16–19s RE for all	Religions and worldviews to be selected by schools and colleges as appropriate.	

Key Question Overview

Religion/belief	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)	KS3 (Applying/Interpreting)
	Christianity and local beliefs	Christianity, and Judaism or Islam	Christianity either Judaism or Islam and either Hinduism or Sikhism		Christianity plus three religions, from Buddhism, Hinduism, Islam, Judaism or Sikhism
Christianity <i>(Questions from Understanding Christianity)</i>	F1 Why is the word God so important to Christians? F2 Why do Christians perform nativity plays at Christmas? F3 Why do Christians put a cross in an Easter garden?	1.1 What do Christians believe God is like? 1.2 Who made the world? 1.3 Why does Christmas matter? 1.4 What is the good news that Jesus brings? 1.5 Why does Easter matter?	L2.1 What do Christians learn from the Creation story? L2.2 What is it like to follow God? L2.3 What is the Trinity? L2.4 What kind of world did Jesus want? L2.5 Why do Christians call the day Jesus died 'Good Friday'? L2.6 When Jesus left, what next?	U2.1 What does it mean if God is holy and loving? U2.2 Creation and science: conflicting or complementary? U2.3 How can following God bring freedom and justice? U2.4 Was Jesus the Messiah? U2.5 What would Jesus do? U2.6 What did Jesus do to save human beings? [Y5] U2.7 What difference does the Resurrection make for Christians? [Y6] U2.8 What kind of king is Jesus?	3.1 If God is Trinity, what does that mean for Christians? 3.2 Should Christians be greener than everyone else? 3.3 Why are people good and bad? 3.4 Does the world need prophets today? 3.5 What do we do when life gets hard? 3.6 Why do Christians believe Jesus is God on Earth? 3.7 What is so radical about Jesus? 3.8 What kinds of salvation do Christians believe in? 3.9 What do Christians believe about God's heavenly kingdom and life after death?
Buddhism					3.10 The Buddha: how and why do his experiences and teachings have meaning for people today?
Hinduism			EITHER: L2.7 What does it mean to be a Hindu in Britain today?		3.11 Why don't Hindus want to be reincarnated and what do they do about it?

Islam		EITHER: 1.6 Who is Muslim and how do they live?		EITHER: U2.9 What does it mean for Muslims to follow God?	3.12 What is good and what is challenging about being a Muslim teenager in Britain today?
Judaism		OR: 1.7 Who is Jewish and how do they live?		OR: U2.10 What does it mean for a Jewish person to follow God?	3.13 What is good and what is challenging about being a Jewish teenager in the UK today?
Sikhism			OR: L2.8 What does it mean to be a Sikh in Britain today?		3.14 How are Sikh teachings on equality and service put into practice today?
Secular/non-religious worldviews				U2.11 Why do some people believe in God and some people not?	3.15 What difference does it make to be an atheist or agnostic in Britain today?
Thematic (including non-religious worldviews)	F4 Being special: where do we belong?	1.8 Who am I? What does it mean to belong?	L2.9 What are the deeper meanings of festivals?	U2.12 What will make our city/town/village a more respectful place?	3.16 Good, bad; right, wrong: how do I decide?
	F5 Which places are special and why?	1.9 What makes some places sacred to believers?	L2.10 How and why do people show their commitments during the journey of life?	U2.13 Why is pilgrimage important to some religious believers?	3.17 How far does it make a difference if you believe in life after death?
	F6 Which stories are special and why?	1.10 How should we care for the world and for others, and why does it matter?		U2.14 How do religions help people live through good times and bad times?	3.18 Why is there suffering? Are there any good solutions?
					3.19 How can people express the spiritual through the arts?

End-of-phase Outcomes

Each of the three elements of the teaching and learning approach is important and pupils should make progress in all of them

Teaching and learning approach	End KS1 Pupils can...	End lower KS2 Pupils can...	End KS2 Pupils can...	End KS3 Pupils can...
<p>Element 1: Making sense of beliefs Identifying and making sense of religious and non-religious concepts and beliefs understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</p>	<ul style="list-style-type: none"> Identify the core beliefs and concepts studied and give a simple description of what they mean Give examples of how stories show what people believe (e.g. the meaning behind a festival) Give clear, simple accounts of what stories and other texts mean to believers 	<ul style="list-style-type: none"> Identify and describe the core beliefs and concepts studied Make clear links between texts/sources of authority and the key concepts studied Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts Taking account of the context(s), suggest meanings for texts/sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations 	<ul style="list-style-type: none"> Give reasoned explanations of how and why the selected key beliefs and concepts are important within the religions studied Explain how and why people use, interpret and make sense of texts/sources of authority differently Show awareness of different methods of interpretation, and explain how appropriate different interpretations of texts/sources of authority are, including their own ideas

Teaching and learning approach	End KS1 Pupils can...	End lower KS2 Pupils can...	End KS2 Pupils can...	End KS3 Pupils can...
<p>Element 2: Understanding the impact Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.</p>	<ul style="list-style-type: none"> Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities Give examples of ways in which believers put their beliefs into practice 	<ul style="list-style-type: none"> Make simple links between stories, teachings and concepts studied and how people live, individually and in communities Describe how people show their beliefs in how they worship and in the way they live Identify some differences in how people put their beliefs into practice 	<ul style="list-style-type: none"> Make clear connections between what people believe and how they live, individually and in communities Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures 	<ul style="list-style-type: none"> Give reasons and examples to account for how and why people put their beliefs into practice in different ways, individually and in community (e.g. in different denominations, communities, times or cultures) Show how beliefs guide people in making moral and religious decisions, applying these ideas to situations in the world today
<p>Element 3: Making connections Reasoning about, reflecting on, evaluating and connecting the concepts, beliefs and practices studied; allowing pupils to challenge ideas, and the ideas to challenge pupils' thinking; discerning possible connections between these ideas and pupils' own lives and ways of understanding the world.</p>	<ul style="list-style-type: none"> Think, talk and ask questions about whether the ideas they have been studying have something to say to them Give a good reason for the views they have and the connections they make. Talk about what they have learned 	<ul style="list-style-type: none"> Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly Give good reasons for the views they have and the connections they make Talk about what they have learned and if they have changed their thinking 	<ul style="list-style-type: none"> Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently. Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make Talk about what they have learned, how their thinking may have changed and why 	<ul style="list-style-type: none"> Give coherent accounts of the significance and implications of the beliefs and practices studied in the world today Evaluate personally and impersonally how far the beliefs and practices studied help to make sense of the world Respond to the challenges raised by questions of belief and practice in the world today and in their own lives, offering reasons and justifications for their responses Account for how and why their thinking has/has not changed as a result of their studies

Religious Education and the Law

RE is for all pupils

- Every pupil has an entitlement to Religious Education.
- RE is a necessary part of a 'broad and balanced curriculum' and must be provided for all registered pupils in state-funded schools in England, including those in the sixth form, unless withdrawn by their parents (or withdrawing themselves if they are aged 18 or over).
- This requirement does not apply for children below compulsory school age (although there are many examples of good practice of RE in nursery classes).
- Special schools should ensure that every pupil receives RE 'as far as is practicable'.
- The 'basic' school curriculum includes the National Curriculum, RE and Relationships and Sex Education. In Church schools RE has the status of a core subject.
- Religious Education is also compulsory in academies and free schools, using the syllabus as set out in their funding agreements.

RE is locally determined, not nationally

- In a Voluntary Aided Church of England school, governors are ultimately responsible for the subject and they must ensure that their Religious Education syllabus and provision is in accordance with 'the rites, practices and beliefs of the Church of England' and we strongly recommend that they are based on this Diocesan syllabus.
- In a Voluntary Controlled or Foundation Church of England school, RE must be taught according to the Locally Agreed Syllabus of the authority where the school is located, unless parents request RE in accordance with the trust deed or religious designation of the school. This 2019 Diocesan Syllabus offers useful support materials to VC and Foundation schools to support excellence in RE.

RE and Collective Worship

- Collective Worship is separate from RE and may not be counted as curriculum time for RE or any other subject.

Withdrawal

- Parents must be advised of their right to withdraw pupils from RE in all Church schools (including voluntary aided schools).
- In the event that pupils are withdrawn, schools retain responsibility for health and safety. Pupils can be withdrawn from all or part of RE provision

UNDERSTANDING CHRISTIANITY

The 8 Core Concepts

The following core concepts are explored in the Understanding Christianity approach, as part of the 'big story' of salvation:



1. GOD

Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit.



2. CREATION

The universe and human life are God's good creation. Humans are made in the image of God.



3. FALL

Humans have a tendency to go their own way rather than keep their place in relation to their Creator. This attitude is called sin, and Genesis 3 gives an account of this rebellion, popularly called 'the Fall'. This describes a catastrophic separation between God and humans, between humans and each other, and between humans and the environment. This idea that humans are 'fallen' and in need of rescue (or salvation) sets out the root cause of many problems for humanity.



4. PEOPLE OF GOD

The Old Testament tells the story of God's plan to reverse the impact of the Fall, to save humanity. It involves choosing a people who will model a restored relationship with God, who will attract all other people back to God. The Bible narrative includes the ups and downs of this plan, including the message of the prophets,⁵ who tried to persuade people to stick with God. The plan appears to end in failure with the people of God exiled, and then returning, awaiting a 'messiah' – a rescuer.



5. INCARNATION

The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans.



6. GOSPEL

Jesus' incarnation is 'good news' for all people. ('Gospel' means 'good news'.) His life, teaching and ministry embody what it is like to be one of the people of God, what it means to live in relationship with God. Jesus' example and teaching emphasise loving one's neighbour – particularly the weak and vulnerable – as part of loving God.



7. SALVATION

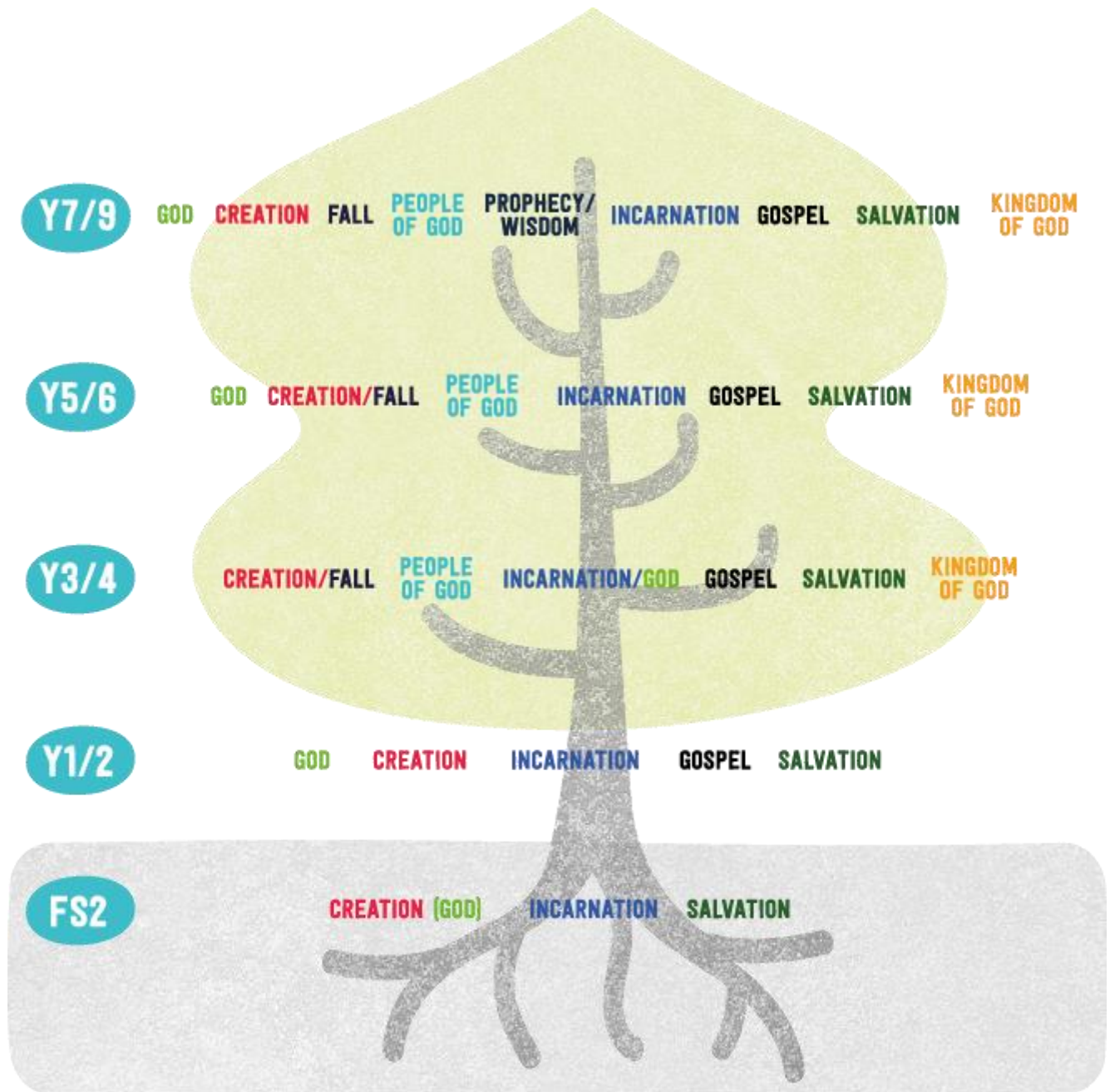
Jesus' death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.



8. KINGDOM OF GOD

This does not mean that no one sins any more! The Bible talks in terms of God's 'Kingdom' having begun in human hearts through Jesus. The idea of the 'Kingdom of God' reflects God's ideal for human life in the world – a vision of life lived in the way God intended for human beings. Christians look forward to a time when God's rule is fulfilled at some future point, in a restored, transformed heaven and earth. Meanwhile, they seek to live this attractive life as in God's Kingdom, following Jesus' example, inspired and empowered by God's Spirit.

The core concepts fit into a spiral curriculum, whereby concepts are revisited and explored in more depth as pupils move through the school. These are explored through key questions, however, and so are not applied exclusively — links and connections will be made between concepts during units.



Teaching and Learning Approach

By addressing key questions, *Understanding Christianity* encourages pupils to explore core Bible texts, examine the impact for Christians and consider possible implications. Each unit incorporates the three elements:

- **Making sense of the text** – Developing skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of the meanings of texts for Christians
- **Understanding the impact** – Examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world
- **Making connections** – Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.

Each unit begins with a 'way in' and then offers teaching and learning ideas for each element. The teacher chooses how to weave together the elements, from making sense of the text, through looking at the impact on the world of the Christian, and helping to make connections with the world of the pupil, in order to achieve the outcomes.



This model shows that the *Understanding Christianity* approach is not just getting pupils to learn what Christians think. Instead, it is about developing skills to help them 'think theologically' alongside learning lots of knowledge about the Bible, Christian belief and practice. It also shows that these three elements do not represent rigid, distinct steps, but that pupils can 'make connections' whilst 'making sense of the text', for example.

Each of the elements contain a range of components. Not all of these will be used in all units, but will be used flexibly, to allow for a variety of teaching and learning experiences for pupils. The teaching materials use a variety of strategies and activities within each element, in order to engage pupils and develop their skills in RE and learning

