

Religious Education at The Federation of Priddy and St. Lawrence's C of E Primary

Rationale

The Federation of Priddy and St Lawrence's consists of two village schools. St Lawrence's C of E Primary School (Voluntary controlled) consists of Saplings Pre-School, Reception and Key Stage 1. Priddy School (Community school), consists of Key Stage 2. The family atmosphere of our two village schools allows us to know each child very well and we aim to give them a sense of belonging as well as valuable experience of being part of a community. In our Federation our Christian vision shapes all we do.

'Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate people for dignity and respect, encouraging all to live life well together.' RE Statement of Entitlement from the Church of England Education Office Feb 2019

Knowledge Choice

To support teaching and learning of Christianity, we will follow the theological concepts and guidance set out in the Church of England's resource, "Understanding Christianity" ensuring there is knowledge of Christianity as a living world faith. We will also follow the programmes of study and curriculum guidance set out in the agreed syllabus "Awareness, Mystery and Value." At KS1, children study Christianity and Judaism. At KS2, children study Christianity, Judaism, Hinduism and Islam, with some reference to other faiths such as Humanism. Within these units, children follow the core learning as well as digging deeper.

Progression in Religious Education involves developing skills and knowledge through:

Understanding Christianity identifies eight core concepts at the heart of mainstream Christian belief, which are taught as a spiral curriculum. Each unit takes a core concept and gives a key question through which to explore the concept. The unit identifies the knowledge 'building blocks' and focussed outcomes that are expected of pupils by the end of teaching.

Understanding Christianity sets out some knowledge 'building blocks', to clarify what children should know and understand about these concepts at each school phase. It provides a teaching and learning approach to unpack these concepts and their impact in the lives of Christians in the UK and the world today, making connections with the world of the children and their wider understanding.

Understanding Christianity's approach to teaching about Christianity builds up children's encounters with these core concepts through biblical texts, placing the texts and concepts within the wider Bible story. Each unit addresses a concept, through some key questions, exploring core Bible texts, their impact for Christians, and possible implications for children.

Each unit incorporates the three elements below:

- ❖ Making sense of the text: developing children's 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 childrens' own lives and ways of understanding the world.

End Points

By the end of Key Stage 1, within the context of Christianity and 1 other world faiths, children will be able to:

- ❖ retell and suggest meanings to some religious and moral stories.
- ❖ ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.
- ❖ observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- ❖ notice and respond sensitively to some similarities between different religions and worldviews.
- ❖ explore questions about belonging, meaning and truth so that they can express their own ideas and opinions.
- ❖ find out about and respond with ideas to examples of co-operation between people who are different.

By the end of Key Stage 2, within the context of Christianity and 2 other world faiths, children will be able to:

- ❖ describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas.
- ❖ explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- ❖ describe and understand links between stories and other aspects of the communities they are investigating.
- ❖ observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
- ❖ understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
- ❖ observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.
- ❖ discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth.
- ❖ talk about visits to different places of worship and visits from people of different faiths with tolerance and respect.

Intent

At Priddy at St. Lawrence's Federation, our intention is to:

- ❖ to enable pupils to know about and understand 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 pupils to know about and understand other major world religions and world views, their impact on society, culture and the wider world, and to appreciate the diversity, continuity and change within those religions and world views.
- ❖ To engage with challenging questions of meaning and purpose
- ❖ To contribute to the development of pupils' own spirituality

Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- ❖ explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- ❖ express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
- ❖ appreciate and appraise varied dimensions of religion or a worldview

Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- ❖ find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- ❖ enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
- ❖ articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives

Implementation

- ❖ Religious education is taught in a whole class setting but with flexibility to allow for discussion, questioning and reflection in small groups and individually.
- ❖ Visits to local churches and other places of worship are encouraged.
- ❖ A variety of teaching approaches are encouraged.
- ❖ Engaging and varied learning activities that provide for the needs of all learners, supported by high quality resources.

Impact

By the time children leave our school, they will:

- ❖ Have a secure understanding and knowledge of the religions studied and be confident to talk about them.
- ❖ Have the ability to ask significant and reflective questions about religion.
- ❖ Show respect, tolerance and understanding of all religions and beliefs.
- ❖ Have a sense of self-identity and belonging, enabling them to understand how they can flourish and be responsible citizens.
- ❖ Have the ability to exemplify the School's Christian values, which are rooted in the teachings of the Bible, in all aspects of life.