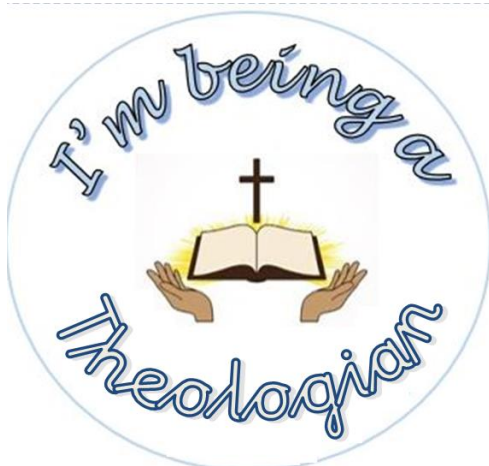
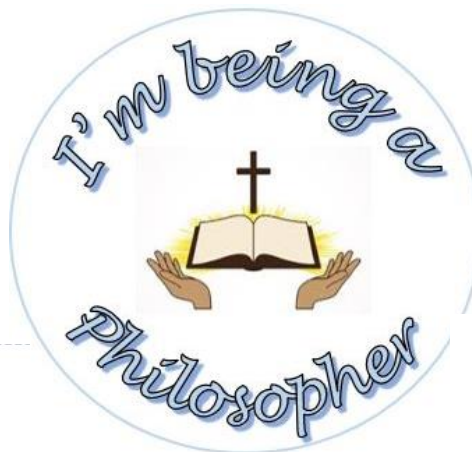




Being a Theologian, Philosopher and Social Scientist at St Chad's



What do we want R.E to look like in St Chad's?

'The beauty of the world lies in the diversity of its people'

High quality teaching and learning of Religious Education is pivotal to our school community living out our vision of 'Learning to Love, Loving to Learn': Fostering curiosity about beliefs and practices, promotes tolerance, understanding and respect and we aim to provide an inspiring and engaging environment to explore this. Communication is a key driver of our exploration of people's beliefs as we promote respectful discussion and debate.

Developing an understanding of our own beliefs

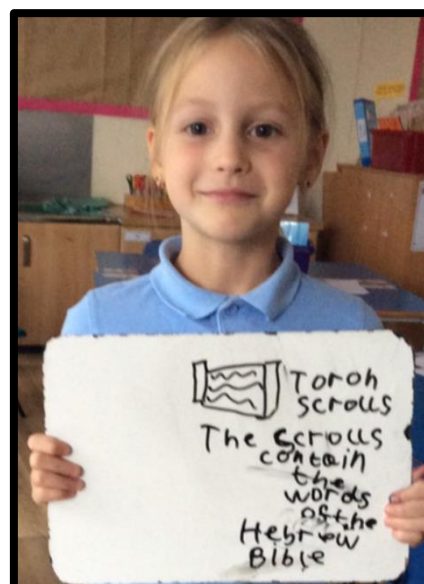
Religious education sessions at St Chad's aim to allow our pupils space, time and opportunities to develop their spirituality and reflect on their own beliefs and values. We teach pupils the skills to participate in respectful debate and to value the differences between members of our community while providing them with opportunities to express themselves creatively. We believe it is vital that the children feel heard, understood and valued and that we appreciate the effect this can have on their mental health.

The importance of understanding religions and worldviews

An essential part of 'Learning to Love' is understanding those who are different to ourselves and celebrating these differences. Religious education allows pupils to explore their curiosity about religions and worldviews that are different to their own and the variation with religious views in a safe environment. Through this study, pupils learn the key beliefs and practices of many members of our school, local, national and global community and endeavours to make them ambassadors for a more tolerant and collaborative society.

Understanding Christianity

Through our use of Understanding Christianity, children continue to gain a broad knowledge of the Bible and its teachings. They learn about the daily practises, celebrations and core beliefs of Christians while also learning about the differences within Christian beliefs and practices.



How do we achieve our aims in R.E at St Chad's?

Power through the 5Cs of Learning

Alongside St Chad's vision of 'learning to love, loving to learn', St Chad's 5C's of learning drive the creation of our Curriculum. Further information as to how the 5C's of learning positively support the teaching of RE can be identified in the table below.



St Chad's Learning Cogs	Using our Learning Cogs within RE
<i>Community</i>	• Focus on celebrating differences • All pupils feeling confident to share their views and beliefs and knowing they will be respected. • Visits and visitors.
<i>Communication</i>	• Talking like a Philosopher • Knowledge Organisers • Sentence stems to support all learners • Multi-sensory approach
<i>Curiosity</i>	• All topics based on a Big question • Each session based on exploring a key question • Opportunities to explore sources and ask questions
<i>Collaboration</i>	• Group work as part of our multi-sensory approach • Use of talk partners
<i>Creativity</i>	• Multi-sensory approach • Opportunities to share learning in a range of ways.

R.E within the EYFS Curriculum

The study of RE knowledge and skills begins in EYFS and is built sequentially to Year 6. Pupils are introduced to characters that follow given religions and develop their understanding through hearing their accounts of their faith and practices. They are also given the opportunity to explore religious items first hand.

Children are encouraged to share their reflections and beliefs and these are recorded in a class book.

Creating our R.E Curriculum

Our RE curriculum has been designed using Understanding Christianity and the South Glos Agreed Syllabus. Each unit is based on a Big Question and these are explored through key questions each session. Throughout these units, pupils explore a range of religious and non-religious worldviews as well as developing their own spirituality.

			
Believing focus Theology	Thinking focus Philosophy	Living focus Human and Social Sciences	
EYFS			
Autumn			
UCF1: Why is the word 'God' so important to Christians? (Creation) 	1.3: What do Jewish people believe? 	Year 3 Both cycles L2.8: What does <u>it</u> mean to be a Hindu in Britain today? 	U2.6: What does it mean to be a Muslim in Britain today? 
UCF2: Why do Christians perform nativity plays at Christmas? 	1.6: How and why do we celebrate special and sacred times? 	UC2a4: What kind of world did Jesus want? 	UC2b3: How can following God bring freedom and justice? 
Spring			
F1: Which stories are special and why? 	How should we care <u>for others</u> and the Earth and why does it matter? 	L2.6: Why do some people think that life is a journey? What significant experiences mark this? 	UC2b1: What does it mean if God is holy and loving? 
UCF3: Why do Christians put a cross in an Easter garden? 	UC1.5: Why does Easter matter to Christians? 	UC2a5: Why do Christians call the day Jesus died 'Good Friday'? 	UC2b7: What difference does the Resurrection make for Christians? 
Summer			
F3: What places are special and why? 	UC1.1: What do Christians believe God is like? 	L2.4: Why do people pray? 	U2.1: Why do some people believe God exists? 
F6: What is special about our world? 	UC1.2: Who made the world? 	UC2a6: When Jesus left, what was the impact of Pentecost? 	UC2.5: What would Jesus do? 

[Follow this link to find out more about St Chad's Rolling Programmes.](#)

Knowledge Organisers

To support all children in knowing more and remembering more when developing their R.E knowledge, knowledge organisers are used within lessons. Knowledge organisers are used to help children strengthen schemas within their memory and transfer taught knowledge into the long term memory.

 Islam - A world religion	<u>Key beliefs shared by most Muslims</u> Every person has a worldview, which is unique to them and is formed by their beliefs and views on religions as well as many other factors. When studying religions and worldviews, we remember that the beliefs and practices will vary between people.															
<u>What is Islam?</u> People who follow Islam are known as Muslims. The fundamental Islamic belief is that there is only one God called Allah. They believe Allah is the only ruler of the universe. The word 'Islam' means submission and obedience to Allah. For Muslims, the Qur'an is the word of God. Both Sunni and Shi'ah traditions regard it as the one and only source of authority, though they may look to other works or teachers for guidance on its interpretation. The Qur'an is a highly respected book and Muslims usually perform wudu, a ritual washing of the face, hands and feet before reading it, and keep it wrapped in cloth when it is not being used.	<table border="1"> <thead> <tr> <th>The Six Main Beliefs</th> <th>The Five Pillars of Islam</th> </tr> </thead> <tbody> <tr> <td>1. Belief in Allah as the one and only God.</td> <td>As well as the six main beliefs, there are Five Pillars of Islam.</td> </tr> <tr> <td>2. Belief in angels.</td> <td>Shahadah: Muslims say a declaration of faith.</td> </tr> <tr> <td>3. Belief in the holy books.</td> <td>Salah: Muslims pray five times a day. Before prayer, they must wash themselves and then face Mecca whilst praying.</td> </tr> <tr> <td>4. Belief in the prophets and that Muhammad was the final prophet.</td> <td>Zakat: Muslims must donate to charities.</td> </tr> <tr> <td>5. Belief in the Day of Judgement (the day when Allah decides if a person goes to heaven or hell).</td> <td>Sawm: Muslims fast for one month during a time called Ramadan.</td> </tr> <tr> <td>6. Belief in predestination (the belief that Allah has already planned out what will happen).</td> <td>Haji: Muslims have to travel to Mecca once in their lifetime, if they can afford to.</td> </tr> </tbody> </table>	The Six Main Beliefs	The Five Pillars of Islam	1. Belief in Allah as the one and only God.	As well as the six main beliefs, there are Five Pillars of Islam .	2. Belief in angels.	Shahadah : Muslims say a declaration of faith.	3. Belief in the holy books.	Salah : Muslims pray five times a day. Before prayer, they must wash themselves and then face Mecca whilst praying.	4. Belief in the prophets and that Muhammad was the final prophet .	Zakat : Muslims must donate to charities.	5. Belief in the Day of Judgement (the day when Allah decides if a person goes to heaven or hell).	Sawm : Muslims fast for one month during a time called Ramadan .	6. Belief in predestination (the belief that Allah has already planned out what will happen).	Haji : Muslims have to travel to Mecca once in their lifetime, if they can afford to.	
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<u>Mecca or Makkah</u> Mecca is an important place to Muslims. It is where Muhammad was born and the direction that Muslims face when they pray five times a day. Muslims are expected to make a pilgrimage to Mecca once in their lifetime.	<u>Making Links</u> Many Muslims see Judaism and Christianity as early versions of Islam. While most Muslims believe that Jesus is one of God's most beloved prophets, unlike many Christians, they do not believe he is the incarnation or son of God.															



Progression in RE

Substantive and Disciplinary knowledge is carefully mapped to ensure that knowledge builds and pupils have an opportunity to build on their prior understanding and apply this through a multi-disciplinary approach.

Understanding Christianity				
	EYFS	KS1	LKS2	UKS2
God	Christians believe he is behind everything in the world. They believe he is the creator and giver of life. Christians show God is important in Church. Worship is about showing how important God is to people/	God is fair and just. God is forgiving God is everywhere and knows everything God listens to prayers Go is lord of all God loves everyone One way some Christians worship God is through singing.	Christians believe God is Trinity: Father, Son and Holy Spirit. Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.	Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace. Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. Christians believe getting to know God is like getting to know a person rather than learning information. Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love.
Creation	Christians believe he is behind everything in the world. They believe he is the creator and giver of life.	Genesis 1 Creation is the start of the Big Story of The Bible Christians believe that they should be thankful to God the Creator.	God the Creator cares for the creation, including human beings. As human beings are part of God's good creation, they do best when they listen to God	There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.

Philosophy	Theology		Human and Social Sciences
EYFS	KS1	LKS2	UKS2
Can answer questions about themselves. E.g. What gives you joy?	Can ask 'Big Questions'. Can express own opinions. Can identify what is important to them.	Can explain what is important to them. Can suggest reasons for individuals' actions. Can explain why they believe.	Can explain where they stand on a given topic. Can reason and give examples to support their ideas. Can weigh-up different points of view. Can come to their own conclusions and justify these.
Can recall key parts of a story. Can describe artefacts, stories and characters.	Can explain the importance of individuals to people with a religious worldview. Can identify the message in stories. Can make links to other stories/experiences.	Can make connections between stories and parables. Can make connections between the theology and ways of life. Can suggest alternative interpretations.	Can place events/stories in context and see the significance. Can explain different interpretations.
Can identify differences between practices E.g. how they celebrate Christmas	Can identify similarities and differences in worship within and between faiths.	Can make connections between beliefs and practices. Can explain how and why people contribute to their communities.	Can evaluate information from different sources. Can how societies actions are influenced.
remembering recognising describing	remembering recognising describing	identifying similarities and differences	connecting ideas using correct terminology suggesting reasons

Three key disciplines are introduced to the children through the key characters of Livvi (Social Science), Theo (Theology) and Sophie (Philosophy).



Hi, my name is Livvi. I'm a social scientist. A social scientist is interested in how people live their lives. We also look at different data.

THIS IS
Livvi

How is our society influenced by...?
How does society punish those who do not follow the rules?
What diversity is there within worship in a faith?
How has religion and belief shaped our local area?
Why could this information be unreliable?

UKS2



Hi, my name is Theo and I'm interested in understanding religions, exactly like a theologian. A theologian learns by asking questions about religions, beliefs and God.

THIS IS
Theo

How do the stories and parables from different world views tell us what is important?
What does this story mean?
Does it mean the same to everyone?
Are there other stories with the same message?

LKS2



Hi, my name is Sophie. I'm a philosopher. A philosopher has a love of wisdom and they are interested in big questions and how people think.

How might a person with a different worldview to you answer this question?

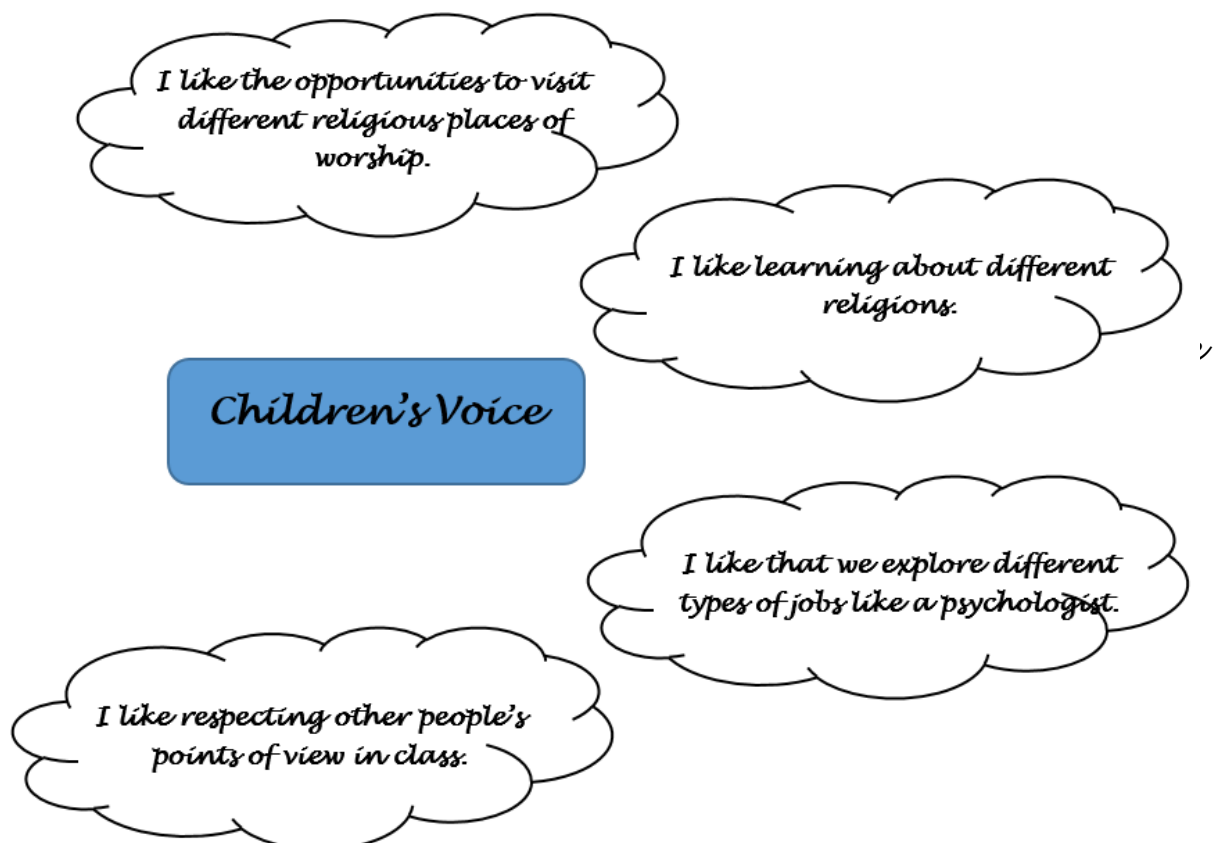
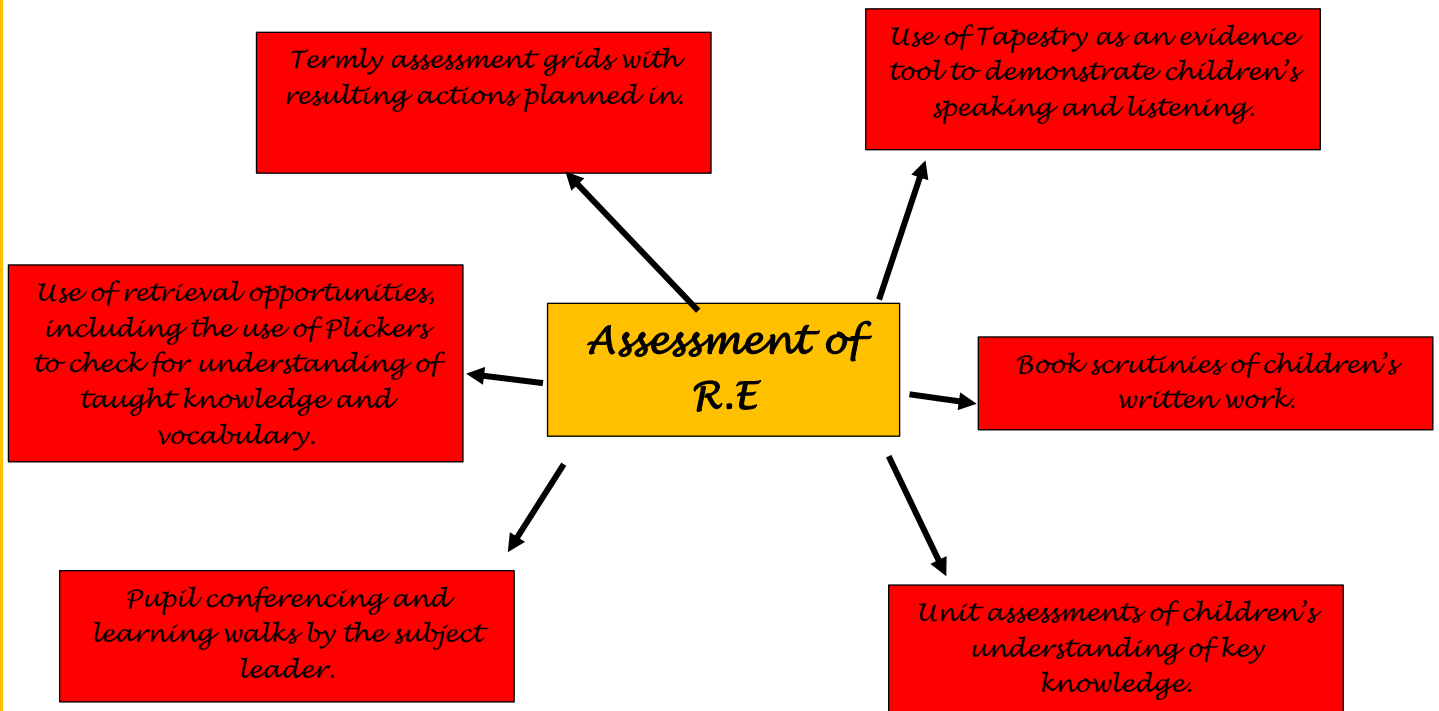
THIS IS
Sophie

What does it mean to pretend?
What gives you joy?
What is a good choice?
What is the reason for this?
Who helps me to do the right things?

EYFS

How is progress assessed in R.E?

R.E is assessed in a number of different ways to ensure children are progressing their understanding of subject-specific knowledge, as well as key vocabulary.



Spirituality in St Chad's

Opportunities for all pupils to develop spiritually are carefully planned into daily life at St Chad's.

Lens 	What does this mean?	What does this look like?
Looking in 	<i>Taking time to pause and reflect.</i> <i>Appreciating silence and stillness.</i> <i>Being present in the moment.</i>	<i>Reflection daily during worship.</i> <i>Opportunities across the curriculum to pause and reflect.</i> <i>E.g Calm me during PSHE</i>
Looking out 	<i>Looking out to consider what is going on beyond our own lives.</i> <i>Considering what we can do to help others.</i> <i>Building loving relationships.</i>	<i>Reflection daily during worship.</i> <i>Carefully planned connected curriculum with opportunities to explore other people lives.</i> <i>Opportunities to take action to help others through charity work etc.</i> <i>Daily work to help pupils to build positive relationships with each other and the wider community.</i>
Looking up 	<i>Looking up to appreciate what is bigger than ourselves.</i> <i>This could be a sense of awe or a feeling of connecting to a higher being or beings.</i>	<i>Reflection daily during worship.</i> <i>Planned opportunities to appreciate the world around us.</i> <i>E.g. exploring and appreciating nature in science.</i>