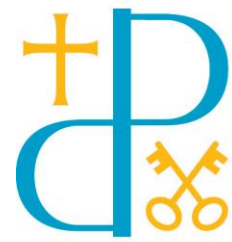


Religious Education



The Diocese of
Peterborough

- ▶ Christian ethos of the school.
- ▶ vision and values
- ▶ High status
- ▶ Overall development of our children

Aims and Purpose

Purpose

- ▶ Religious Literacy - The purpose of RE is to teach children about the religious and non-religious world-views that they will encounter in modern Britain and enable them to engage in meaningful and considered dialogue with those of all faiths and none.

Aims

- ▶ • To enable children to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion which has most shaped British culture and heritage.
- ▶ • To enable children to know about and understand other world religions and world views and their impact on society, culture and the wider world.
- ▶ • To enable children to consider and express their own ideas and insights.
- ▶ • To contribute to the spiritual, moral, social and cultural development of children and their own spiritual and philosophical convictions.
- ▶ To develop a positive attitude towards other people, respecting their right to hold different beliefs from their own and towards living in a society of diverse religions.

Legal Requirements

- ▶ RE is for all pupils.
- ▶ Every pupil has an entitlement to Religious Education.
- ▶ RE is a necessary part of a ‘broad and balanced’ curriculum
- ▶ Has the status of a core subject.
- ▶ Parents have the right to withdraw

Curriculum time for Religious Education

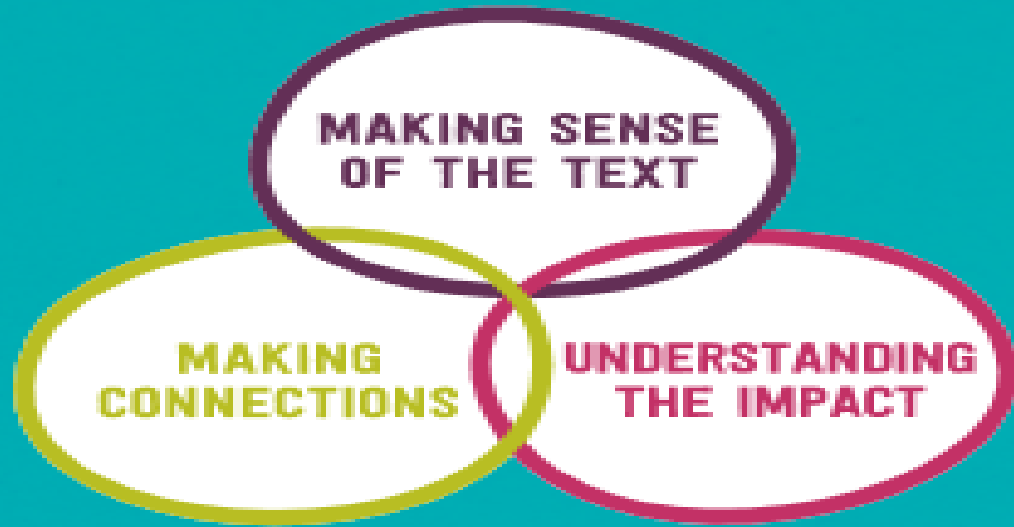
- ▶ Schools should aim to be close to 10% of curriculum for teaching RE, but must be no less than 5%.
- ▶ Reception 36 hours of RE, e.g. 50 minutes a week or as part of continuous provision
- ▶ KS1 36 hours of tuition per year (e.g. an hour a week, or less than an hour a week plus a series of RE days)
- ▶ KS2 45 hours of tuition per year (e.g. an hour and a quarter per week, or a series of RE days or weeks amounting to 45+ hours of RE)
- ▶ RE can be delivered in flexible ways and need not be confined to a lesson per week.

Reception	Children will encounter Christianity and other religions and beliefs represented in the local area	<p>This is the minimum entitlement. We will consider the pupils they serve and decide whether to go beyond the minimum entitlements.</p>
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>	
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>	

	Year R	KS1	Lower KS2	Upper KS2
T1	F4 Being special where do we belong + Harvest	UC 1.2 Creation Who made the world? Harvest	2a.2 PEOPLE OF GOD What is like to follow God?	UC 2b.5 GOSPEL What would Jesus do?
T2	UC FS F2 INCARNATION Why do Christians perform nativity plays at Christmas?	UC 1.3 INCARNATION Why does Christmas matter to Christians?	L2.9 What are the deeper meanings of festivals?	UC 2b.4 INCARNATION Was Jesus the Messiah?
T3	F5 Which places are special and why?	1.9 What makes some places sacred to believers?		U2.10 What does it mean for a Jewish person to follow God?
T4	UC FS F3 SALVATION Why do Christians put a cross in an Easter garden?	UC 1.5 SALVATION Why does Easter matter to Christians?	L2.8 What does it mean to be a Sikh in Britain today	UC UKS2 2B.6 / 2B.7 SALVATION What did Jesus do to save human beings? (Y5) What difference does the resurrection make to Christians? (Y6)
T5	UC FS F1 GOD/CREATION Why is the word 'God' so important to Christians?	Who is Muslim and how do they live?	UC 2a.6 KINGDOM OF GOD When Jesus left, what was the impact of Pentecost?	U2.14 How do religions help people live through good and bad times?
T6	F6 Which stories are special and why?	1.10 How should we care for the world and for others and why does it matter?	UC 2a.3 INCARNATION What is the Trinity	UC 2b.3 PEOPLE OF GOD How can following God bring freedom and Justice?

Understanding Christianity

- ▶ Core concepts following a salvation narrative
- ▶ 'spiral' curriculum
- ▶ Opportunities for pupils to reflect upon these ideas in relation to their understanding of religion and belief, including their own responses

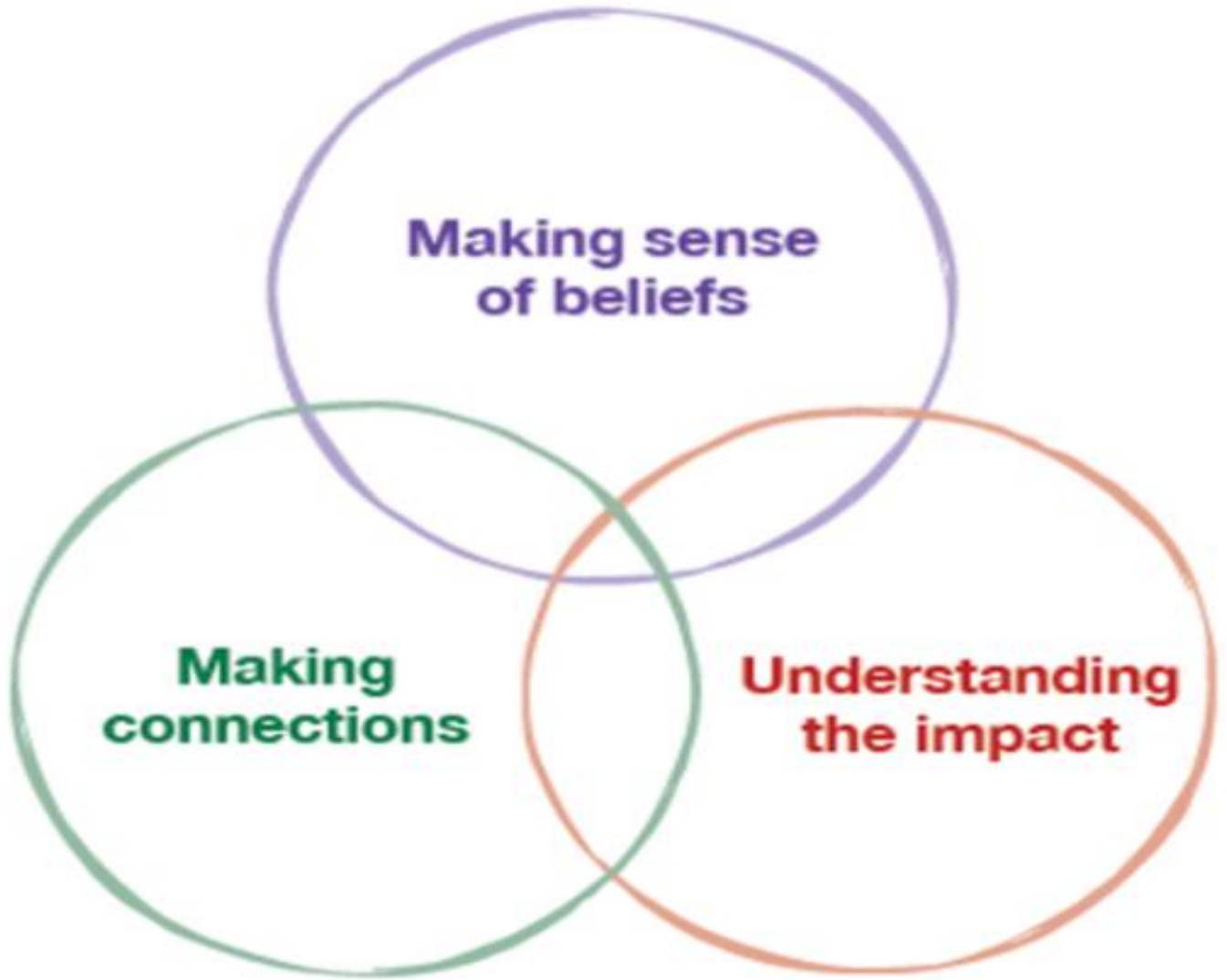


Pupils will encounter these concepts, and teachers will teach them through key questions, using a model with three elements. This develops pupils' abilities to make sense of texts related to the core concepts, to understand the impact of belief in these concepts in the lives of Christians and the Christian community, and to make connections beyond the concepts with other learning, including pupils' own responses.



The Diocese of
Peterborough

Syllabus for Religious Education
2019–2024



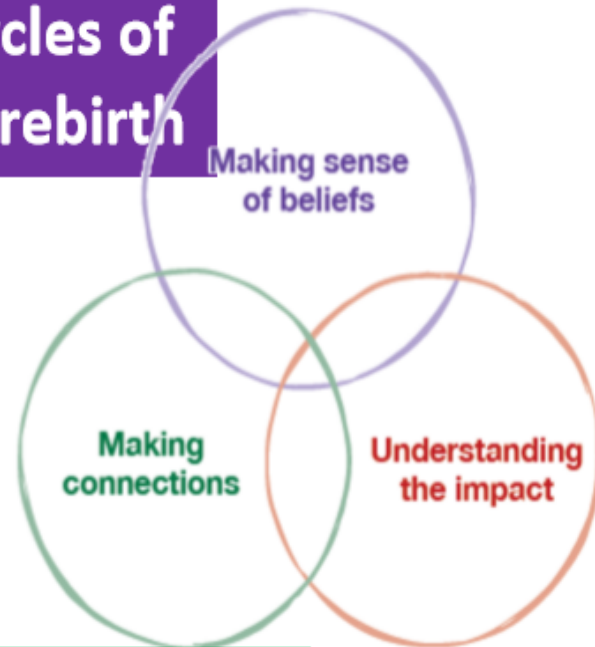
**Making sense
of beliefs**

**Making
connections**

**Understanding
the impact**

Unit L2.7: What does it mean to be a Hindu in Britain today?

Hindu beliefs about
God, atman, cycles of
life, death and rebirth



Exploring Hindu
living in the home
and in the
community.

Connecting the value of
family/community rituals
and celebrations

Unit U2.11: Why do some people believe in God and some people not?

Page 56

Demographics; what God do people believe or not believe in?



Exploring what difference it makes to believe or not believe in God

Reflecting on the value and challenge of being a theist or atheist today

Whatever pupils think about, that is what they will remember...

Snow flake activity!

A simple theory of learning

Learning happens when people have to think hard



Any questions?...