

## St Andrew 's Church School Religious Education Curriculum - Years 1-6



### Intent

*'All religions, arts, and sciences are branches of the same tree.'*-

Albert Einstein

At St. Andrew's, we encourage children to develop the skills of reflection, empathy, communication, analysis, evaluation, reasoning and enquiry through planned Religious Education activities. We encourage children to debate their views as well as share their 'big' questions about religion and the world we live in.

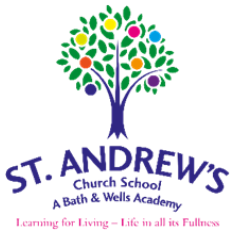
We encourage staff and children to collaborate with each other in a philosophical enquiry, to grow in understanding, not only of the material world, but also of the personal and ethical world around them. The children learn negotiation and tolerance and become articulate, confident individuals through active discussion.

Christianity is taught as a living and diverse faith, focused on the teachings of Jesus and the Church, alongside a range of religious and worldviews.

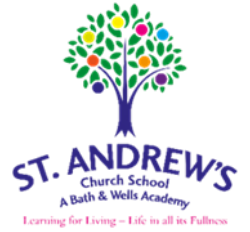
Religious Education at St. Andrew's encourages pupils to learn from different religions, beliefs, values and traditions while creating a safe space for them to explore their own beliefs and questions of meaning.

### We aim to grow theologians who:

- Know about and understand Christianity and a range of other 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.
- Engage with challenging questions of meaning and purpose.
- Develop their own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.
- Develop positive attitudes to other people, respecting their rights to hold different beliefs from their own.



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### Implementation

As we are a Church school, we devote a greater amount of time in the curriculum to the study of Christianity, with at least 3 units per year focusing on the teaching of Christianity. Christianity units are taught and assessed using 'Understanding Christianity' resources. Each unit of work incorporates a 3-step enquiry model:

**Making sense of the text:** developing skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of 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.

Alongside Christianity, Children are given the opportunity to learn about a range of religions and non-religious viewpoints including Judaism, Sikhism, Islam, Buddhism and Hinduism. Each year group will focus on a different world faith. We use 'Discovery R.E' resources to teach and assess pupils' knowledge and understanding of religions or worldviews other than Christianity. Discovery RE is based on a 4-step enquiry model:

**Engagement:** explore the core concept/ underpinning experience within the child's own world

**Investigation:** step into the world of religion and learn about it and the application of beliefs.

**Evaluation:** (impersonal): apply critical and evaluative thinking skills to the key questions and weigh up evidence

**Expression:** (personal): Express personal impact and opinions.

These key skills underpin learning through each Key Stage. This enables pupils to reinforce and build upon prior learning, make connections and develop subject specific language.

The accumulation of knowledge and skills from Years 1 to 6 is mapped as follows:

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<b>Key Concepts /Skills - Investigation of religious and non-religious worldviews</b>		
<b>Years 1 and 2</b>	<b>Years 3 and 4</b>	<b>Years 5 and 6</b>
<p>Talk about what is important to them and to other people with respect for feelings.</p> <p>Talk about some things about people, that make people ask questions.</p> <p>Ask their own questions about God/deity, special people and special occasions.</p> <p>Provide a good reason for the views they have and the connections they make.</p>	<p>Compare different ideas about God and humanity in the traditions studied.</p> <p>Ask important questions about the practice of faith and compare some different possible answers.</p> <p>Link their own ideas about how to lead a good life to the teachings of religions and beliefs being studied.</p>	<p>Describe and explain different ideas about God with reference to two religions or one religion and a non-religious worldview.</p> <p>Ask important questions about religious experience and life after death and suggest answers that refer to traditions of religion and belief.</p> <p>Ask important questions about social issues and suggest what might happen depending on different moral choices.</p>
<b>Key Concepts /Skills – Christianity - Progression of knowledge 'building blocks' – Incarnation</b>		
<b>Years 1 and 2</b>	<b>Years 3 and 4</b>	<b>Years 5 and 6</b>
<ul style="list-style-type: none"> <li>• Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</li> <li>• The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).</li> <li>• Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.</li> </ul>	<ul style="list-style-type: none"> <li>• Christians believe God is Trinity: Father, Son and Holy Spirit.</li> <li>• Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</li> <li>• Jesus, the Son of God, is seen by Christians as revealing what God the Father is like.</li> <li>• Understanding God is challenging; people spend their whole lives learning more and more about God.</li> <li>• Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</li> </ul>	<ul style="list-style-type: none"> <li>• The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God.</li> <li>• The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt.</li> <li>• Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.</li> <li>• Christians see the Christian Church as part of the ongoing story of the People of God and try to live in a way that attracts others to God, for example, as salt and light in the world.</li> </ul>

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<b>Key Concepts /Skills – Christianity – Progression of knowledge ‘building blocks’- Kingdom of God</b>		
<b>Years 1 and 2</b>	<b>Years 3 and 4</b>	<b>Years 5 and 6</b>
<p>Concept not covered in Key Stage 1</p>	<ul style="list-style-type: none"> <li>• Christians believe that Jesus inaugurated the ‘Kingdom of God’ — i.e. Jesus’ whole life was a demonstration of his belief that God is king, not just in heaven but here and now. (‘Your kingdom come, your will be done on earth as it is in heaven’).</li> <li>• Christians believe Jesus is still alive, and rules in their hearts and lives through the Holy Spirit, if they let him.</li> <li>• Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus’ invisible Kingdom visible by living lives that reflect the love of God. Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.</li> </ul>	<ul style="list-style-type: none"> <li>• Jesus told many parables about the Kingdom of God. These suggest that God’s rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.</li> <li>• The parables suggest that there will be a future kingdom, where God’s reign will be complete.</li> <li>• Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world (for example, by practising forgiveness).</li> </ul>
<b>Key Concepts /Skills – Christianity - Progression of knowledge ‘building blocks’ – Salvation</b>		
<b>Years 1 and 2</b>	<b>Years 3 and 4</b>	<b>Years 5 and 6</b>
<ul style="list-style-type: none"> <li>• Easter is very important in the ‘big story’ of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross.</li> <li>• Christians believe Jesus builds a bridge between God and humans.</li> <li>• Christians believe Jesus rose again, giving people hope of a new life.</li> </ul>	<ul style="list-style-type: none"> <li>• Christians see Holy Week as the culmination of Jesus’ earthly life, leading to his death and resurrection.</li> <li>• The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.</li> <li>• Christians today trust that Jesus really did rise from the dead, and so is still alive today.</li> <li>• Christians remember and celebrate Jesus’ last week, death and resurrection.</li> </ul>	<ul style="list-style-type: none"> <li>• Christians read the ‘big story’ of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans’ relationship with God.</li> <li>• The Gospels give accounts of Jesus’ death and resurrection.</li> <li>• The New Testament says that Jesus’ death was somehow ‘for us’.</li> <li>• Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone’s sins; rescuing the lost and leading them to God; leading from darkness to light.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).</li> <li>• Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.</li> </ul>
<b>Key Concepts /Skills – Christianity - Progression of knowledge 'building blocks' – Gospel</b>		
<b>Years 1 and 2</b>	<b>Years 3 and 4</b>	<b>Years 5 and 6</b>
<ul style="list-style-type: none"> <li>• Christians believe Jesus brings good news for all people.</li> <li>• For Christians, this good news includes being loved by God, and being forgiven for bad things.</li> <li>• Christians believe Jesus is a friend to the poor and friendless.</li> <li>• Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</li> </ul>	<ul style="list-style-type: none"> <li>• Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.</li> <li>• Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people.</li> <li>• Christians try to be like Jesus — they want to know him better and better.</li> <li>• Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.</li> </ul>	<ul style="list-style-type: none"> <li>• Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable.</li> <li>• Jesus' good news transforms lives now, but also points towards a restored, transformed life in the future (See Salvation and Kingdom of God).</li> <li>• Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.</li> </ul>
<b>Key Concepts /Skills - Knowledge and understanding of religions or worldviews other than Christianity.</b>		
<b>Years 1 and 2</b>	<b>Years 3 and 4</b>	<b>Years 5 and 6</b>
<p>Recall stories about an inspirational person.</p> <p>Recall key features of an inspirational event, place, ritual or special occasion.</p>	<p>Describe what believers might learn from the significant texts/writings being studied.</p> <p>Describe what some of the arts in the tradition being studied might mean to believers.</p>	<p>Make links between some texts and symbols from religion and belief and guidance on how to live a good life.</p> <p>Describe and compare how important aspects of a religion or belief are celebrated and remembered by different communities.</p>

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<p>Say how stories in a selected tradition are inspirational for believers.</p> <p>Provide a good reason for the views they have and the connections they make.</p>	<p>Describe some of the rules and guidance used by believers and how that might be applied in working with others from different traditions.</p> <p>Describe the importance of key texts/writings in the tradition being studied and give an example of how they may be used.</p> <p>Provide a good reason for the views they have and the connections they make.</p>	<p>Describe and compare different ways of demonstrating a commitment to a tradition of religion and belief.</p> <p>Describe and compare different ideas from the tradition being studied about the meanings of life and death with reference to key texts.</p> <p>Provide good reasons for the views they have and the connections they make.</p>
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