Religious Education at St Vigor and St John Primary School

Intent:

Our curriculum intent for Religious Education reflects the purpose and aims of the National Curriculum by nurturing the spiritual, moral, social and cultural development of pupils and supporting wider community cohesion. Our RE planning is intended to offer a broad and rich RE curriculum; providing pupils with a variety of ways to explore religions, their community and **unique** personal development and wellbeing. The planning intends to provide a high quality, coherent and progressive experience of the subject, with scope for cross-curricular learning. Through each unit, children will know about and understand a range of religions. They will be able to identify, investigate and respond to a variety of **ethical** issues. We enable children to develop positive attitudes and values towards religious education and to reflect on and relate their learning in RE to their own experiences. We encourage pupils to understand the relevance of RE in today's modern world and how it affects our lives.

Implementation:

Teachers are committed to providing a stimulating, **adventurous,** and engaging learning environment where children are encouraged to question, research, and observe the world around them. Our RE provision should enable children to develop respect and tolerance in a diverse society whilst cultivating their own self-worth and sense of wellbeing.
We use the agreed syllabus for Religious Education created by Somerset SACRE (Awareness Mystery Value) alongside Understanding Christianity; a project developed by the Church of England Office. Using these schemes alongside one another allows us to deliver a rich and inspiring RE curriculum whilst providing a clear direction of progression across key stages.
As a church school most of the curriculum we deliver is based around Christianity, however, we want our pupils to have an understanding and appreciation of a variety of worldwide beliefs and cultures. Our children enjoy learning about Islam, Hinduism and Judaism alongside their education of Christianity. For example, as children move from KS1 into KS2 they will be encouraged to consider how our school Christian values are demonstrated in other religions. We believe this will develop skills of compassion and respect.
Alongside regular Religious Education lessons, additional opportunities for collective worship are provided to create a well-rounded experience of religion and spirituality. We make time for collective worship in our classrooms and as a whole school. This takes place both on the school grounds and at each of our local churches St Vigor and St John's where children take an active role in providing religious services for our friends and community.

Impact:

We endeavour to inspire our pupils to be thoughtful and **connected** members of the community. We hope our pupils become inquisitive and courageous in defending what they believe is morally just, whilst being considerate and sensitive towards others beliefs, values and wellbeing. We measure the impact of our curriculum through pupil discussion and peer to peer sharing of ideas; cross curricular evidence for example artwork and performances; and by celebrating what the children have discovered each term in an assembly.

Religious Education at St Vigor and St John Primary School

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Our Religious Education Curriculum Overview

Awareness Mystery Value
Understanding Christianity

		Term 1 Perseverance	Term 2 Love (Agape)	Term 3 Respect	Term 4 Forgiveness	Term 5 Friendship	Term 6 Peace
EYFS		Unit 1: Special me - Who are we?	Unit 2: Special times - Christmas & Hannukah. Unit F2 Why do Christians perform Nativity plays at Christmas?	Unit 3: Special places - Church building & Synagogue	Unit 4: Special times - Easter & Passover. Unit F3 Why do Christians put a cross in an Easter garden?	Unit 6: Special stories - Jesus. Unit F1 Why is the word 'God' so important to Christians?	Unit 5: Special stories - God/ creation.
KS1	Year 1	Unit 1: What do Christians believe about God?	Unit 2: What do Christians believe about Jesus? (incarnation) Link with Christmas	Unit 5: What do Jewish people believe about God and the Covenant?	Unit 1.5 Why does Easter matter to Christians?	Unit 1.2 Who made the world?	Unit 1.4 What is the good news Jesus brings?
	Year 2	Unit 1: 1 What Do Christians Believe About God?	Unit 1.3 Why does Christmas matter to Christians?	Unit 1.1 What do Christians believe God is like?	*Unit 3 What Do Christian People Believe About Love?*	Unit 6: What do Jewish people believe about Torah?	Unit 9: Hinduism
LKS	Yea		Unit 5: What do Christians believe about God &	Unit 1: What do Jewish people believe about G-d	Unit 2a.5 Why do Christians call the	Unit 2a.6 When Jesus left, what was	Unit 2: What do Muslim people

Our Religious Education Curriculum Overview

		Unit 2a.4 What kind of world did Jesus want?	Incarnation? (Links with Christmas) Unit 2a.3 What is the Trinity?	and the Covenant and Torah? (Links with Passover)	day that Jesus died 'Good Friday'?	the impact of Pentecost?	believe about Islam and Iman?
	Year 4	Unit 3: What do Hindu people believe about Dharma, Deity and Atman?	Unit 6: What do Christians believe about Agape?	Unit 2a.1 What do Christians learn from the Creation story?	Unit 4: What do Christians believe about Salvation? (Links with Easter)	Unit 2a. 6 When Jesus left, what was the impact of Pentecost?	Unit 2a.2 What is it like to follow God?
UKS2	Year 5	Unit 8: What do Muslim people believe about Islam and Iman?	Unit 11: What do Christians believe about God & Incarnation? (Links with Christmas)	Unit 7: What do Jewish people believe about G-d and the Covenant and Torah? (Links with Passover)	Unit 2b.6 What did Jesus do to save human beings?	Unit 2b.4 What is a Messiah?	Unit 2b.1 What does it mean if god is holy and loving?
	Year 6	Unit 2b.2 Creation and science: conflicting or complementary?	Unit 9: What do Hindu people believe about Dharma, Deity and Atman?	Unit 2b.3 How can following God bring freedom and justice?	Unit 10: What do Christians believe about Salvation? (Links with Easter)	UKS2: Humanism	Unit 2b.8 What kind of king is Jesus?

Our Religious Education Skills Progression

	Nursery (3+)	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Expression	I can demonstrate friendly behaviour towards others.	I can be confident speaking to others about **own** needs, wants, interests and opinions	I can begin to articulate own beliefs in relation to religion. I can identify a range of religious symbols, pictures or language etc.	I can suggest meanings or messages in religious symbols, pictures or language etc.	I can identify examples of how a religious belief or idea can be expressed through various forms of religious expressio n	I can make links between a range of examples of religious expression and the beliefs or ideas that underlie them	I can express my beliefs, ideas or feelings in ways used by believers and explain the symbolism I have used using appropriate termi nology	I can make comparisons between examples of religious expression from different religions and give meaning to the symbols and language used
Self Understanding	I can talk about own home and community. I can be aware of my own feelings and opinions be aware of how my actions could affect others feelings.	I can talk about features of their own immediate environment and how environments might vary from one another.	I can recognise which religious festivals are important to me and our community.	I can form my own opinions about what 'love' looks like.	I can explain what my ideal world would look like.	I can identify and compare some of the things that influence me with those that influence others (including things which are to do with their beliefs)	I can understand that the experiences of others may affect how I live my life.	I can talk about examples of how peoples religi ous belief influence th eir experiences and qualities
Investigation	I can show an interest in what makes me unique and how others are unique. I can questions about why things happen and how they work.	I can explain my own knowledge and understanding of the world, and ask appropriate questions of others.	I can begin to ask questions linking to religion and different faiths.	I can confidently ask questions linking to religion and different faiths.	I can begin to use the correct resources to research a variety of faiths.	I can confidently use the correct resources to research a variety of faiths.	I can begin to understand what counts as 'good evidence' when researching religion.	I can explain what counts as 'good evidence' when researching religion.

Our Religious Education Skills Progression

Empathy		I can show sensitivity to others' needs and feelings and form positive relationships with adults and other children.	I can talk about what is important to others	I can talk about what is important to others in relation to their beliefs	I can suggest what might happen as a result of different decisions being made	I can link the things that are important to me and people with a religious belief, to the way we behave and think	I can ask questions about the decisions people make (including believers) and can suggest answers that show I understand some religious views	I can ask questions about the decisions people make and can compare the sorts of answers people with a religious belief might give I can see things from other's points of view.
Synthesis		I can talk about what I find interesting or puzzling in a story.	I can talk about some things in stories that people find puzzling and ask questions about	I realise that some questions about the puzzling aspects of life are difficult to answer	I can say how my ideas about the puzzling aspects of life are similar to other people	I can compare my ideas about the puzzling aspects of life on earth with the ideas of others (including those who have a religious belief)	I can ask questions about puzzling aspects of life on earth and suggest appropriate answers with reference to the teachings of some religions	I can compare answers to questions about puzzling aspects of life on earth with reference to the teachings of some religions
Application		I can recognise features of religious life and practice that are special.	I can identify a range of features of religious life and practice that are special to Christianity and Judaism	I can demonstrate a knowledge of a range of features of religious life and practice (Christianity, Judaism and Hinduism)	I can describe the function, use or role of some features of religious life and practice (Christianity, Judaism and Islam)	I can explain the function, use or role of a range of features of religious life and practice and I know that they are a characteristic of more than one religion	I can describe how some features of Christian/Jewish/ Muslim life and practice are significant to their lives.	I can make comparisons between features of religious life and practice found in different religions

Our Religious Education Skills Progression

Interpretation		I can explore different religious artefacts and suggest why they might be special. I can identify a religious story and talk about it.	I can make links between religious artefacts and their importance. I can recount outlines of some religious stories and can identify important ideas in them	I can draw meaning from religious artworks. I can identify some basic religious beliefs, teachings or ideas	I can draw meaning from religious artworks and link them to religious symbols and artefacts. I can explain the message or meaning within a religious story that a Christian (Hindu etc) might give	I can describe some religious beliefs, teachings or ideas and connect them with other features of other religions.	I can describe the significance of some religious beliefs, teachings or ideas to the lives of others.	I can make comparisons between the beliefs and ideas of some religions using religious artefacts/symbols/ artwork to support claims.
Analysis			I can understand that religions have differing beliefs.	I can explain how different religions have different beliefs. I can begin to distinguish the difference between fact and opinion.	I can understand the difference between fact and opinion. I can begin to understand what a stereotype is.	I can distinguish the difference between fact, opinion and belief. I can deepen my understanding of stereotypes and prejudice.	I know what prejudice means and can ask questions about how it has impacted different faiths.	I can explain the impact of prejudice and stereotypes and how it has affected the way people live.
Reflection			I can reflect on how people might feel in certain situations.	I can reflect on different experiences of myself and others.	I can reflect on the attitudes different people have in regards to their faith.	I can reflect on the key values of different religions and compare them.	I can reflect on the practices of different religions and how they compare.	I can reflect on the ultimate questions posed by religion.
Evaluation			I can evaluate why it is important to have a consideration for others.		I can evaluate the respective claims of different religious teachings.		I can evaluate and debate issues of religious significance with reference to evidence from various sources.	

Our Religious Education Skills Progression

Vocabulary	**General** Different, same, believe, special, home.	**Christianity** God, Jesus, cross, Christmas, church. **Judaism** Jewish, Hanukkah, synagogue. **General** Worship, religion, belief, miracle, question	**Christianity** Christian, The Bible, God, Christmas, Bethlehem, baptism, cross, christening, church. **Judaism** menorah, Shabbat, Hebrew Torah. **General** symbol, celebrate, sacred book, precious, prayer, angel, festival, celebration, religion, belonging, promise, worship, artefacts, place of worship.	**Christianity** Betray, holy, service, praise, rejoice, Easter, Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday, shepherd, parable. **Judaism** Menorah, Shema, precious, Seder plate, kosher, Shabbat, Shalom, dreidel, menorah, Hebrew, slaves **Hinduism** Mandir, Deity, Raksha Bandhan, Rakhi, Vishnu, brother/sister. **General** values, actions and consequences, ritual,	**Christianity** Holy trinity, Pentecost, Incarnation, the Fall, salvation, disobey, forgiveness, Testaments, incarnation, temptation, **Judaism** Passover, covenant, plague, law, pesach, Tanakh, Israel. **Islam** Iman, Allah, Salat, prayer mat, Shahadah, arabesque, Prophet **General** faith, similarities/differences, expression, community, stereotype	**Christianity** Agape,selfless, sacrificial, unconditional love (agape), gospel, Eucharist, condemn, resurrection, crucify, sacrifice, gratitude, inspiration, miracle, sermon **Hinduism** Dharma, Rama, Divali, Atman, Puja, Mandir **General** scripture, artefact, wisdom, prejudice	**Christianity** Messiah, omniscient, omnipresent, almighty, holy, Gospel, Immanuel, steward, stewardship, **Judaism** Yom Kippur Rabbi, Star of David, Kippah, Shabbat, Tallit, shofar, Rosh Hashanah, Parve, Mezezah **Islam** Allah, Ramadan, Bllal, Muezzin, Swam, Zakah, Hadith, **General** ceremony, spiritual, artefact	**Christianity** Science, conflicting, complementary, justice, freedom. **Humanism** Agnostic, life stance, secular, atheist **Hinduism,** Dharma, Deity, Atman, karma reincarnation, eternal, ahimsa. **General** moral, citizenship, responsibilities, debate

Whole School Engagement

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Christian Value	Perseverance	Love	Respect	Forgiveness	Friendship	Peace
Christian Festivals	Harvest (Service at St Vigor's Church)	Christmas (Service at St John's Church)		Easter (Service at St John's Church)	Pentecost	
Christian Stories Linking to Value	**Daniel and the lion's den (Daniel 6)** Daniel was captured, along with many more of God's people, and taken to live in a foreign country. In this country, they had different traditions and customs and it was not acceptable to worship God. But Daniel chose to continue serving God. Even though it meant that he was risking death, Daniel knelt down and honoured God by praying three times a day. Persevering because he had belief in what was right. God rewarded him by not letting him die! - Hard work pays off.	**Christmas Story** Parental love - Mary and Joseph. God's love for the people - Bringing Jesus to them. Did people show the young family love and compassion? **The Slave Girl and Naaman** Sworn enemies - but instead of showing hate, the slave girl showed love buy helping Naman get better again.	**The Good Samaritan** Showing respect to people who aren't from the same circle as you. Do you 'love thy neighbour'/ do you care about people. How do you show this? By showing respect. How do you show respect to others?	**Jonah and the Whale** Jonah ran away from God but God forgave him. **Easter Story** Jesus forgave the Romans for killing him.	**Pentecost Story** Friendship with Jesus - Jesus's friends were given the power to spread the word of God and create new friendships with God. Speaking different languages - God gave them the ability to build friendships with each other when they couldn't before. **The story of Zacchaeus** Had no friends because he took money from people. Jesus became his friend despite this and helped him choose the right thing to do.	**Noah's ark** Rebuilding the world with a focus on peace and acceptance. Doves and the olive branch have become symbols of peace.

Whole School Engagement

Links to Cornerstones	Adventurous: To never give up, even when it's hard. (links to growing crops at harvest) Ethical: To share food at harvest time. Unique: To understand the importance of Daniel's commitment to his uniqueness in a new country. Connected: To persevere and stay connected to what is important to you.	Adventurous: To understand how Joseph showed courage and love by trusting in God's plans. Ethical: To question whether anyone showed love to Joseph and Mary in Bethlehem. Unique: To love everyone *because* we are different, not in spite of it. Connected: To share special events with family and friends. (Christmas service, Christmas fayre…)	Adventurous: To explore different ways to show respect. Ethical: To help others, even if you don't have the same beliefs. Unique: To be proud of who you are and in turn earn respect from others. Connected: To be open and tolerant, even when people aren't showing respect.	Adventurous: To be brave enough to forgive others. Ethical: To have a sense of what is right and to use this knowledge when forgiving others. Unique: To... Connected: To be forgiving of others mistakes and lead them to make better choices.	Adventurous: To dare to believe in something new - just like Jesus's friends. Ethical: To share your opinions but not dismiss others. Unique: To understand that what makes you unique is what makes you a good friend. Connected: To develop a friendship with the world, making it a more positive place.	Adventurous: To be curious and look in detail at what it means to be peaceful. Ethical: To campaign for a more peaceful world. Unique: To learn about keeping peace with people who might have different views to our own. Connected: To find peace within the community.
Bible Quote for Discussion in	'Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up.' (Corinthians 9:24)	'Above all, love each other deeply' (John 15:12)	'Treat others as you would like them to treat you…' (Luke 6:31)	'Be compassionate and kind to one another, forgiving each other, just as in Christ God forgave you.' (Ephesians 4:32)	'A friend loves at all times.' (Proverbs 17:17)	'Try to earn the respect of others and do your best to live at peace with everyone.' (Romans 12:17-18)

Whole School Engagement

Discussion ideas for Class Floor Books	Discuss bible story listed above. Why is harvest time a time of perseverance? When have you had to persevere? Why is it important to persevere?	Discuss bible story listed above. Who do you love? What does the word love make you think of? How can you show love? What symbols show love? What does 'love thy neighbour' mean?	Discuss bible story listed above. How can you be respectful? Is being respectful the same as being kind? Who does it feel when someone is disrespectful? Does everyone deserve respect?	Discuss bible story listed above. Have you ever had to forgive someone? What does it look like to forgive someone? Is forgiving someone easy? Does everyone deserve forgiveness?	Discuss bible story listed above. Why is friendship important? What different types of friendship are there? How can you be a good friend? Do you have to like someone to be their friend?	Discuss bible story listed above. Do you know any symbols of peace? Why is peace important? What are the different meanings for the word peace? How do you find peace? Where do you feel most peaceful?

Resources

Awareness Mystery Value (access online):

- FS Link
- KS1 Link
- LKS2 Link
- UKS2 Link
- Awareness Mystery Value is the agreed Religious Education syllabus for Somerset. This syllabus places an important emphasis on the development of skills at all stages of learning.

Understanding Christianity (SharePoint/Hard Copies):

- *Understanding Christianity is a Church of England Office project. The key purpose of this project is to help pupils develop their own thinking and understanding of Christianity, as a contribution to their understanding of the world and their own experience within it.*

RE:start (access online):

- Primary Resources Link
- RE:Start holds a collection of resources for primary aged children which aim to inspire and provoke meaningful conversation.

NATRE (access online):

- Primary Resources Link
- NATRE has a bank of thought provoking videos and resources to support the teaching of RE.

Websites for Specific Religious Beliefs and Collective Worship Ideas (SharePoint):

- This document from AMV Somerset provides many links to websites specifying in teaching about a given religion.