

Religious Education Rationale

Intent

The purpose of learning Religious Education is to have a thorough understanding of **Christianity** and other **world religions** and have an understanding about beliefs, customs and rituals living in multi- cultural Britain. Since we are a Church School, children will be predominantly taught Christianity, using the Bible narrative. Children will then explore how Christians make sense of the bible and the ramifications upon modern living.

It is important to ensure that the key values of freedom and mutual respect in addition to our key school values: **creativity, community, perseverance, kindness and happiness**.

Implementation

The school uses two schemes to teach religious education:

- Gloucestershire Agreed Syllabus for RE 2017-2022
- Understanding Christianity

A combination of these schemes provides a mainly Christian syllabus with a splattering of other world religions including Islam, Hinduism and Jewish. They are taught as core units in a curriculum plan - Class 1 & 2 have a 2-year rolling plan and Class 3 has a 3-year rolling plan.

The school uses the Trivium curriculum model which is divided into three areas:

- Grammar (Knowledge): The key facts taught
- Dialectic (Discussion): Understanding via discussion, reasoning, debating and trial and error
- Rhetoric (Presentation): How thoughts and ideas are presented (inc artwork, drama, musical and written).

These three components are assessed (using formative and summative methods) and recorded on the school's data tracker, INSIGHT, using the following scored

- 0: Has not been taught
- 1: Has some understanding (working towards)
- 2: Has a secure understanding (Expected Standard)
- 3: Has an extended understanding (Greater Depth)

The Understanding Christianity scheme is taught using three components:

Making sense of the text

Exploring the context:
Where does this fit in the
'big story'?

Exploring interpretations:
Pupils' views and a variety of
Christian readings

Exploring purposes:
How do Christians use this text?

Exploring significance:
Why does this matter?

Unveiling the concepts:
How does this contribute
to understanding key
Christian ideas?

Considering issues ...
behind, within and in front
of the texts

Understanding the impact

How, then, do Christians live..?

... in the Christian community?
Examining ways in which Church
living grows out of biblical
teaching

... in their everyday living?
Examining ways in which
Christians apply the Bible
day-to-day

**What impact do Christianity and
Christians have in the world?**
Examining ways in which
Christian belief and practice
make a difference in the world

**How has this had an impact
on how people see the world?**
Examining the influence of
Christian thought on 21st-century
thinking and living

Making connections

**Connecting texts, concepts and
Christian living:** Developing
understanding of the bigger
picture

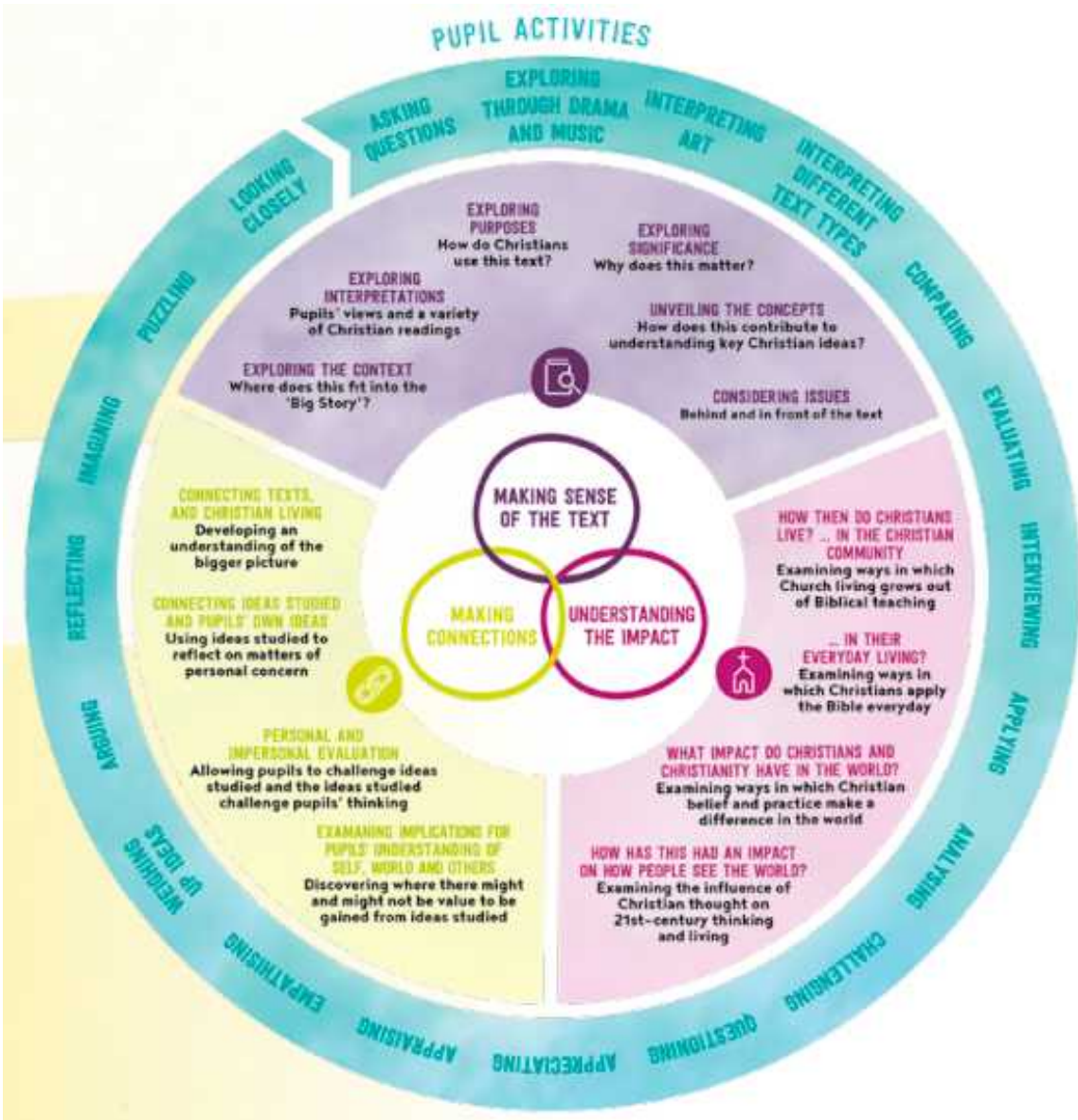
**Connecting ideas studied and
pupils' own ideas:** Using ideas
studied to reflect on matters of
personal concern

**Personal and impersonal
evaluation:** Allowing pupils to
challenge ideas studied, and the
ideas studied to challenge pupils'
thinking

**Examining implications for pupils'
understanding of self, world and
others:** Discerning where there
might or might not be value to be
gained from ideas studied

Not all of these will be used in all units but will be used flexibly, to allow a variety of teaching and learning experiences for all children.

Pupils Activities / Processes

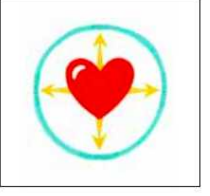


In order to fit the Understanding Christianity model to the Trivium model we use the following assumptions:

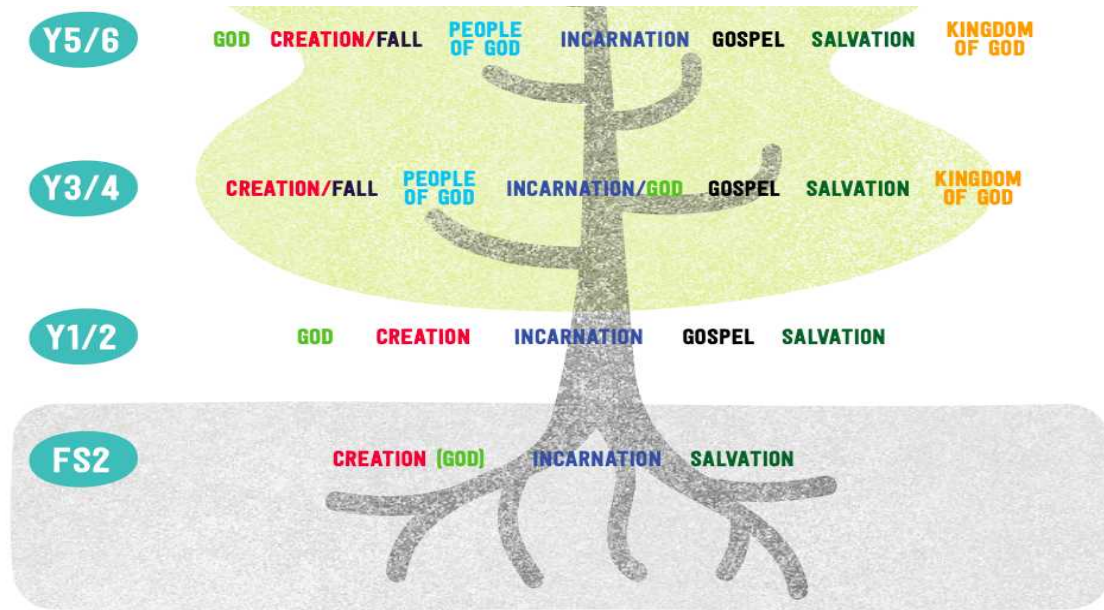
- Knowledge:** Making Sense of the text / Knowledge of bible stories and key characters / Knowledge of notable events (such as Christmas, Easter, Holi, Diwali) and rituals.
- Dialectic:** Making Connections (Christian views and pupils' own views) / Discussion and debates / Understanding the Impact of religion in today's world.
- Rhetoric:** Portraying learning in a wealth of mediums (inc. prayer, drama, artwork, music and written work).

The Core Concepts of Understanding Christianity

	1. God: Fundamental to Christian Belief is the existence of God, Father, Son and Holy Spirit
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	2. Creation: The universe and human life are God's creation. Humans are made in the image of God.
	3. Fall: Humans have a tendency to go their own way rather than keep their place in relation to their Creator. This attitude is called sin, and Genesis 3 gives an account of this rebellion, popularly called the 'Fall'. This is the catastrophic separation between God and humans, between humans and each other and humans and the environment. The idea that humans are 'fallen' and in need of rescue (salvation) sets out the root cause of many problems for humanity.
	4. People of God: The Old Testament tells the story of God's plan to reverse the impact of the Fall, to save humanity. It involves choosing people who will model a restored relationship with God. The Bible narrative includes the ups and downs of this plan, including the message of the prophets 'who try and persuade people to stick with God'
	5. Incarnation: The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of the Fall and offer a way for humans to be with God again. Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans.
	6. Gospel: Jesus' incarnation is 'good news' for all people. His life, teaching and ministry embody what it is like to be one of the people of God, what it means to live in a relationship with God. Jesus' example and teaching emphasise loving one's neighbour.
	7. Salvation: Jesus' death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Through Jesus, sin is dealt with and the relationship between God and humans is restored.
	8. Kingdom of God: This reflects God's ideal for human life in the world – a vision of life lived in the way God intended. Christians look forward to a time when God's rule is fulfilled at some future point. Meanwhile they seek to live this attractive life as in God's Kingdom, following Jesus' example, inspired and empowered by God's Spirit

Core Knowledge



Overview: Core Concepts and Key Questions

Concept	FS	Y1/2	Y3/4	Y5/6
God	F1: Why is the word 'God' so special.	1.1 What do Christians believe God is like?	(See 2a.3 Trinity / Incarnation)	2b.1 What does it mean if God is holy and loving?
Creation / Fall		1.2 Who made the world	2a.1: What do Christians learn from the Creation story?	2b.2 Creation and science: conflicting or complementary?
People of God			2a.2 What is it like to follow God?	2b.3: How can following God bring freedom and justice?
Incarnation	F2: Why is Christmas so special to Christians?	1.3 Why does Christmas matter to Christians?	2a.3 What is the Trinity?	2b.4: Was Jesus the Messiah?
Gospel		1.4 What is the good news that Jesus brings?	2a.4 What kind of world did Jesus want?	2b.5: What would Jesus do?
Salvation	F3: Why is Easter so special to Christians?	1.5 Why does Easter matter to Christians?	2a.5: Why do Christians call the day Jesus died 'Good Friday'?	2b.6 What did Jesus do to save human beings?
Kingdom of God			2a.6 When Jesus left, what was the impact of Pentecost?	2b.8 What kind of King is Jesus?
Key:	Class 1	Class 2	Class 3	

RE examples

There is a huge focus on **community** within RE, whether it be visiting and contributing to our village church, St Giles', or inviting into school people from other faiths, such as Hindus and Muslims. We teach a **creative** curriculum with a plethora of examples from Diwali lamps, Rangoli patterns and creativity pictures. We show how the bible teaches **kindness** through parables such as the Good Samaritan and how activities such as reflection and spirituality can bring people **happiness**.

Impact

Children at Coberley enjoy learning about other religions and why people choose, or choose not to follow a religion. Through their R.E. learning, the children are able to make links between their own lives and those of others in their community and in the wider world. R.E. acts as a hub, therefore, between social aspects of learning, science and geography. Through R.E. our children are developing an understanding of other people's cultures and ways of life, which they are then able to communicate to the wider community.

R.E. offers our children the means by which to understand how other people choose to live and to understand why they choose to live in that way. As such, R.E. is invaluable in an ever changing and shrinking world. Spirituality is explored through class 'scrap books' with a focus on their own thoughts and feelings, the thoughts and feelings of others and a sense of wonder about the world (Spirituality is often cited as self-others-transcendence).

The assessments on INSIGHTs with a focus on the Trivium allows the school to identify learning and progression with a focus on knowledge and discussion. RE is subject to a review as per the monitoring cycle.