

RELIGIOUS EDUCATION CURRICULUM OVERVIEW



Intent

At Saint John's, our intention is to see our pupils leave school with a coherent understanding of Christian belief and practice, alongside developing their wider religious, theological and cultural literacy. We ensure that pupils explore their own responses to Christian beliefs, as expressed in the Bible and lived out in the lives of Christians both today and in the past, whilst also considering responses of those who are atheist, agnostic or from a faith tradition other than Christianity.

The aims of Religious Education (RE) are:

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as a religion that has most shaped British culture and heritage
- To enable pupils to know and understand about other world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights
- To contribute to the development of pupils' own spiritual convictions, exploring and enriching their own beliefs and values.

Our focus at school is to ensure that our RE **curriculum** focuses on our key aims of encouraging pupils to be **caring** for others and themselves; showing pupils how they can develop **citizenship** with a recognition and celebration of diversity and inclusion; ensuring pupils are given **challenge** and support in their academic learning and personal development and increasing their understanding and knowledge of their own **community** and those which they will join in the future. In line with the Gloucester Diocese, RE is a valued academic subject providing opportunities for pupils to explore and discover what people of all faiths and worldviews believe and what difference this makes to the way they live. RE should also ensure pupils flourish as they gain the knowledge, understanding and skills needed to handle questions raised by religion and belief and reflect on their own ideas and ways of living. Please see the Diocese Statement of Entitlement and further information at the following link: <https://www.gloucester.anglican.org/welcome-2/schools/primary-religious-education>

Promoting the spiritual, moral, social and cultural development (SMSC) of pupils is a whole-school responsibility. RE contributes to SMSC through both the subject matter of the curriculum and the attitudes and actions developed in the classroom.

Spiritual development:

Pupils will have the opportunity to recognise, appreciate and appraise the impact the biblical text can have on the lives of individuals, within and outside the Christian community. As they explore the challenge the text has for believers, they will have opportunities to consider their own views and reflect on how the Bible presents a way of understanding the world and human nature.

Moral development:

Alongside the moral and ethical issues that are dealt with in the texts studied, and their own responses to matters of right and wrong, this approach encourages pupils to develop their ability to interpret texts.

Social development:

There is a recognition that all readers come to texts from different perspectives and that texts can be read for a range of purposes. Learning that people interpret texts differently is important so that pupils recognise that this applies to biblical interpretation within and outside the Christian community and to other texts, religious or otherwise.

Cultural development:

As pupils explore texts and their cultural contexts, they develop understanding of the core Christian concepts and their impact within and beyond the diverse Christian community. This begins to enable pupils to recognise the contribution of Christianity to Western culture, and perhaps particularly the contribution of the Bible to the arts. This plays a part in a wider cultural development promoted in RE, such as appreciating the diversity of religious and non-religious beliefs in local, national and global contexts.

RELIGIOUS EDUCATION CURRICULUM OVERVIEW

Implementation

The syllabus for Religious Education is determined locally by SACREs (Standing Advisory Council for Religious Education). Saint John's follows the Local Agreed syllabus and, in addition, teachers use the resource Understanding Christianity to support the teaching and learning of RE.

The approach developed for Understanding Christianity is based on the use of core concepts of Christian belief. The core concepts reflect a view that the Bible tells a 'big story' of salvation. The approach in RE is to revisit the core concepts throughout the different key stages, deepening pupils' understanding and making the links to the overall 'big story' or 'salvation narrative'. This approach enables pupils to engage with a variety of Bible texts in order to explore how Christians understand the core concepts. It explores ways in which Christians might live in the light of these texts, within the Christian community and in their individual lives. It allows pupils to reflect on some of the questions and puzzles that arise from the Bible and to consider any implications or connections with their own lives and ways of understanding the world.



There are eight core concepts at the heart of Christianity that pupils need to understand. These concepts tell the 'big story' of the Bible.

God: Fundamental to Christian belief is the existence of God: Father, Son and Holy Spirit.

Creation: The universe and human life are God's good creation. Humans are made in the image of God.

Fall: Humans tend to go their own way; this attitude is called 'sin' and 'The Fall'. Christians believe that there is a separation between God and humans, between humans and each other and between humans and the environment.

People of God: God's plan is to reverse the impact of the Fall by choosing a people who will model a restored relationship with God and who will attract all other people back to God.

Incarnation: In Jesus, God came to live among humans to repair the effects of sin and the Fall and to offer a way for humans to be at one with God again.

Gospel: Gospel means "good news". Jesus birth, life and teaching are "good news" because they show what it is like to live in relationship with God.

Salvation: Jesus' death and resurrection are the rescue or salvation of humans as He opens the way back to God. Sin is dealt with, forgiveness offered and the relationship between God and humans is restored.

Kingdom of God: The idea of the Kingdom of God reflects God's ideal for human life in the world – relating to God, relating to human relationships and relating to humans and their environment. Christians seek to live a life following Jesus' example, inspired and empowered to God's Spirit, whilst also looking forward to a time when God will fulfil and bring about his Kingdom.



1. GOD



2. CREATION



3. FALL



4. PEOPLE OF GOD



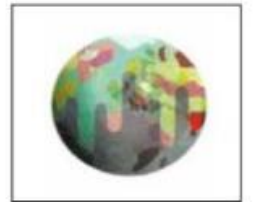
5. INCARNATION



6. GOSPEL



7. SALVATION



8. KINGDOM OF GOD

RELIGIOUS EDUCATION CURRICULUM OVERVIEW

The Saint John's curriculum is arranged so that pupils encounter these eight concepts a number of times as they move through the school. They are introduced in Reception and developed each year through teaching and learning of Biblical texts and concepts, alongside exploring other religions and other world views.

Pupils will be introduced to new concepts as different stages, building a spiral curriculum to ensure pupils are supported to think deeply about these ideas. Learning will be achieved 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.

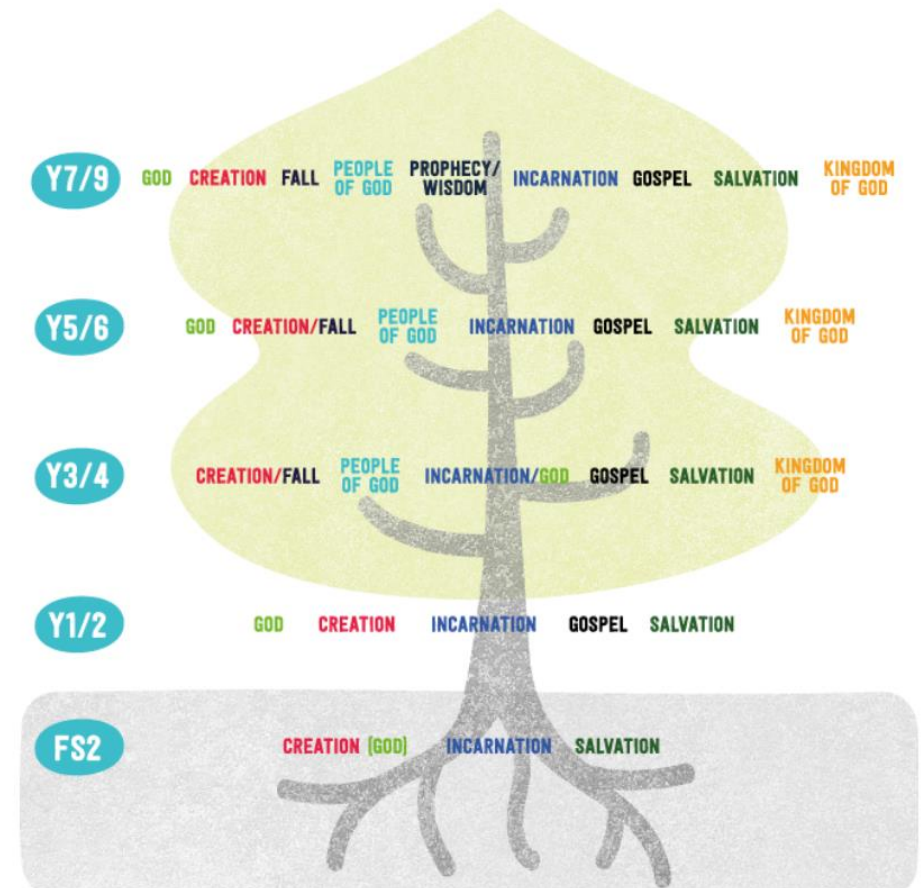


- **Making sense of the text:** developing pupils' skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of the meanings of texts for Christians.
- **Understanding the impact:** examining ways in which Christians respond to biblical 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.

Impact

Pupils' achievement can be assessed against the knowledge building blocks and against end-of-phase outcomes related to the elements above. Understanding Christianity offers coherence and progression in terms of pupils' knowledge, skills and understanding. It supports pupils' abilities to handle texts, as well as understanding how and why Christians interpret biblical texts differently. It takes seriously the role of the pupil as reader, bringing their own world to the text whilst giving them the opportunity to allow the text to enlarge their understanding of the world.

THE CONCEPTS: A SPIRAL CURRICULUM



RELIGIOUS EDUCATION CURRICULUM OVERVIEW

Saint John's Curriculum Overview

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1 Harvest	F4 Being Special: where do we belong?	CREATION 1.2 Who do Christians say made the world?	ISLAM 1.6 Who is Muslim and how do they live? (PART 1)	CREATION L2.1 What do Christians learn from the creation story?	HINDUISM L2.7 What do Hindus believe God is like?	ISLAM U2.8 What does it mean to be a Muslim in Britain today?	HINDUISM Why do Hindus want to be good?
Term 2 Christmas	INCARNATION F2 Why is Christmas special for Christians?	GOSPEL 1.10 What does it mean to belong to a faith community?	INCARNATION 1.3 Why does Christmas matter to Christians?	JUDAISM L2.10 How do festivals and family life show what matters to Jewish people?	INCARNATION L2.3 What is the Trinity and why is it important for Christians?	INCARNATION U2.3 Why do Christians believe Jesus was the Messiah?	HINDUISM Why do Hindus want to be good?
Term 3	F6 What times/stories are special and why?	GOD 1.1 What do Christians believe God is like?	ISLAM 1.6 Who is Muslim and how do they live? (PART 2)	PEOPLE OF GOD L2.2 What is it like for someone to follow God?	HINDUISM L2.8 What does it mean to be a Hindu in Britain today?	GOD U2.1 What does it mean if Christians believe God is Holy and Loving?	CREATION/FALL U2.2 Creation & Science – Conflict or Complimentary?
Term 4 Easter	SALVATION F3 Why is Easter special to Christians?	JUDAISM 1.7 Who is Jewish and how do they live?	SALVATION 1.5 Why does Easter matter to Christians?	ISLAM L2.9 How do festivals and worship show what matters to a Muslim?	SALVATION L2.5 Why do Christians call the day Jesus died 'Good Friday'?	JUDAISM U2.8 Why is the Torah so important to Jewish people?	SALVATION U2.5 What do Christians believe Jesus did to 'save' people?
Term 5	GOD/CREATION F1 Why is the word 'God' so important to Christians?	JUDAISM 1.7 Who is Jewish and how do they live?	GOSPEL 1.4 What is the 'good news' Christians believe Jesus brings?	GOSPEL L2.4 What kind of world did Jesus want?	KINGDOM OF GOD L2.6 For Christians, when Jesus left what was the impact of Pentecost ?	GOSPEL U2.4 Christians and how to live: 'What would Jesus do?'	KINGDOM OF GOD U2.6 For Christians, what kind of king is Jesus?
Term 6	SMSC F5 What places are special and why?	SMSC 9 How should we care for the world and for others, and why does it matter?	SMSC 1.8 What makes some places sacred to believers?	SMSC L2.12 How and why do people try to make the world a better place?	SMSC L2.11 How and why do people mark the significant events of life?	SMSC U2.11 Why do some people believe in God and some people not?	SMSC U2.12 How does faith help people when life gets hard?

In Term 6, there is a particular focus on Spiritual, Moral, Social and Cultural Development, as well as making overt and direct connections to the Christian values and our school aims covered during the year.