



Platt C.E Primary School

Policy Statement for Religious Education

Religious education should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together

Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.

(Religious Education Statement of Entitlement February 2019)

Introduction

At Platt C of E Primary school, pupils and their families can expect a high quality religious education (RE) curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views. As a church school, the teaching of Christianity is at the heart of our RE curriculum. Through the Understanding Christianity resource, the use of an enquiry approach engages with significant theological concepts and the pupil's own understanding of the world as part of their wider religious literacy. Using the Rochester Diocesan syllabus we learn about other religions and world views, fostering respect for them. Links with our Christian values and vision, and support for pupil's spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on

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learners. We provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied.

Aims and objectives

As stated in the Church of England Statement of Entitlement for Religious Education, our school aims for all pupils:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways of living, believing and thinking.

Curriculum for Religious Education

RE is an academic subject that has a high profile in our school curriculum. It is a priority for senior leaders, who ensure that the teaching, learning and resourcing of RE is comparable with other curriculum subjects.

This means that the RE curriculum:

- is intrinsic to the outworking of our distinctive Christian vision in enabling all pupils to flourish. In addition, it contributes to British values and to pupils' spiritual, moral, social and cultural development.

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- is delivered in an objective, critical and pluralistic manner to engage and challenge all pupils through an exploration of core concepts and questions. Lessons provide meaningful and informed dialogue with a range of religions and worldviews.
- reflects a good balance between the disciplines of theology, philosophy and human science, to enable pupils to develop their religious literacy*

**Religious Literacy: Helping children and young people hold balanced and well-informed conversations about religion and belief. (Key Principles of a balanced curriculum in RE.)*

- enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, including the ways in which it is unique and diverse, whilst engaging with biblical texts and theological ideas.
- provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help to form identity in a range of religions and worldviews.
- supports the development of other curriculum areas and other general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs.
- encompasses the full range of abilities to ensure that all flourish academically, using a wide range of teaching and learning strategies which consider the task, outcome, resource, support and pupil grouping as appropriate to pupils' needs
- offers tasks that are age appropriate, challenging and sufficiently demanding to stimulate and engage all pupils, whilst extending the most able and providing support for those who need it.
- ensures that all pupils' contributions are valued in RE as they draw on their own experiences and beliefs

Curriculum balance and time

Parents and pupils are entitled to expect that, in Church schools, Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages 1-4.

(See Appendix A)

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Schools must take note that the RE entitlement is totally separate from requirements for collective worship. Collective worship must not be considered curriculum time for RE or the teaching of RE.

Teaching and learning

Learning activities provide fully for the needs of all pupils, so that they develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. RE lessons provide a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews.

Pupils experience opportunities to learn and express themselves through an enquiry-based style of learning by:

- Posing and discussing 'big' and challenging questions
- Reading and critically analysing texts.
- Interpreting information from different sources.
- Seeking information for themselves in libraries and on computers.
- Listening to and discussing with the teacher and other pupils.
- Engaging in pair and group work.
- Exploring a range of media such as artefacts, pictures, photographs, music and drama.
- Experiencing visits and visitors.
- Taking part in outdoor learning.
- Taking time for reflection.

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. All questions, views, and opinions are treated with sensitivity and respect.

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Teachers establish clear links between elements of religious belief and practice and aspects of the children's own lives. Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

Cross-curricular links

Religious education supports the development of general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. RE also makes a major contribution to pupils' SMSC development. It addresses issues which arise in a range of subjects, such as English, art, drama and history, geography, computing, music as well as personal, social and emotional education and citizenship.

Health and Safety

Health and safety issues may arise in religious education on a number of occasions for example, when pupils:

- Handle artefacts.
- Consume food.
- Visit places of worship.

Teachers will conform to guidelines in the school's health and safety policy in these circumstances.

Assessment, Recording and Reporting

Assessment in religious education will:

- Involve identifying suitable opportunities in schemes of work such as Understanding Christianity.
- Be directly related to the expectations of the Rochester Diocesan syllabus

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- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.
- Recognise the range of skills and attitudes which the subject seeks to develop.
- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's marking policy.
- Include pupil self-assessment.
- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development.
- Enable effective reporting to parents.

Role of the RE subject leader

The subject leader will:

- Ensure that all pupils receive their legal entitlement of religious education.
- Ensure RE provision reflects the Church of England Statement of Entitlement.
- Produce and regularly review a subject policy to ensure that it remains up to date.
- Ensure all teachers know what should be taught in religious education, what resources are available, and what standards of attainment are expected at the end of each Key Stage.
- Monitor and review the implementation of policy and units of work.
- Monitor the quality and effectiveness of teaching and learning in RE and pupils' progress and standards.
- Ensure there are rigorous assessment systems in place to enable teachers and pupils to gauge progress and attainment in RE.
- Monitor, analyse and question RE assessments carried out by staff.
- Liaise with the HT and Governors to feedback on the monitoring and impact of RE across the school.
- Support colleagues by sharing new ideas and pedagogy, to help develop their subject confidence and expertise through CPD opportunities and support sessions.

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- Seek opportunities to share effective practice locally and regionally and engage in professional development for themselves and other staff members.
- Oversee the RE budget and monitor RE resources to ensure they are kept and stored respectfully and replaced where necessary.
- Ensure there is a school protocol, that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.

Resources

Religious education will be funded to enable a range of resources on different religions to be purchased, such as books for teachers, pupils and the library; posters, CDs, DVDs and artefacts. The school makes use of guidance material produced by the Diocese. Funding will also allow, where possible, visits to different places of worship and provide CPD for staff. All resources will be listed, stored, be easily accessible and kept in good condition. Resource banks will be available for both staff and pupils on all major religions and world views as appropriate.

Legal Requirements

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over).

(DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28)

The law relating to Religious Education for pupils who are not yet in key stage 1 is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes or play groups.

The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. However, in view of the Christian ethos and distinctive Christian character of our school, we would hope that all children admitted will participate fully in RE, and that anyone wishing to withdraw their child would discuss this with the headteacher before making this decision.

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Date of validation..... Signed.....

Chair of Governors

Date of review..... Signed.....

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Appendix A

INTENT

Our RE curriculum is based upon the principles of the Rochester Diocese RE syllabus; Understanding Christianity. Each area of learning is based on three key elements; making sense of the text, understanding the impact and making connections. The aim of our lessons is to enable pupils to know about and understand Christianity and other faiths by exploring key theological concepts. We hope to develop pupils' abilities to connect, critically reflect upon, evaluate and apply their own learning to their own growing understanding of religion and beliefs, of themselves, the world and human experience.

IMPLEMENTATION

Year group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1 Topic/ Theme Knowledge- What we expect pupils to know.	<p>CREATION: Why is the word 'God' so important to Christians?</p> <p>-The word god is a name. -Christians believe God is the creator of the universe. -Christians believe God made our wonderful world and so we should look after it.</p>	<p>GOD: What do Christians believe that god is like?</p> <p>-Christians believe in God, and that they find out about God in the bible.</p>	<p>CREATION: Who made the world?</p> <p>-God created the universe. -The Earth and everything in it are important to God. -God has a unique relationship with human beings as their creator and sustainer. -Humans should care for the world because it belongs to God.</p>	<p>PEOPLE OF GOD: What is it like to follow God?</p> <p>-The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God. -The People of God try to live in the way God wants, following his commands and worshipping him. -- --They believe he promises to stay with them and Bible stories show</p>	<p>CREATION: What does it mean if God is holy and loving?</p> <p>-God the creator cares for the creation, including human beings. -As human beings are part of God's good creation, they do their best when they listen to God. -The Bible tells a story (in Genesis 30 about how humans spoiled their friendship with God (sometimes called the fall) -This means that humans cannot get</p>	<p>GOD: What does it mean if God is loving and holy?</p> <p>-Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. -Christians believe God is both Holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (fall) but also being loving, forgiving and full of grace. -Christians believe God loves people so much that Jesus was born, lived, was crucified and</p>	<p>CREATION: Creation and science: conflicting or complementary? In the wider context of 'Big Questions'</p> <p>-There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. -These debates and controversies relate to the purpose and interpretation of the texts; for example, does reading Genesis as poetic account conflict with scientific accounts? -There are many scientists through</p>

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				<p>how God keeps his promises.</p>	<p>close to God without God's help. -The Bible shows that God wants to help people to be close to him- he keeps his relationship with them, gives them guidelines on good ways to live (10 commandments) and offers forgiveness even when they keep falling short. -Christians show that they want to be close to god too, through obedience and worship, which includes saying sorry for falling short.</p>	<p>rose again to show God's love. -Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. -Christians believe getting to know God is like getting to know a person rather than learning information.</p>	<p>history and now who are Christians. -The discoveries of science make Christians wonder even more about the power and majesty of the Creator.</p>
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Term 2	<p>INCARNATION Why do Christians perform Nativity plays as Christmas?</p> <p>-Christians believe God came to Earth in human form as Jesus. -Christians believe Jesus came to show that all people are precious and special to God.</p>	<p>INCARNATION Why does Christmas matter to Christians?</p> <p>-Christians believe that Jesus is God and that he was born as a baby in Bethlehem. -The Bible points out that his birth showed he was extraordinary (e.g he is worshipped as a king, in Matthew) and that he came to bring good news (e.g to the poor in Luke) -Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming.</p>	<p>INCARNATION Why does Christmas matter to Christians? DIGGING DEEPER</p> <p>-Christians believe that Jesus is God and that he was born as a baby in Bethlehem. -The Bible points out that his birth showed he was extraordinary (e.g he is worshipped as a king, in Matthew) and that he came to bring good news (e.g to the poor in Luke) -Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming.</p>	<p>INCARNATION What is the Trinity?</p> <p>-Christians believe Jesus is one of the three persons of the Trinity; God the Father, God the Son and God the Holy Spirit. -Christians believe the Father creates; he sends the Holy Spirit to his followers. -Christians worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help express the belief. -Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling</p>	<p>INCARNATION What is the Trinity? DIGGING DEEPER</p> <p>-Christians believe Jesus is one of the three persons of the Trinity; God the Father, God the Son and God the Holy Spirit. -Christians believe the Father creates; he sends the Holy Spirit to his followers. -Christians worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help express the belief. -Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</p>	<p>INCARNATION Was Jesus the Messiah?</p> <p>-Jesus was Jewish. -Christians believe Jesus is God in the flesh. -They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. -The Old Testament talks about a 'rescuer' or 'anointed one' – a messiah. Some texts talk about what this 'Messiah' would be like. -Christians believe that Jesus fulfilled these expectations, and that he is the Messiah (Jewish people do not think that he is the Messiah) -Christians see Jesus as their saviour.</p>	<p>INCARNATION Was Jesus the Messiah? DIGGING DEEPER</p> <p>-Jesus was Jewish. -Christians believe Jesus is God in the flesh. -They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. -The Old Testament talks about a 'rescuer' or 'anointed one' – a messiah. Some texts talk about what this 'Messiah' would be like. -Christians believe that Jesus fulfilled these expectations, and that he is the Messiah (Jewish people do not think that he is the Messiah)</p>

				them to follow Jesus.			-Christians see Jesus as their saviour.
Term 3	Why and how am I special?	<p>GOSPEL Wat is the good news that Jesus brings?</p> <p>-Christians believe Jesus brings good news for all people. -For Christian, this good news includes being loved by god, and being forgiven for bad things. -Christians believe Jesus is a friend to the poor and friendless. -Christians believe Jesus' teachings make people think hard about how to love and show them the right way.</p>	<p>GOSPEL Wat is the good news that Jesus brings?</p> <p>DIGGING DEEPER</p> <p>-Christians believe Jesus brings good news for all people. -For Christian, this good news includes being loved by god, and being forgiven for bad things. -Christians believe Jesus is a friend to the poor and friendless. -Christians believe Jesus' teachings make people think hard about how to love and show them the right way.</p>	<p>SIKHISM What is important for Sikh people?</p> <p>What is important for Sikh people?</p> <p>- Sikhs believe that there is only one God, who they have several names for. (Waheguru) - Sikhs try to put the teachings and examples of the 10 gurus into daily practice by living a good life, treating everyone equally and sharing all they have. - It is important for Sikh's to belong to a community of</p>	<p>GOSPEL What kind of world did Jesus want?</p> <p>-Christians believe Jesus challenges everyone about how to live- he sets the example for loving God and your neighbour, putting others first. -Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people. -Christians believe Jesus' life shows what it means to love God and love your neighbour.</p>	<p>PEOPLE OF GOD How can following God bring freedom and justice?</p> <p>-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. -The story of Moses and Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and</p>	<p>GOSPEL What would Jesus do?</p> <p>-Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour; it is that Jesus offers a way to heal the damage done by human sins. -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.</p>

				<p>believers called the Khalsa. - Khalsa Sikhs wear 5 articles of faith which reminds them of their faith and duty as a Sikh.</p>	<p>-Christians try to be like Jesus- they want to know him better and better. -Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.</p>	<p>resurrection also rescue people from slavery to sin. -Christians apply this idea to living today by trying to serve God and to bring freedom to others, for example by loving others, caring for them, bringing health, food, justice and telling the story of Jesus. -Christians see the Christian Church as part of the ongoing story of People of god, and try to live in a way that attracts others to God, for example as salt and light in the world.</p>	<p>-Christians believe that Jesus' good news transforms lives now, but also points towards a restored, transformed life in the future. -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.</p>
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Term 4	<p>SALVATION Why do Christians put a cross in an Easter Garden?</p> <p>-Christians remember Jesus' last week at Easter. -Jesus' name means 'He saves'. -Christians believe Jesus came to show God's love. -Christians try to show love to others.</p>	<p>SALVATION Why does Easter matter to Christians?</p> <p>-Easter is important in the 'big story' of the Bible. Jesus showed that he is willing to forgive all people, even for putting him on the cross. -Christians believe Jesus builds a bridge between God and humans.</p>	<p>SALVATION Why does Easter matter to Christians? DIGGING DEEPER</p> <p>-Easter is important in the 'big story' of the Bible. Jesus showed that he is willing to forgive all people, even for putting him on the cross. -Christians believe Jesus builds a bridge between God and humans.</p>	<p>SALVATION Why do Christians call the day Jesus died 'Good Friday'?</p> <p>-Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. -The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus</p>	<p>SALVATION Why do Christians call the day Jesus died 'Good Friday'? DIGGING DEEPER</p> <p>-Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. -The various events of Holy Week, such as the Last Supper, were important in showing the disciples what</p>	<p>SALVATION What did Jesus do to save human beings?</p> <p>-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. -The Gospels give accounts of Jesus' death and resurrection. -The New Testament says that Jesus' death somehow 'for us'.</p>	<p>SALVATION What difference does the resurrection make for Christians?</p> <p>-Christians remember Jesus' sacrifice through the Holy Communion (also called the Lord's supper, the Eucharist or the Mass). -Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.</p>

		-Christians believe Jesus rose from the dead, giving people hope of a new life.	-Christians believe Jesus rose from the dead, giving people hope of a new life.	came to earth to do, -Christians today trust that Jesus really did rise from the dead, and so is still alive today. -Christians remember and celebrate Jesus' last week, death and resurrection.	Jesus came to earth to do, -Christians today trust that Jesus really did rise from the dead, and so is still alive today. -Christians remember and celebrate Jesus' last week, death and resurrection.	-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 for the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom.	-This belief gives Christians hope for life with God, starting now and continuing in a new life (Heaven) -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.
Term 5	<p>What can we learn from the Old Testament stories?</p> <p>-The Old Testament is at the beginning of the Bible. -The Old Testament is special to Christian and Jewish People. -Compare two stories from the Old Testament and talk about promises and trust. -Know that these stories help Christian and Jewish people live. -Know what a promise is and why</p>	<p>What are the stories that are told in other faith traditions?</p> <p>- Jewish people believe in one God, who forgives people when they say sorry. - Jewish stories are written in the Torah. -Retell a story from the Jewish faith tradition. - Muslim people believe in one God, Allah, who made the world and wants people to care for it.</p>	<p>JUDAISM-</p> <p>-How do Jewish people remember and celebrate? -Jewish people learn about God from their own special book called the TORAH. This is a 'sacred' instead of special book. -Understand what Shabbat entails and what customs are followed. (beliefs behind, customs, food -Moses and how he is important to Jewish people. -The book of Exodus is a</p>	<p>KINGDOM OF GOD-</p> <p>When Jesus left, what was the impact of Pentecost?</p> <p>-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 -Christians believe Jesus is still alive, and rules in their hearts and lives through the Holy</p>	<p>HINDUISM: What do Hindu people believe about god?</p> <p>-Hinduism describes the many religious beliefs and practices that developed in India over the past 4500 years -Hindu people believe in the supreme being Brahman that is in every living thing -Hindu people worship many aspects of Brahman through different deities -Know some stories and how these may impact the lives of Hindu people.</p>	<p>ISLAM:</p> <p>What do Muslims believe about the way they should live their lives and why?</p> <p>- Muslims believe that there is only one God, Allah, who created the entire universe, and that Muhammad (peace be upon him) is his final messenger on earth. -Muslims express their lives on the beliefs expressed in the five pillars of Islam. -The Shahadah is the Muslim declaration of belief in the oneness of God and on Muhammad as his final Prophet. Recitation of the</p>	<p>BUDDHISM:</p> <p>What do Buddhists believe about the way they should live their lives and why?</p> <p>-Buddhism is a spiritual tradition that focuses on personal spiritual development and the attainment of a deep insight into the true nature of life. -Buddhists seek to reach a state of <i>nirvana</i>, following the path of the Buddha, Siddhartha Gautama, who went on a quest for enlightenment around the sixth century BC. -Buddhists have no belief in a personal god.</p>

	<p>it is important to keep a promise. -Know what the value of trust is and what it means.</p>	<p>-Muslim stories are written in the Qur'an. -Retell a story from the Muslim faith tradition. - Hindu people believe in one supreme God Brahman in the forms of many gods and goddesses. -Hindu stories are written in many books. -Retell a story from the Hindu tradition.</p>	<p>continuation of the story of Genesis and is the history of Jewish people. A Hebrew Bible does not contain stories about Jesus.</p>	<p>Spirit, if they let him. -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. -Christians celebrate Pentecost as the beginning of the Church. -Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.</p>		<p>shahadah is one of the Five Pillars of Islam for Muslims and is said daily. -Muslims are intensely aware of their relationship with Allah, and aware that everything in the world exists because Allah chose that it should. This gives Muslims a whole new meaning to life, it lifts many responsibilities, and replaces them with the single aim of living life in the way that Allah wants them to live it. -Muslims have to establish a constant link with God in their everyday lives - prayer is perhaps the best way to do that, and prayer is the second Pillar of Islam. If it's possible, a Muslim should pray five times a day, at set times, and facing Mecca. You can pray almost anywhere. -The mosque is an important place of prayer, learning and meeting for the Muslim community.</p>	<p>-Buddhists believe that nothing is fixed or permanent and that change is always possible. -Buddhists believe that the path to Enlightenment is through the practice and development of morality, meditation and wisdom. -Buddhists believe that life is both endless and subject to impermanence, suffering and uncertainty. These states are called the <i>tilakhana</i>, or the three signs of existence. -Buddhists believe that existence is endless because individuals are reincarnated over and over again, experiencing suffering throughout many lives. -Buddhists believe that it is impermanent because no state, good or bad, lasts forever and that a mistaken belief that things can last is a chief cause of suffering. -The history of <u>Buddhism</u> is the story of</p>
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						-The Qur'an specifies that all Muslims must pay to help people in need.	one man's spiritual journey to enlightenment, and of the teachings and ways of living that developed from it.
Term 6	What can we learn from the New Testament Stories?	<p>What are the stories that are told in other faith traditions?</p> <ul style="list-style-type: none"> - Sikh people believe in one God, learn from the ten gurus and have a holy book called the Guru Granth Sahib -Retell a story from the Sikh faith tradition. -Buddhist people learn important things about the Buddha and from the stories within the Buddhist tradition. -Retell a story from the Buddhist faith tradition. -There are different stories told in various cultures that help people to understand the 	<p>JUDAISM: Why are stories important for Jewish people?</p> <ul style="list-style-type: none"> -The story of Moses and how he led the people out of EYGP.T. -The symbolism of the Seder plate. -The story of HANUKKAH and the meaning of the story. -Jewish people have Menorah (7 branched candle holder) and why this is so important. -Introduce the word MITZVAH. Explain that the Jewish people use the word MITZVAH for a 	<p>SIKHISM: How do Sikh people worship and celebrate?</p> <ul style="list-style-type: none"> - Sikhs can worship at any time or day, at home or in the Gurdwara. - Sikhs are expected to pray three times a day and mediate and recite words from the holy scriptures - Sikh people respect and regard The Guru Granth Sahib as a living Guru. - The Gurdwara is place that is welcome and open to everyone and is known as the 'doorway to the house of God' - All Sikhs are encouraged by their 	<p>HINDUISM: How do Hindu people worship and celebrate?</p> <ul style="list-style-type: none"> - Hindu people worship at home and in a mandir -How and why Hindu people celebrate Diwali, Holi and Raksha Bandan -Explain why families are important for Hindu people -Express my own ideas about worship, celebrations and families 	<p>ISLAM: What do Muslims believe about the way they should live their lives and why?</p> <ul style="list-style-type: none"> -If you're a Muslim it's not enough just to give money for the poor; you're expected to understand what it feels like to be poor and hungry, and to go without food and drink so once a year, for a month called Ramadan, all Muslims fast from first light until sunset. -Muslim people believe that it is their duty to perform hajj (pilgrimage) to Mecca, the most sacred Muslim site, at least once in their lifetime if they are able. -The five pillars of Islam are both valuable and challenging for Muslim people and that they 	<p>KINGDOM OF GOD What kind of King is Jesus?</p> <ul style="list-style-type: none"> -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. -The parables suggest that there will be a future Kingdom, where God's reign will be complete. -The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. -Many Christians try to extend the Kingdom of God by challenging unjust social structures

		world around them. -Talk about the things that we can learn from the stories that I have explored.	good deed or action.	Guru (Guru Granth Sahib) to perform Seva or Selfless Service. - Vaisakhi is the biggest and most important Sikh festival, where they remember the founding of the Khalsa and the Sikh New Year.		make a difference to individuals but also to the whole of the Muslim community (Ummah)	in their locality and in the world.
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IMPACT

By the end of KS2 our students should be able to :

Making sense of the text:

- Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied.
- Identify at least five different types of biblical texts, using technical terms accurately.
- Explain connections between biblical texts and the key concepts studied, using theological terms.
- Taking account of the contexts, suggest meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.

Understanding the impact:

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-Make clear connections between the Bible texts and concepts studied with what Christians believe, how Christians worship and how Christians behave in their whole lives, their church communities, and in the wider world.

-Show how Christians put their beliefs into practice in different ways, for example in different denominations.

Making connections:

-Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses.

-Weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.