



# Religious Education

## *Understanding others through understanding beliefs.*

As a Church of England School, we follow the Hampshire Local Agreed Syllabus "Living Difference" and design our RE curriculum accordingly. This is also supplemented by "Understanding Christianity", which is recommended by our Local Diocesan Board (Winchester & Portsmouth).

### **An Overview of Living Difference 111**

- This is the locally agreed syllabus for Hampshire, Portsmouth, Southampton and the Isle of Wight and was most recently re-published in December 2016. It is the legal document to be followed for the teaching of RE locally.
- It is equal in status to all other subjects but is not subject to national prescription.
- It should be taught in all schools but parents do have the right to withdraw their children.
- Year R and KS1 should teach RE for at least 36 hours per year.
- The key skills to be taught are the enquiry skills of:
  - communicate:** children can talk about and describe their own responses to their experiences of the concepts explored
  - apply:** they can identify simple examples of how their responses relate to events in their own lives and the lives of others
  - enquire:** identify and talk about key concepts explored that are common to all people
  - contextualise:** examine what this means for different religions in their daily lives
  - evaluate:** reflect on what this means from different religious perspectives and for them personally.
- In Year R and KS1 the children are required to study Christianity and one other religion.
- There are **A** concepts: those common to all people, **B** concepts: those shared by many religions, **C** concepts: distinctive to particular religions.

### **In Year R the following areas can be assessed through RE teaching:-**

*Making relationships:* listening, sharing knowledge and asking questions

*Self-confidence:* understand their impact on others

*Listening and attention:* listening and responding to others appropriately

*Understanding:* beginning to understand how and why questions

*Speaking:* developing narratives and connecting their ideas, recreating roles

*People and communities*: talk about significant events, show interest in others, remember special times, know what makes them unique, talks about families  
*Being imaginative*: creates representations of events, people and places

## **An Overview of Understanding Christianity**

### **Key purpose**

To support pupils in developing their understanding of Christianity, as a contribution to their understanding of the world and their own experience within it.

### **Aims**

- To enable pupils to know about and understand Christianity as a living world faith, by understanding their impact in the lives of Christians
- To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of Christianity, of religion and belief more widely, of themselves, the world and human experience.

### **Concepts:**

There are 8 key concepts that are revisited throughout the scheme. They are:

**God, Creation, The Fall, The People of God, Incarnation, The Gospel, Salvation, Kingdom of God**

### **The way in which each unit is studied is through:**

**Making sense of the text:** reading, interpreting and understanding Biblical texts

**Making connections:** evaluating, reflecting and making connections between their lives and what they have learnt

**Understanding the impact:** how do Christians respond to this teaching and put their faith into action

RE is a statutory part of the Curriculum. Our main study is Christianity, which we also compare with Judaism. In our schools, we aim to respond to the needs and different faiths from within our school communities.

Please come and talk with us if you would like to know more about RE in our schools. It is our mission to ensure that quality of provision, inclusion and accessibility to the curriculum is at the heart of what we strive to do.

Please refer to the table below to see how our curriculum sequence is designed.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	<b>God/Creation</b> Why is the word God so Important to Christians? Introducing the Big Frieze.	<b>Incarnation</b> Celebrating birth Jesus Why is celebrating Jesus' birth important for Christians?	<b>Story telling</b>  What can be learnt from Jesus' stories?	<b>Salvation</b> Why do Christians put a cross in an Easter garden?	<b>Special</b> What things are special to Jews?  <b>Alternative Religion: Judaism</b>	<b>Special</b> What places are special to Christians and Jews? <b>Alternative Religion: Judaism</b>
Year 1	<b>Creation</b> Who made the world?	<b>Incarnation</b> (Why does Christmas matter to Christians?) <b>Core learning section</b>	<b>God</b> (What do Christians believe God is like?)	<b>Sadness to Gladness -Easter</b>	<b>Belonging</b> Judaism  <b>Alternative Religion: Judaism</b>	<b>Remembering</b> Is Shabbat important to Jewish children? <b>Alternative Religion: Judaism</b>
Year 2	<b>Thankfulness</b> Sukkot (see Harvest RE pack and Y2 RE planning for Format) <b>Alternative Religion: Judaism</b>	<b>Incarnation</b> How do Christians use symbols at Christmas? <b>Digging Deeper section</b>	<b>Remembering</b> Passover How does Remembering make us feel?  <b>Alternative Religion: Judaism</b>	<b>Salvation</b> Why does Easter matter to Christians?	<b>Gospel</b> What is the Good News Jesus brings?	<b>Temptation</b> Making Choices
<b>Assessment Focus</b>	<b>Communicate</b> Think about things in your own life connected with the big Idea.	<b>Apply</b> What difference does the big idea make to your life?	<b>Enquire</b> What do you think the big idea means?	<b>Contextualise</b> What do religious people do with this big idea?	<b>Evaluate</b> Why is this big idea important to religious people?	<b>Evaluate</b> Why is this big idea important to religious people?

Blue text – New Understanding Christianity programme Black Text – Living difference – Hampshire RE Red text – Where Judaism is either the focus or a linked faith