

## RE

### What is the intent?

As a Church of England Academy RE has an added importance in all aspects of daily life. We aim to serve our community by providing an education of the highest quality within the context of Christian belief and practice. Drawing from schemes of learning Understanding Christianity and Awareness Mystery Value (AMV), children learn about the core concepts of Christian faith, other faiths and beliefs and those of no faith. The children use the concepts from Understanding Christianity and AMV to understand, reflect and make connections to their own lives, communities and the wider world.

In EYFS and KS1 RE, children begin their journey by understanding the bible and the impact this has on Christians. Using this knowledge, children will make connections between key parts of the bible and their own experiences in the world. Children will begin to understand that Christianity is a way of living across the world, and explore core key theological concepts. Using AMV, children become secure in their knowledge and understanding of other faiths (Hinduism, Judaism & Islam) and non-religious views (Humanism).

In KS2 RE, children will build upon their knowledge and understanding of Christianity as a world faith and learn a wider range of biblical texts. Children develop their abilities to critically reflect upon their learning and are encouraged to ask questions about what they have learned. Children understand how biblical texts guide and impact the lives of Christians, while understanding further theological concepts, the world and human experience. Using AMV, children build on their secure knowledge and understanding of other faiths (Hinduism, Judaism & Islam) and non-religious views (Humanism).

- Children will be taught **RE skills**: Interpretation and use of biblical texts, evaluating reflecting and connecting concepts to their own life experiences, examining the way Christians respond to biblical texts and how to put their beliefs into action within the Christian community and the wider world. Using AMV, children will develop the skills of investigation, interpretation, reflection, empathy, evaluation, analysis, synthesis, application, expression & self-understanding.
- **British values** are embedded in the sequence of RE teaching through the HomeSchool Values initiative i.e, democracy and rule of law.
- **School Values** Each term children are given a new value to understand and demonstrate in their daily behaviour. Values such as Generosity and Compassion encourage children to distinguish right from wrong, build a respect for others and their environment while providing harmony and tolerance between different cultures.
- Children will learn through the **Theological Concepts** of Christian Salvation, God, Incarnation & Agape.
- Children will be taught specific, technical , **vocabulary such as**: salvation, incarnation, deity, atheist & covenant.
- Children will be given opportunities to understand religious texts, question aspects of these, share how religious values impact their own lives.

- Children will have **first-hand opportunities** to learn, discuss and participate in Christian teachings and during weekly Church Worship which is led by members of local churches

## Implementation

By following Understanding Christianity and Awareness Mystery Value (AMV), children's knowledge and understanding of Religious education is built upon year on year.

 <b>BERROW PRIMARY CHURCH ACADEMY RELIGIOUS EDUCATION OVERVIEW</b>			
	Learning Enquiry One	Learning Enquiry Two	Learning Enquiry Three
<b>EYFS</b> Faiths: <b>Christianity</b> and <b>Judaism</b>	What makes me unique and belong? Term 1 AMV Unit 1 - replaced with Understanding <b>Christianity</b> unit F1-God / Creation - Why is the word 'God' so important to Christians? Term 2 Unit F2 – Incarnation	What makes living things grow and change? Term 3 AMV Unit 2 – Why are <b>some times</b> special? ( <b>Judaism</b> & <b>Christianity</b> ) Term 4 Understanding <b>Christianity</b> unit F3- Salvation	What do other countries look like? Term 5 and 6 AMV Unit 9 Why is Jesus important?
<b>Year One</b> Faiths: <b>Christianity</b> and <b>Hinduism</b>	What is around me? Term 1 AMV unit 8 – replaced with Understanding <b>Christianity</b> Unit Creation 1.2 – Who made the world? Term 2 Incarnation 1.3	What is my village like now? Term 3 AMV unit 6 – How should we live our lives? <b>Judaism</b> and <b>Christianity</b> Term 4 Understanding <b>Christianity</b> Salvation 1.5 Why does Easter matter to Christians?	What are things made from? Term 5 and 6 AMV unit 7- Why are some places special? ( <b>Hinduism</b> & <b>Christianity</b> )
<b>Year Two</b> Faiths: <b>Christianity</b> , <b>Judaism</b> , <b>Islam</b>	What helps living things grow and thrive? Term 1 AMV unit 4 –Where do we belong? ( <b>Christianity</b> , <b>Judaism</b> , <b>Islam</b> ) Term 2 Understanding <b>Christianity</b> - Incarnation	What difference can a person make? Term 3 AMV unit 3 – Why are some stories special? ( <b>Christianity</b> , <b>Hinduism</b> , <b>Judaism</b> , <b>Islam</b> ) Term 4 Understanding <b>Christianity</b> – Salvation	What we will see when we explore the world? Term 5 and 6 AMV unit 5 – How we celebrate our journey through life. <b>Christianity</b> , <b>Islam</b>

<b>Year Three</b> Faiths: <b>Christianity</b> and <b>Islam</b>	How has electricity improved life? Term 1 AMV unit 1 – What's important to me? replaced with Understanding <b>Christianity</b> units People of God Term 2 Understanding <b>Christianity</b> Incarnation	How did people start to settle? Term 3 AMV unit 3 – Why do religious books and teachings matter? <b>Hinduism</b> and <b>Christianity</b> Term 4 Understanding <b>Christianity</b> Salvation	How did civilisations grow? Term 5 and 6 AMV unit 5 – Why are some journeys and places special? <b>Christianity</b> and <b>Islam</b>
<b>Year Four</b> Faiths: <b>Christianity</b> , <b>Hinduism</b> (can also do Sikhism)	How did the Roman invasion change life in Britain? Term 1 AMV unit 7- How do people express their beliefs, identity and experience? Term 2 Understanding <b>Christianity</b> – Incarnation What is the Trinity?	How is the natural world unpredictable? Term 3 AMV unit 4- replace with Understanding <b>Christianity</b> – People of God Term 4 Understanding <b>Christianity</b> –Salvation	How do animals survive and thrive? Term 5 and 6 AMV unit 10 – What does it mean to belong to a religion? - <b>Hinduism</b> ( <b>Sikhism</b> can be added if needed)
<b>Year Five</b> Faiths: <b>Christianity</b> , <b>Judaism</b>	Why do people invade and settle? Term 1 AMV unit 8- replaced with U/C- Creation / Fall 2a.1 - What do <b>Christians</b> learn from the Christian story? Term 2 Incarnation – Was Jesus the Messiah?	Why is our world unequal? Term 3 AMV unit 2 – What can we learn from the life and teaching of Jesus? Term 4 Understanding <b>Christianity</b> – Salvation- Why do Christians call the day Jesus died 'Good Friday'?	Why is it important to look after our world? Term 5 and 6 AMV unit 12 – What does it mean to belong to a religion? <b>Judaism</b>
<b>Year Six</b> Faiths: <b>Christianity</b> , <b>Islam</b> , <b>Hinduism</b> , <b>Sikhism</b>	Why must we remember? Term 1 AMV unit 9 – How can we live and who can inspire us? <b>Judaism</b> , <b>Christianity</b> , <b>Sikhism</b> , <b>Hinduism</b> Term 2 Incarnation – Was Jesus the Messiah?	Why is power important? Term 3 was AMV unit 6 – replaced with Understanding <b>Christianity</b> - Gospel 2b5 What would Jesus do? Term 4 Salvation 2b7 – What difference does the resurrection make to <b>Christians</b> ?	Why do we need to adapt and change? Term 5 and 6 AMV unit 11 – What does it mean to belong to a religion? <b>Islam</b>

## End Points

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### Key stage 1

- retell and suggest meanings to some religious and moral stories.
- ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.
- observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- notice and respond sensitively to some similarities between different religions and worldviews.
- explore questions about belonging, meaning and truth so that they can express their own ideas and opinions.
- find out about and respond with ideas to examples of co-operation between people who are different

### Key stage 2

- describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas.
- explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. - describe and understand links between stories and other aspects of the communities they are investigating.
- observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
- understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
- observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.
- discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth. - talk about visits to different places of worship and visits from people of different faiths with tolerance and respect

## **The impact of excellent teaching will mean every child leaving Berrow will:**

Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
- appreciate and appraise varied dimensions of religion or a worldview.

Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives