

# Curriculum Statement

## RE

*Hooked on Thinking*

Working With and For Local Families



### Intent – Religious Education at Hindhayes.

Recent research used to inform practice: **Awareness, Mystery and Value (AMV): The agreed syllabus for Religious Education in Somerset 2019. Religious Education in English schools non-statutory guidance: DFE 2010, The Somerset SACRE "Christianity – Teacher's guide 2019**

At Hindhayes we teach the AMV curriculum set out by Somerset County Council. Our RE lessons are intended to offer a broad and rich RE curriculum to allow for coverage of the areas prescribed; to allow for a variety of ways to explore religions, their community and personal development and wellbeing. The lessons have an intention of providing a high quality, coherent and progressive experience of the subject, with scope for cross-curricular learning. Through each unit, children will know about and understand a range of religions and world views. They will be able to identify, investigate and respond to a variety of issues. SMSC, personal growth and community cohesion are featured throughout each strand and are there to ensure opportunities for children to develop positive attitudes and values and to reflect on and relate their learning in RE to their own experiences. The intent is to make sure that children understand the relevance of RE in today's modern world and how it affects our lives. During the foundation stage, children begin to explore the world of religion and belief in terms of special people, books, times, places and objects, visiting places of worship and through celebration. Children listen to and talk about stories. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression. They reflect upon their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

### Implementation

By the end of Key Stage One, all pupils must be secure in their knowledge and understanding of the following:

Christianity Key belief – Salvation

- To know that the Christian Holy book is called the Bible, and that it is divided into two parts – Old Testament (which Christians share with Judaism – Jesus was a Jew) and New Testament. To be able to recall some stories from the Bible associated with the last eight days of Jesus' life and raise and answer questions in relation to the Easter story.
- Understand that Christians believe that Jesus died so that people can be forgiven by God and that Christians believe that Jesus rose from the dead, giving hope of a new life.

Belief – God (\*God + Creation)

- Christians find out about what God is like and how he wants people to live from the Bible.
- Christians believe that God created the world and expects humans to care for His world because it belongs to God.
- Raise and suggest answers to relevant questions in response to their enquiry into what Christians believe about God.

Belief – Incarnation

- To recall stories from the Bible associated with the birth of Jesus. To understand that Christians find out about what Jesus is like and how he wants people to live from the Bible.
- Understand that Advent is the time before Christmas when Christians get ready for Jesus coming and be able to raise and suggest answers related to the Christmas story.

Belief – Agape (selfless, sacrificial, unconditional love) (\*Gospel)

- Jesus taught that people should be loving, kind and forgiving to everyone because this is what God is like.
- Recall the story of the Unmerciful Servant Matthew 18:23-34, linking it to forgiveness. Understand that, just as Christians believe that God forgives them, Jesus wants them to forgive everyone. To understand that Christians are reminded about these things every time they pray the Lord's prayer. Reflect on the implications of this story for Christians and for themselves today.

Coverage of religions required at foundation and KS1 is Christianity plus one other religion from: Hinduism, Islam or Judaism. Non-religious views (e.g. Humanism) must also be represented. The Christianity assessment has been annotated to support the Understanding Christianity resources. By the end of KS1, all pupils must be secure in their knowledge and understanding of the following assessment objectives. This syllabus reflects two key indicators of attainment. Attainment Target 1: learning about religion and Attainment Target 2: learning from religion.

Islam: Key belief – Islam (Submission to the will of Allah)

- Know that Muslims call God 'Allah' which means "The –God" (Al-Lah) • Know Muslims believe that Allah created all things which exist. • Understand that although Allah created everything, humans have been given the responsibility to look after that creation (Khalifah). • Know that Muhammad taught Muslims that there are 99 names for Allah which describe what He is like. • Raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in Allah and Khalifah. • Attempt to support their answers using reasons and/or information

Belief – Iman (faith) Messengers of Allah

- Associate artefacts like prayer mats, mosques and the Qur'an with Islam. • Use the word 'Muslim' correctly to refer to a follower of the religion of Islam. • Identify Muhammad as a man who is deeply respected in Islam as the Messenger of God. • Recall the story of the first revelation Muhammad received – the Night of Power: • Muhammad is in a cave on Mt Hira • He sees the Angel Gabriel • He is told to recite (Iqra) a book being held in front of him. • Muhammad replies he cannot read • On the third instruction he can read the message • Identify the two main beliefs of Islam as: • the belief in only one God, and • the belief that Muhammad is the Messenger of God • Raise and suggest answers to relevant questions in response to the story of Muhammad's first revelation. • Attempt to support their answers using reasons and/or information

.Throughout the foundation stage, children are introduced to the world of religion and belief through focusing on special people, places, objects, stories, music and celebrations. They learn to recognise that religion is important to some people in their local community. They reflect on what is important to themselves and others. They engage with RE through a range of resources especially stories, artefacts, pictures, posters, ICT and simple songs, dance and drama. They reflect on and share their own feelings and become aware of the feelings of others.

### Impact

We believe that the impact of using AMV lessons as the basis of our RE curriculum will be for children to have a better understanding of the religions that make up the UK landscape and how they can learn from and work alongside each other to create community cohesion. All children will be more informed about their position in the world, and the decisions they can make impacting their future. All children in school will be able to talk confidently about their wellbeing, moral and cultural development for the society in which they live. The RE curriculum will promote inquisitive minds, respect, tolerance and understanding for all those around them including themselves. AMV lessons enable high quality work to be produced and evidenced, showcasing a deep understanding of the main religions of the world, their community and their future. This evidence will be seen through using the correct vocabulary, explanations and respectful opinions, as well as cross-curricular evidence, for example religious and cultural art work, drama, craft and presentations. Impact will be seen by all teachers and children enjoying the experience of teaching and learning RE and understanding how it can help them in their future.