

RELIGIOUS EDUCATION
at CHACEWATER

INTENT

- To explore what people believe and what difference this makes to how they live. This allows our pupils to gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. Our principle aim is developed through the following points:
- Make sense of a range of religious and non-religious beliefs.
- Understand the impact and significance of religious and non-religious beliefs
- Make connections between religious and non-religious beliefs, concepts, practices and ideas studied.

IMPLEMENTATION

- Our curriculum is based on the Cornwall Agreed Syllabus. Although not a church school, there are strong links with the local religious communities. The school regularly uses the local church to support the curriculum, for Harvest and Christmas celebrations. Fortnightly, the school receives "Open the Book Assemblies" based on stories from the Bible delivered by members from our local religious community.
- The teaching and learning approach to R.E. Chacewater has three core elements, as set out in the Cornwall Agreed Syllabus: **Making Sense of Beliefs, Making Connections** and **Understanding the Impact**.

IMPACT

- Children will express their understanding of the core concepts of world religions and the rich diversity of beliefs in the United Kingdom. Children will gain knowledge and understanding of religion in the local community and places linked to religion, such as the local church and different faith communities.

WHOLE SCHOOL COVERAGE

Colour coded for each religion

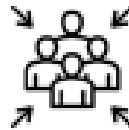
Chacewater School RE Theme Map						
	Autumn Term		Spring Term		Summer Term	
EYFS	<u>Christianity</u> Unit F4 Being Special: where do we belong? F4	<u>Christianity</u> Unit F2 INCARNATION: Why do Christians perform Nativity Plays at Christmas?	<u>Christianity, Islam, Judaism</u> Unit F6: What times/stories are special and why? F6	<u>Christianity</u> Unit F3 SALVATION: Why is Easter special to Christians?	<u>Christianity</u> Unit F1 GOD/ CREATION: Why is the word 'God' so important to Christians?	<u>Christianity, Islam, Judaism</u> Unit F5: What places are special and why?
Year 1	<u>Christianity</u> Unit 1.2 CREATION: Who Made the World? Harvest	<u>Christianity, Islam, Judaism</u> Unit 1. 10 What does it mean to belong to a faith community?	<u>Christianity</u> Unit 1.1 GOD: What do Christians believe God is Like?	<u>Judaism</u> Unit 1.7 (Part 1) Who is Jewish and how do they live?	<u>Judaism</u> Unit 1.7 (Part 2) Who is Jewish and how do they live?	<u>Christianity and Judaism</u> Unit 1.9 How should we care for the world and for others, and why does it matter?
Year 2	<u>Christianity</u> Unit 1.4 GOSPEL: What is the good news Jesus brings?	<u>Christianity</u> Unit 1.3 INCARNATION: Why does Christmas matter to Christians?	<u>Christianity, Islam, Judaism</u> Unit 1.8: What makes some people and places in Cornwall Sacred?	<u>Christianity</u> Unit 1.5 SALVATION: Why does Easter matter to Christians?	<u>Islam</u> Unit 1.6 (Part 1) Who is Muslim and how do they live?	<u>Islam</u> Unit 1.6 (Part 2) Who is Muslim and how do they live?
Year 3	<u>Christianity</u> Unit 2.1: CREATION/ FALL: What do Christians learn from the creation story?	<u>Hinduism</u> Unit 2.7 What do Hindus believe God is like?	<u>Hinduism</u> Unit 2.8 What does it mean to be a Hindu in Britain today?	<u>Christianity</u> Unit 2.5 SALVATION: Why do Christians call the day Jesus died 'Good Friday'? Easter	<u>Christianity</u> Unit 2.2 PEOPLE OF GOD: What is it like to follow God?	<u>Christianity, Islam, Judaism</u> Unit 2.12 How and why do religious and non-religious people try to make the world a better place?
Year 4	<u>Christianity</u> Unit 2.3 INCARNATION/ GOD: What is the Trinity?	<u>Judaism</u> Unit 2.10 How do festivals and family life show what matters to Jewish people?	<u>Christianity</u> Unit 2.4 GOSPEL: What kind of world did Jesus want?	<u>Christianity, Judaism & Hinduism</u> Unit 2.11 How and why do people mark significant events of life?	<u>Christianity</u> Unit 2.6 KINGDOM OF GOD: When Jesus left what was the impact of Pentecost?	<u>Islam</u> Unit 2.9 How do festivals and worship show what matters to a Muslim?
Year 5	<u>Islam</u> Unit 2.8 What does it mean to be a Muslim in Britain today?	<u>Christianity</u> Unit 2.3 INCARNATION Why do Christians believe Jesus was the Messiah? Christmas	<u>Christianity</u> Unit 2.1: GOD: What does it mean if God is Holy and Loving?	<u>Judaism</u> Unit 2.9 Why is the Torah so important to Jewish people?	<u>Christianity</u> Unit 2.4 GOSPEL: What would Jesus do? How do Christians decide to live?	<u>Christianity and Humanists</u> Unit 2.10 What matters most to Humanists and Christians?
Year 6	<u>Hinduism</u> Unit 2.7 Why do Hindus want to be good?		<u>Christianity</u> Unit 2.2 CREATION/ FALL: Creation & Science – Conflict or Complimentary?	<u>Christianity</u> Unit 2.5 Salvation What did Christians believe Jesus did to save people?	<u>Christianity</u> Unit 2.3 PEOPLE OF GOD: How can following God bring freedom and Justice?	<u>Christianity, Hinduism and a non-religious view</u> Unit 2.12 Does faith help people in Cornwall when life gets hard?

LEARNING FOCUS

Your main unit question - This stays the same for the whole unit.	The religion you are focusing on	The symbol of the religion you are focusing on.
The enquiry question for that lesson	Religious Education - Hinduism 	
What does it mean to be a Hindu in Britain today?		
How do Hindus show their faith within their families in Britain?		
Learning focus 	To be able to describe how Hindus celebrate their religion at home?	
Key vocabulary	Puja, diva lamp, murti, worship, shrine, deity, aarti	
The symbol linked to the learning		

Symbols linked to our learning

Hinduism	Christianity	Judaism	Islam	Humanist
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<u>Making sense of the text</u> 	Skills of reading and interpretation of biblical texts Making sense of the meanings of the texts
<u>Understanding the impact</u> 	-Ways that people respond to biblical texts and teachings -How people put their beliefs into actions
<u>Making links</u> 	-Evaluating, reflecting on and connecting texts and concepts studied -Possible connections between concepts learnt, children's own lives and ways of understanding the world.

HINDUISM



- This symbol represents the 'AUM' (OM) which represents the three aspects of God: the Brahma (A), the Vishnu (U) and the Shiva (M).

Brahma
(creation)



Shiva
(destruction)

Vishnu
(Preservation)

CHRISTIANITY



- The symbol represents the cross, the Crucifixion of Jesus and sacrifice he made for Christians



JUDAISM

- The symbol is The Star of David which shows the connection between God and the people. It also symbolises the seven virtues linking to the seven compartments on the star (kindness, severity, harmony, perseverance, splendor, foundation and royalty).



ISLAM

- This symbol shows the Crescent and Star. The Crescent is the early phase of the moon and represents progress. The star signifies illumination with the light of knowledge.



HUMANISM (NON RELIGIOUS)

- Humanists do not believe in God. They believe it is possible to live a good and fulfilling life without following a traditional religion. They do not follow a holy book either. Instead, Humanists value traits like reason and rely on science to explain the way things are.



The Happy Human is
the international symbol
for humanists

NATRE

Unit planning given for each unit.

Who is a Muslim and how do they live? - Part 1

Year Two
Learning
Pathway

UNIT
15

In this unit, pupils will find out about Islam, key beliefs, and ways of living for Muslims. Pupils will learn about some of the key Muslim beliefs about God found in the Shahadah and learn about the 99 names of Allah. Pupils will encounter stories about the Prophet and find out about what these teach Muslims today about ways of living. Pupils will learn about the five pillars of Islam and how these impact upon the lives of believers. They will learn about the importance of prayer and what it means for Muslims all over the world.

Key Vocabulary

- Shahadah
- Zakat
- Muslims
- Haij
- Islam
- Sawm
- Salah
- Tawhid
- Ramadan
- Prophet



Year Two – Learning Pathway

Lesson 1: What do people think about God? What do Muslims think about God?

STEP 1: Share some items with pupils that are important to you (a photograph of your family, a toy from childhood etc) explain why these people and items are important to you.

Ask pupils about the items that are important to them. What are these items? Why are they special or important?

STEP 2: Give pupils a heart template, encourage them to share the people and things that are the most important to them inside the heart. Bring the class back together and encourage pupils to share their

Focus for individual lessons

NATRE powerpoints

These are edited to fit our sequencing document.

UNIT
15

Who is a Muslim and how do Muslims live?

Year 2
Lesson 1

RE Today
Services



Key learning for each unit

Who is a Muslim and how do they live? – Part 1

Knowledge Organiser

15

Year Two – Knowledge Organiser

Wonderful words

Muslim: a person who submits to the will of Allah by following the religion of Islam.

Prophet: a messenger sent from Allah

Shahadah: The Muslim declaration of faith. It includes the beliefs that Allah is the only God, and that Muhammad is Allah's messenger.

Ramadan: a month in the Muslim calendar when Muslims fast during daylight hours

Allah: God

Tawhid: the belief that there is only one God, and nothing is equal to God

Islam: submitting to the will of Allah.

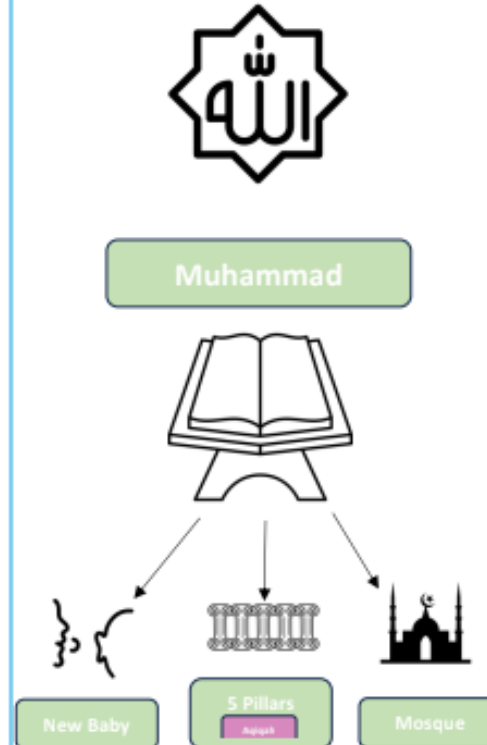
Salah: ritual prayer carried out 5 times per day, this is the 2nd Pillar of Islam

Zakah: giving of charity usually 2.5% of income, this is the 3rd Pillar of Islam

Haji: Pilgrimage to Makkah to be made once in a life time if possible, this is the 5th Pillar of Islam

Sawm: Fasting from food or liquids during daylight hours in the month of Ramadan, this is the 4th Pillar of Islam

So how does it all work?



All icons are used free of charge from Noun Project. Individual artist credit is given on the following slide.

Important information

Muslims believe there is only one God, and nothing is equal to God (**Tawhid**). There are no pictures of Allah instead attributes of are explored through the 99 names. Muslim will worship Allah through praying five times a day, known as **salah**, by reading the Qur'an and by going to the mosque.

An important way for Muslims to worship Allah is to complete the 5 pillars. The **Shahadah** is the first pillar in Islam and many Muslims use the Shahadah to help them remember and think about Allah every day, it is whispered into a baby's ear after they are born and said by someone, usually in a mosque who wants to become a Muslim.

The Shahadah also tells Muslims that Muhammad is the **prophet** of Allah who received the Qur'an, the Muslim holy book from God. Muhammad received the first verses of the Qur'an on The Night of Power when he was on Mount Hira and for the rest of his life, he received messages from Allah which Muslims can read in the Qur'an.

The Qur'an also tells Muslims about the Five Pillars. Most Muslims will pray five times a day and this is known as **Salah**. Many Muslims will give money to the poor and this is usually 2.5% of their income and is known as **Zakat**. During the month of **Ramadan**, those Muslims who can, will go without food and water during daylight hours and this is known as **Sawm**.

RE 100
SERVICES

KNOWLEDGE ORGANISER

(ONGOING)



Chacewater School – LEAP Into Learning – Young Oaks Religious Education: Christianity

Our Learning:

Autumn 1: What do Christians learn from the creation story?

Learning before year 3 - Reception: Why is the word 'God' so important to Christians?

- Christians believe that God created the world in 6 days –Genesis 1
- God the Creator cares for the creation, including human beings.
- Christians believe God made our wonderful world and so we should look after it
- 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



Key Vocabulary: God, Christians, Creator, Bible, creation, forgiveness, sins

Pictures for assessment

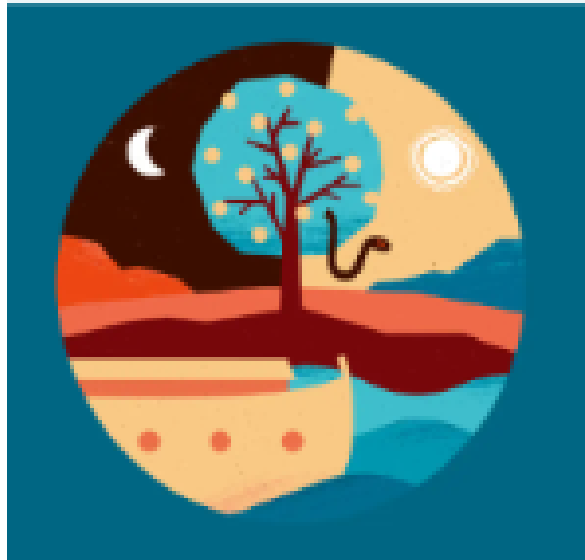
Pre-assessment in Year 3

Pre-assessment - Show what you know



Why is the word 'God' so important to Christians?

Have the previous unit question on the pre-assessment to encourage children to retrieve knowledge



This picture builds on the knowledge that children will learn about God creating the universe in Year 1 and then will help scaffold the learning in Year 3 where they learn about the creation story.

In some year groups, these have only just been introduced so there will be gaps.

End of unit assessment

Who is a Muslim and how do they live? - Part 1

Year Two
Assessment
Sheet

UNIT
15

Fill in the sheet to show what you know.
Use the words below to fill in the gaps:

Five
Makkah

Allah
Prophet

cave
Shahadah

Jibril
whispers

Worship and Live

In the Muslim religion, there are ____ Pillars to follow.

The first Pillar of Islam is about belief. It is called the

Year Two – Assessment Sheet

Pictures for assessments

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
Y1						
Y2						
Y3						
Y4						
Y5						
Y6						

Example of end of unit assessment in Year 3

End of unit assessment - Show what you know



What do Christians learn from the creation story?



Have the unit question above the picture to show that we are linking the learning to our current unit

Key Questions

- 1.
- 2.
- 3.

Key questions that highlight learning from unit.

What do you want them to know by the end of the unit?

Knowledge organiser example: Christianity Year 3

Examples of key questions taken from knowledge organiser

1. How many days did God create the world in? What did he create on each day?
2. What does the story of Adam and Eve tell us about God?
3. Why would a Christian ask for forgiveness? How would they do this?

This information should be on the knowledge organiser highlighting the key learning for the unit.

UNDERSTANDING CHRISTIANITY



OUTCOMES

BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:



Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.



Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.



Give examples of what the texts studied mean to some Christians.



Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.



Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.



Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.

You do NOT have to use all of these points – As long as you are covering each symbol once in a unit, then that is fine!

RE TODAY

Make sense of belief:

- Identify some beliefs about why the world is not always a good place

Understand the impact:

- Describe simply different ideas about what is wrong with the world

Make connections:

- Raise questions and suggest answers about why the world is not always a good place.

Sample 'I can...' statements

- Identify what different religions and worldviews say about what is wrong with the world
- Connect our own list of problems in the world with some simple religious ideas
- Raise questions about what is wrong with the world
- Express my own ideas about some ways of explaining the problems of the world