



**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

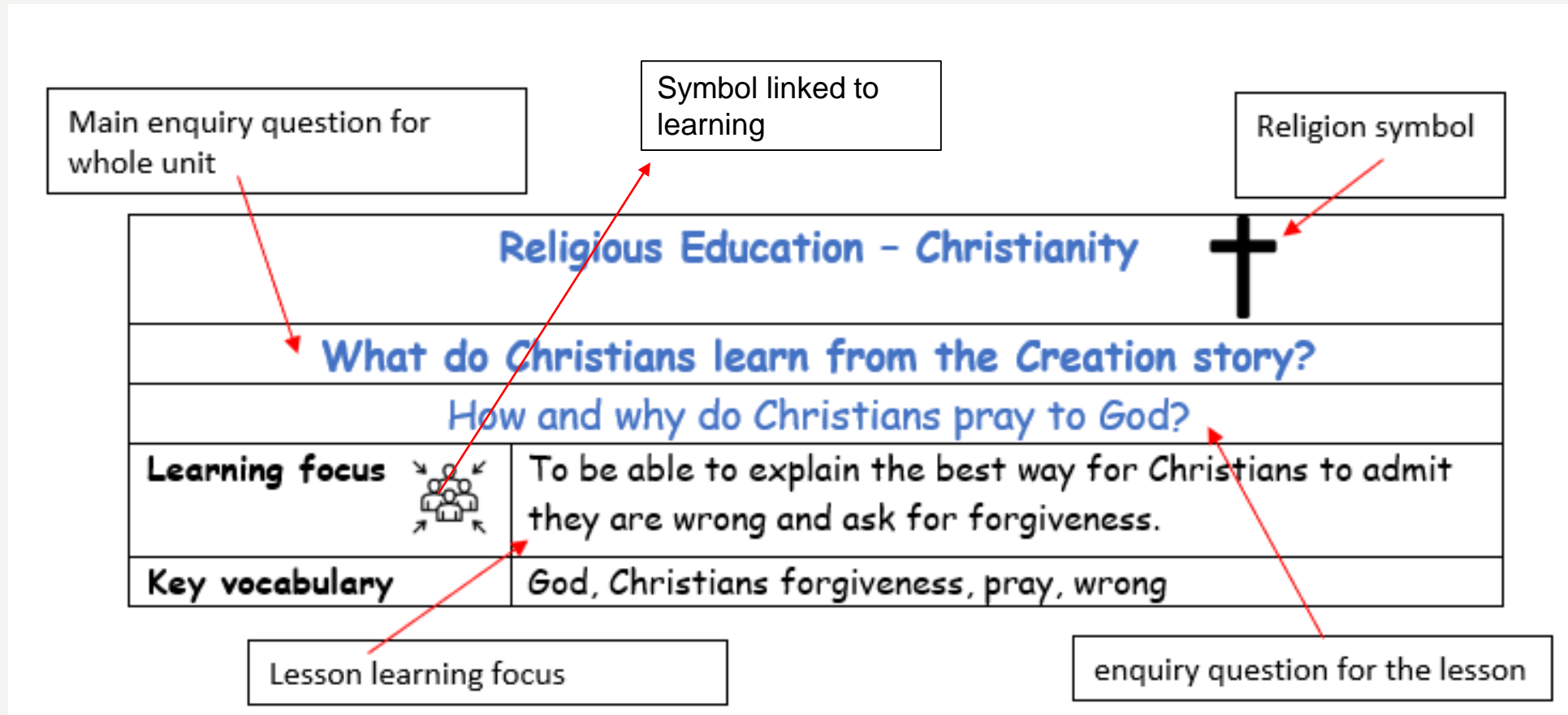
- Children will express their understanding of the core concepts of world religions and the rich diversity of beliefs in the United Kingdom. Children will gain knowledge and understanding of religion in the local community and places linked to religion, such as the local church and different faith communities.

# WHOLE SCHOOL COVERAGE

Colour coded for each religion






Chacewater School RE Theme Map						
	Autumn Term		Spring Term		Summer Term	
<b>EYFS</b>	<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?
<b>Year 1</b>	<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?
<b>Year 2</b>	<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?
<b>Year 3</b>	<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?
<b>Year 4</b>	<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 &amp; 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?
<b>Year 5</b>	<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?
<b>Year 6</b>	<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



# SYMBOLS

- The religions covered at Chacewater School are Hinduism, Christianity, Judaism and Islam. We also look at humanists point of view, to cover all beliefs and opinions of religions.

Hinduism	Christianity	Judaism	Islam	Humanist
				

# 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.




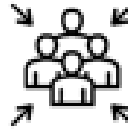

# HUMANISM (NON RELIGIOUS)

- 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







# SYMBOLS LINKED TO LEARNING

<p><u>Making sense of the text</u></p> 	<ul style="list-style-type: none"><li>• Skills of reading and interpretation of biblical texts</li></ul> <p>Making sense of the meanings of the texts</p>
<p><u>Understanding the impact</u></p> 	<ul style="list-style-type: none"><li>-Ways that people respond to biblical texts and teachings</li><li>-How people put their beliefs into actions</li></ul>
<p><u>Making links</u></p> 	<ul style="list-style-type: none"><li>-Evaluating, reflecting on and connecting texts and concepts studied</li><li>-Possible connections between concepts learnt, children's own lives and ways of understanding the world.</li></ul>

# 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.

We link our symbols to the planning we use from different websites.

## 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.





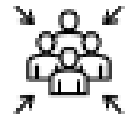
### Sample 'I can...' statements

- 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

# PEDAGOGY

- Introduce your unit question at the beginning of every lesson
- Introduce the symbol – How does this link to the unit?
- Introduce what you will be doing that lesson – To be able to... To understand...
- Vocabulary linking to lesson
- Main lesson
- Assess if they are able to give an answer to the lesson focus
- Back to the main unit question

# Progression document

<u>Sequencing</u>	To be able to recall 
	what happens in the Creation Story 
	To understand how God instructed humans to look after the Earth 
	To understand what the story of Adam and Eve might show about human nature and how humans should act  

An example of symbols used next to our sequencing.



# KNOWLEDGE ORGANISER

(ONGOING)

pictures and symbols to link clearly to information and unit.



## 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