

## Religious Education (R.E)

At All Saints we adhere to the national entitlement for the teaching of RE and children are taught through the Church of England: Understanding Christianity resource and the Diocese of Peterborough Agreed syllabus, which follow the same approach to teaching by starting each unit with key questions.

### **Aims**

The principal aim of RE at our school is to enable pupils to hold balanced and informed conversations about religion and belief.

This principal aim incorporates the following aims of Religious Education in Church schools, for pupils to:

- Know about and understand Christianity as a diverse global living faith through the exploration of core beliefs, using an approach that critically engages with biblical text;
- Gain knowledge and understanding of a range of religions and worldviews, appreciating diversity, continuity and change within the religions and worldviews being studied;
- Engage with challenging questions of meaning and purpose raised by human existence and experience;
- Recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places;
- Explore their own religious, spiritual and philosophical ways living, believing and thinking.

### **By the end of Year 6**

The expectation is that all pupils are religiously literate and as a minimum, pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith;
- Show an informed and respectful attitude to religions and non-religious worldviews in their search for God and meaning;
- Engage in meaningful and informed dialogue with those of other faiths and none;
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

## Teaching & Learning Approach

*Understanding Christianity's* approach to teaching about Christianity builds up pupils' encounters with biblical concepts through texts, placing them within the wider Bible story.

By addressing key questions, *Understanding Christianity* encourages pupils to explore core Bible texts, examine the impact for Christians and consider possible implications. Each unit incorporates the three elements:

- **Making sense of the text** - Developing skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of the meanings of texts for Christians
- **Understanding the impact** - Examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world
- **Making connections** - Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.

Each unit begins with a 'way in' and then offers teaching and learning ideas for each element. The teacher chooses how to weave together the elements, from making sense of the text, through looking at the impact on the world of the Christian, and helping to make connections with the world of the pupil, in order to achieve the outcomes.



This model shows that the *Understanding Christianity* approach is not just getting pupils to learn what Christians think. Instead, it is about developing skills to help them 'think theologically' alongside learning lots of knowledge about the Bible, Christian belief and practice. It also shows that these three

elements do not represent rigid, distinct steps, but that pupils can 'make connections' whilst 'making sense of the text', for example.

### **At the end of KS1 pupils will**

Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.

Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.

- Identify at least two different types of texts from the Bible; for example, examples of a story, a parable, a gospel account of Jesus' life, and instructions about how to behave.
- Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation.
- Give clear, simple accounts of what the texts mean to Christians. Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities.
- Give at least three examples of how Christians put their beliefs into practice in church worship.

### **At the end of KS2 pupils will**

Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied.

- Identify at least five different types of biblical texts, using technical terms accurately.
- Explain connections between biblical texts and the key concepts studied, using theological terms.
- Taking account of the context(s), suggest meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.

Make clear connections between Bible texts and concepts studied with what Christians believe, how Christians worship and how Christians behave in their whole lives, their church communities, and in the wider world. • Show how Christians put their beliefs into practice in different ways, for example in different denominations. Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses.

- Weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.

We expect similar outcomes when studying Islam, Hinduism, Judaism, Buddhism and Sikhism, see Peterborough Diocese Curriculum.