

The Dingle Primary School Religious Education Subject Summary

*“It is vital that when educating our children’s brains that we do not neglect to educate their hearts.”
– Dalai Lama*

In Religious Education, our teaching aims to equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It also allows pupils to develop an aptitude for dialogue so that they can participate positively in society with its diverse religions and secular worldviews.

The curriculum for RE aims to ensure that all pupils:

Entitlement – Curriculum Content

The pupil’s entitlement is based upon advice from Cheshire East SACRE (Standing Advisory Council for Religious Education).

Three aspects of study linked to these aims include:

Curriculum Focus

In Religious Education pupils at The Dingle Primary School are taught about a number of world religions including:

- EYFS: Christianity
- Year 1 and Year 2: Christianity, Judaism
- Year 3 and Year 4: Christianity, Islam, Judaism
- Year 5 and Year 6: Christianity, Islam, Hinduism

Early Years Foundation Stage

RE in the Early Years Foundation Stage focuses on Christianity. Pupils will be introduced to the Bible and that some people believe in God. Many lessons will be based around religious stories including Noah’s Ark, the Creation Story, the Christmas (Nativity) story, the Wise Man and the Foolish Man, The Easter Story, the parable of the Lost Sheep. Pupils will also discuss what Christians do in a church.

Year 1 & 2

In Key Stage 1 children build on their knowledge of Christianity and are also introduced to the religion of Judaism. Pupils will recall the main events of the Christmas and Easter stories. They will look at how Christians celebrate Christmas, Easter and Baptism and their understanding of how some Christians go to church. They learn about the most important features of a church, including visiting a church and find out what a church service may include. They will know that Christians

believe Jesus is the Son of God and explain why the Bible is a Christian's holy book. They will talk about how Christians describe God.

In Judaism pupils will learn that the Torah is a holy book for Jews. They will identify how the rules in the Torah can guide a Jew in their lives. Pupils will study the Shabbat and describe how and why Jews celebrate, making comparisons to other celebrations they have learnt about. They will describe some of what happens at the synagogue and understand the Jews visit the synagogue for worship and special celebrations. They will be able to describe the role of the rabbi and compare this to the role of a Christian religious leader.

Pupils will continue to make links between religions e.g.- Why is Abraham important to both Jews and Christians? Why did Moses find it difficult to obey God? They will also begin to talk thoughtfully and with respect on a range of spiritual questions, e.g. Why do people worship?

Year 3 & 4

Pupils in Years 3 and 4 will build on their knowledge of Christianity and Judaism. They will also begin to learn about Islam.

In Christianity, pupils will build on previous learning to explain what Christians can learn about Jesus from the nativity stories, i.e. 'God with us 'Emmanuel'. They will describe and suggest reasons why Christians call Jesus 'Saviour' using references to key stories. Having already established in previous teaching the importance of the Bible, they will begin to explain how it is used in the local church by Christians for guidance, devotion & inspiration. They will compare & contrast 'infant' and 'believer's baptism', suggesting why they are important to Christians. In Year 3 and 4, pupils will further enhance their understanding of the Christmas and Easter stories, using them to explain how Christians see God as 'three in one'. (Father, Son and Holy Spirit). They will also begin to explore, with reference to the creative arts, how God has a salvation plan for humans. Children will be able to make references to Bible teaching, e.g. the two most important commandments, love & forgiveness using stories such as The Parables and Christian's belief on everyday life to describe and explain how Christians live their life as disciples.

In Judaism, pupils will reflect on what they learnt about Shabbat at KS1 and now describe three key ways in which Jews celebrate a festival e.g. Passover; Yom Kippur or Rosh Hashanah. They will also use previous knowledge gained about the Torah to describe and explain why the Torah is important to Jews. Pupils will be able to explain the key events in a Jew's life (e.g. Bat/Bar Mitzvah) and suggest why they are important to Jews. They will use their previous learning about the Torah to identify ways in which the Jews show respect for their holy book.

In Islam lessons, children will be able to explain how Muslims describe Allah, e.g. using 99 names and recall five key facts about the story of the 'Night of Power' Muhammad's (pbuh) first revelation. They will know all Muslims believe Muhammad (pbuh) to be a messenger of 'God'. They will recognise a Qur'an and identify it with Islam. They will gain a deeper knowledge of how and why Muslims treat it with respect and believe it to be the exact words of 'Allah'. Children will be able to explain how Muslims organisations help people in need.

Year 5 & 6

Children in Years 5 and 6 continue to study Christianity and Islam. In addition, they are introduced to the religion of Hinduism.

Their previous learning of Christianity will enable them to explain the roles of 'Father, Son and Holy Spirit' (Trinity) in the Christian view of God. Pupils will be able to identify why Christians say Jesus is the 'Son of God'; the 'Christ' and both 'God and man'. They will be able to use their familiarity with the Easter story to explain how this celebration links to the idea of Jesus reconciling people to God so that Christians can live forgiven in relationship with God, (sacrifice and reconciliation). They will use their knowledge of Easter to suggest answers to questions that the resurrection of Jesus might raise and describe how signs of salvation in a church reinforce the Christian idea of forgiveness. They will demonstrate an understanding of the ways that Christians believe God is with them through prayer and worship.

In Islam, children will identify and understand that Muslims believe the Prophets who came before Muhammad (pbuh) all taught the same message. Their earlier teaching about the Qur'an will enable them to appreciate and explain why it is so important to Muslims. They will understand Muslims believe that to have 'inner peace with God' humans must follow and submit to Allah's guidance and will. Pupils will explore the purpose and uses of the mosque. Pupils will make links with their previous knowledge of Islam in order to explore how all Muslims are part of the 'Ummah' by showing how the Five Pillars enable Muslims to have peace with God. Pupils will also analyse how the main features of a mosque explain Muslim key beliefs, making links with previous work on features of a church and synagogue

In Year 5 and 6, pupils will be introduced to Hinduism. They will outline some of the stories of Vishnu, Rama and Sita and explain their significance for a Hindu. They will be able to identify key Hindu symbols and explain their meaning, e.g. Aum, Swastika and describe how and suggest why Hindus celebrate a festival such as Diwali and Holi. Pupils will describe various forms of worship that happen in the Hindu Temple, including Puja. They will also analyse and evaluate Hindu beliefs about reincarnation, vegetarianism or caring for the environment. They will explain the Hindu idea of 'Karma and how actions have consequences.'

The curriculum for RE aims to ensure that all pupils:

- ✓ Know about the diversity that exists, understand, question and appreciate the beliefs and practices associated with a range of religions and worldviews, so that they can:
- ✓ Express ideas and insights about the nature, significance and impact of religions
- ✓ 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;
 - 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.