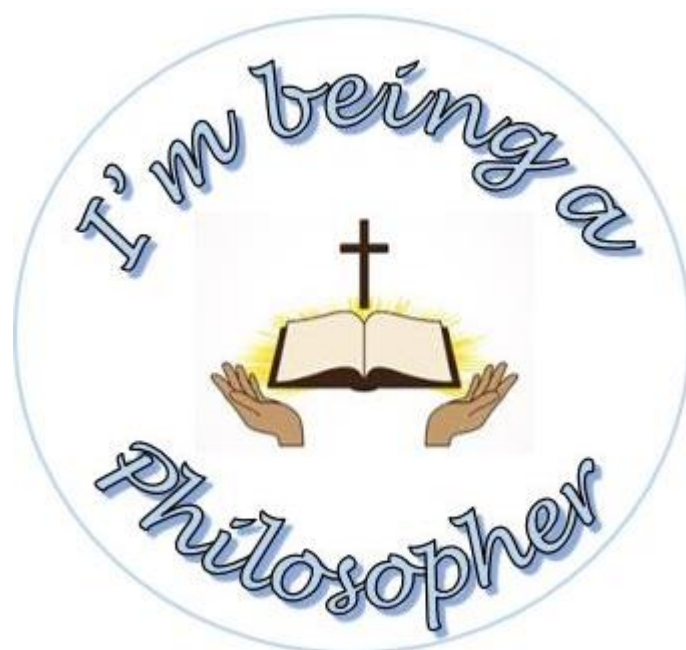




Being a Philosopher at St Chad's



What do we want R.E to look like in St Chad's?

'The beauty of the world lies in the diversity of its people'

High quality teaching and learning of Religious Education is pivotal to our school community living out our vision of 'Learning to Love, Loving to Learn': Fostering curiosity about beliefs and practices, promotes tolerance, understanding and respect and we aim to provide an inspiring and engaging environment to explore this. Communication is a key driver of our exploration of people's beliefs as we promote respectful discussion and debate.

Developing an understanding of our own beliefs

Religious education sessions at St Chad's aim to allow our pupils space, time and opportunities to develop their spirituality and reflect on their own beliefs and values. We teach pupils the skills to participate in respectful debate and to value the differences between members of our community while providing them with opportunities to express themselves creatively. We believe it is vital that the children feel heard, understood and valued and that we appreciate the effect this can have on their mental health.

The importance of understanding religions and worldviews

An essential part of 'Learning to Love' is understanding those who are different to ourselves and celebrating these differences. Religious education allows pupils to explore their curiosity about religions and worldviews that are different to their own and the variation with religious views in a safe environment. Through this study, pupils learn the key beliefs and practices of many members of our school, local, national and global community and endeavours to make them ambassadors for a more tolerant and collaborative society.

Understanding Christianity

Through our use of Understanding Christianity, children continue to gain a broad knowledge of the Bible and its teachings. They learn about the daily practises, celebrations and core beliefs of Christians while also learning about the differences within Christian beliefs and practices.



How do we achieve our aims in R.E at St Chad's?

Power through the 5Cs of Learning

Alongside St Chad's vision of 'learning to love, loving to learn', St Chad's 5C's of learning drive the creation of our Curriculum. Further information as to how the 5C's of learning positively support the teaching of RE can be identified in the table below.



| St Chad's Learning Cogs | Using our Learning Cogs within RE |
|-------------------------|---|
| Community | <ul style="list-style-type: none"> • Focus on celebrating differences • All pupils feeling confident to share their views and beliefs and knowing they will be respected. • Visits and visitors. |
| Communication | <ul style="list-style-type: none"> • Talking like a Philosopher • Knowledge Organisers • Sentence stems to support all learners • Multi-sensory approach |
| Curiosity | <ul style="list-style-type: none"> • All topics based on a Big question • Each session based on exploring a key question • Opportunities to explore sources and ask questions |
| Collaboration | <ul style="list-style-type: none"> • Group work as part of our multi-sensory approach • Use of talk partners |
| Creativity | <ul style="list-style-type: none"> • Multi-sensory approach • Opportunities to share learning in a range of ways. |

R.E within the EYFS Curriculum

The study of RE knowledge and skills begins in EYFS and is built sequentially to Year 6. Pupils are introduced to characters that follow given religions and develop their understanding through hearing their accounts of their faith and practices. They are also given the opportunity to explore religious items first hand.

Children are encouraged to share their reflections and beliefs and these are recorded in a class book.

Creating our R.E Curriculum

Our RE curriculum has been designed using Understanding Christianity and the South Glos Agreed Syllabus. Each unit is based on a Big Question and these are explored through key questions each session. Throughout these units, pupils explore a range of religious and non-religious worldviews as well as developing their own spirituality.

| | EYFS | Year 1/2 | Year 3/4 | Year 5/6 |
|--------|--|--|---|--|
| Autumn | UCF1: Why is the word 'God' so important to Christians? (Creation) | 1.5: What makes some places sacred? | U2a2: What is it like to follow God? | U2.4: If God is everywhere, why go to a place of worship? |
| | UCF2: Why do Christians perform nativity plays at Christmas? | UC1.3: Why does Christmas matter to Christians? | UC2a.3: What is the Trinity? | UC2b4: Was Jesus the Messiah? |
| Spring | F1: Which stories are special and why? | 1.2: Who is a Muslim and what do they believe? | L2.9: What can we learn from religions about deciding what is right and wrong? (John Wesley Unit) | U2.3: What do religions say to us when life gets hard? |
| | UCF3: Why do Christians put a cross in an Easter garden? | UC1.4: What is the good news that Jesus brings? | L2.5: Why are festivals important to religious communities? | UC2b6: What did Jesus do to save human beings? |
| Summer | F3: What places are special and why? | 1.7: What does it mean to belong to a faith community? | UC2a1: What do Christians learn from the Creation story? | U2.7: What matters most to Christians and Humanists? |
| | F6: What is special about our world? | | | UC2b2: Creation and science: conflicting or complementary? |

[Follow this link to find out more about St Chad's Rolling Programmes.](#)

Knowledge Organisers

To support all children in knowing more and remembering more when developing their R.E knowledge, knowledge organisers are used within lessons. Knowledge organisers are used to help children strengthen schemas within their memory and transfer taught knowledge into the long term memory.

| <div style="display: flex; align-items: center;"> <div> <h3 style="margin: 0;">Islam - A world religion</h3> </div> </div> <p style="margin-top: 10px;"><u>What is Islam?</u></p> <p>People who follow Islam are known as Muslims. The fundamental Islamic belief is that there is only one God called Allah. They believe Allah is the only ruler of the universe. The word 'Islam' means submission and obedience to Allah.</p> <p>For Muslims, the Qur'an is the word of God. Both Sunni and Shi'a traditions regard it as the one and only source of authority, though they may look to other works or teachers for guidance on its interpretation. The Qur'an is a highly respected book and Muslims usually perform wudu, a ritual washing of the face, hands and feet before reading it, and keep it wrapped in cloth when it is not being used.</p> | <div style="text-align: center; margin-bottom: 10px;"> <u>Key beliefs shared by most Muslims</u> </div> <p>Every person has a worldview, which is unique to them and is formed by their beliefs and views on religions as well as many other factors. When studying religions and worldviews, we remember that the beliefs and practices will vary between people.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #2e8b57; color: white;"> <th style="padding: 5px;">The Six Main Beliefs</th> <th style="padding: 5px;">The Five Pillars of Islam</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px; vertical-align: top;"> <ol style="list-style-type: none"> 1. Belief in Allah as the one and only God. 2. Belief in angels. 3. Belief in the holy books. 4. Belief in the prophets and that Muhammad was the final prophet. 5. Belief in the Day of Judgement (the day when Allah decides if a person goes to heaven or hell). 6. Belief in predestination (the belief that Allah has already planned out what will happen). </td> <td style="padding: 5px; vertical-align: top;"> <p>As well as the six main beliefs, there are Five Pillars of Islam.</p> <p>Shahadah: Muslims say a declaration of faith.</p> <p>Salah: Muslims pray five times a day. Before prayer, they must wash themselves and then face Mecca whilst praying.</p> <p>Zakat: Muslims must donate to charities.</p> <p>Sawm: Muslims fast for one month during a time called Ramadan.</p> <p>Haji: Muslims have to travel to Mecca once in their lifetime, if they can afford to.</p> </td> </tr> </tbody> </table> | The Six Main Beliefs | The Five Pillars of Islam | <ol style="list-style-type: none"> 1. Belief in Allah as the one and only God. 2. Belief in angels. 3. Belief in the holy books. 4. Belief in the prophets and that Muhammad was the final prophet. 5. Belief in the Day of Judgement (the day when Allah decides if a person goes to heaven or hell). 6. Belief in predestination (the belief that Allah has already planned out what will happen). | <p>As well as the six main beliefs, there are Five Pillars of Islam.</p> <p>Shahadah: Muslims say a declaration of faith.</p> <p>Salah: Muslims pray five times a day. Before prayer, they must wash themselves and then face Mecca whilst praying.</p> <p>Zakat: Muslims must donate to charities.</p> <p>Sawm: Muslims fast for one month during a time called Ramadan.</p> <p>Haji: Muslims have to travel to Mecca once in their lifetime, if they can afford to.</p> |
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| <p style="text-align: center; margin-bottom: 5px;"><u>Mecca or Makkah</u></p> <p>Mecca is an important place to Muslims. It is where Muhammad was born and the direction that Muslims face when they pray five times a day. Muslims are expected to make a pilgrimage to Mecca once in their lifetime.</p> | <p style="text-align: center; margin-bottom: 5px;"><u>Making Links</u></p> <p>Many Muslims see Judaism and Christianity as early versions of Islam. While most Muslims believe that Jesus is one of God's most beloved prophets, unlike many Christians, they do not believe he is the incarnation or son of God.</p> | | | | |



How is progressed assessed in R.E?

R.E is assessed in a number of different ways to ensure children are progressing their understanding of subject-specific knowledge, as well key vocabulary.

