



Shinewater Primary School

Religious Education

Swale Academies Trust

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Intent



At Shinewater School, we value the holistic development of every child. We recognise the importance of ensuring that all children have opportunities to grow their spiritual, moral, social and cultural conscience. From the early stages of a child's education right the way through their schooling life effective Religious Education teaching and learning opportunities can nurture children to become aware of the world around them and develop an enthusiasm to actively engage in the local and wider community. Religious Education supports children to become well-rounded citizens who have developed a sense of identity, understand the importance of belonging and value difference. Our ambitious and inclusive curriculum educates all the children in knowledge, skills and understanding, to be effective, inquisitive, curious, independent learners and influence their wider thinking across all areas of the curriculum.

Implementation

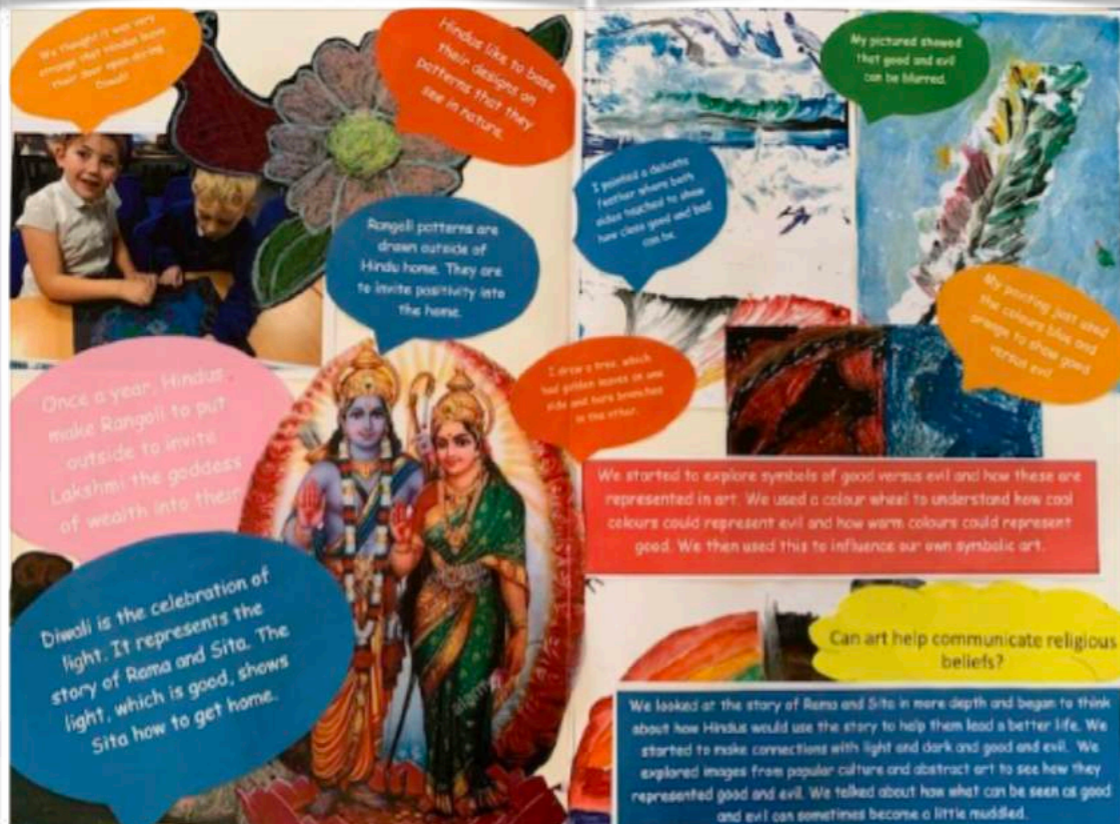
Opportunities to connect with each other and understand that we are all unique is what makes Shinewater a special place. The delivery of Religious Education learning opportunities are specially tailored for each stage of a child's schooling.

Within the Early Years Foundation Stage, Religious Education is developed and taught within all areas of the curriculum. Children begin to explore the world of religion in terms, for example, of special people, books, times, places and objects, and places of worship. Children listen to and talk about stories. They are introduced to specialist worlds and use their senses to explore religious beliefs, practices and forms of expression. Extensive use is made of the children's own experiences, reflective storytelling, visitors from faith groups and visits to local places of worship to promote understanding of religion through first hand experiences in an environment which encourages children to reflect deeply and ask questions.

When exploring key dates within different religions EYFS adopt the 'Village' approach to learning. Nursery and reception classes are adapted to provide different experience associated with these key dates. Children then rotate between the classes and are provided with plenty of time to engage in 'exploration' throughout a variety of experiences carefully planned to engage and challenge them. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas.



Implementation



Elsewhere in the school, Religious Education lessons are taught in three-day blocks each full term. During the three-day sessions, children work alongside peers from their phase and are provided with unique opportunities to explore a range of religions and world-views. They are encouraged to ask and consider challenging questions, reflect upon similarities and differences between religions, think about how they lead their lives and consider how they contribute positively to the lives of those around them.

Religious Education is taught on a two-year cycle, which allows for world religions and concepts to be explored in depth.

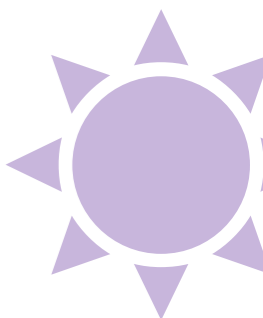
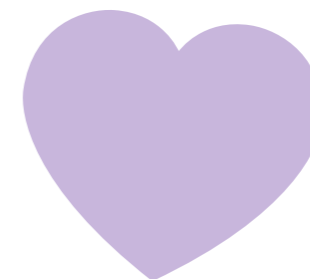
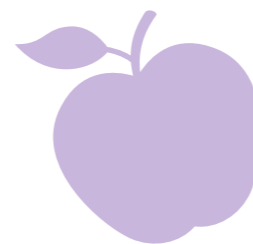
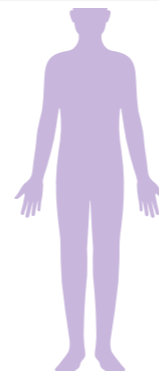
- Key Stage 1 explore Christianity and Judaism.
- Key Stage 2 explore Christianity, Islam, Buddhism, Sikhism and Hinduism.

Children enjoy immersing themselves in learning whether it be creating diva lamps from clay, inviting a leader of faith to visit, getting out into the community and visiting places of worship, exploring why people express faith in particular ways and considering how they express themselves or studying religion and art.

Implementation

Cycle A

	Term 1 and 2	Term 3 and 4	Term 5 and 6
YEAR 1	<u>Christianity</u>	<u>Judaism</u>	<u>Christianity</u>
Christianity/Judaism	AT1 A Beliefs, teachings and sources	AT1 A Beliefs, teachings and sources	AT1 A Beliefs, teachings and sources
YEAR 2	AT2 F Values and commitments	B Practices and ways of life	AT2 F Values and commitments
Christianity/Judaism	E Meaning, purpose and truth	AT2 D Identity, diversity and belonging	
	E Meaning, purpose and truth	E Meaning, purpose and truth	
	<u>Exploring</u> -Creation – The creation story. Bible Genesis	<u>Exploring</u> - Creation – The creation story. Torah (first two chapters) Genesis. Shabbat - Judaism at home.	Exploring - Leaders and teachers – Who was Jesus and what did he teach? Bible Stories (New Testament): The Good Samaritan (Luke 10), The Paralysed Man (Mark 2)
	We are learning to re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.	We are learning to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.	We are learning to re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people. Should people follow religious leaders and teachings?



Implementation

<p>YEAR 3</p> <p>Christianity/Hinduism</p> <p>YEAR 4</p> <p>Christianity/Hinduism</p>	<p><u>Hinduism</u></p> <p>AT1 A Beliefs and teachings B Practices and ways of life C Expressing meaning AT2 D Identity, diversity and belonging</p> <p>We are learning to understand the Hindu belief that there is one God with many different aspect</p>	<p><u>Christianity</u></p> <p>AT1 A Beliefs and teachings AT2 E Meaning, purpose and truth</p> <p>We are learning to retell Bible stories when miracles have happened and question whether Jesus really did perform miracle</p>	<p><u>Hinduism</u></p> <p>AT1 B Practices and ways of life C Expressing meaning AT2 D Identity, diversity and belonging F Values and commitments</p> <p>We are learning to understand the significance of the River Ganges both for a Hindu and non-Hindus</p>
<p>YEAR 5</p> <p>Christianity/Islam</p> <p>YEAR 6</p> <p>Christianity/Islam</p>	<p><u>Christianity</u></p> <p>AT1 B Practices and ways of life C Expressing meaning AT2 F Values and commitments D Identity, diversity and belonging</p> <p>Explore – Beliefs and practices.</p> <p>We are learning to understand how Christians show their commitment to God and to evaluate if there is a best way.</p>	<p><u>Islam</u></p> <p>AT1 A Beliefs and teachings B Practices and ways of life C Expressing meaning AT2 F Values and commitments D Identity, diversity and belonging</p> <p>Explore – Beliefs and Practices.</p> <p>We are learning to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.</p>	<p><u>Islam</u></p> <p>AT1 A Beliefs and teachings AT2 D Identity, diversity and belonging E Meaning, purpose and truth</p> <p>Explore – Beliefs and morals</p> <p>We are learning to identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this.</p>

Implementation

Cycle B

	Term 1 and 2	Term 3 and 4	Term 5 and 6
<p>YEAR 1</p> <p>Christianity/Judaism</p>	<p><u>Christianity</u></p> <p>AT1 - A Beliefs and teachings AT2 - D Identity, diversity and belonging.</p>	<p><u>Judaism</u></p> <p>AT1 - A Beliefs and teachings B Practices and ways of life AT2 - F Values and commitments</p>	<p><u>Judaism</u></p> <p>AT1 - A Beliefs and teachings B Practices and ways of life AT2 - F Values and commitments D Identity, diversity and belonging</p>
<p>YEAR 2</p> <p>Christianity/Judaism</p>	<p>Exploring- Jesus as a friend</p> <p>We are learning to identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult.</p>	<p>Explore – The Passover</p> <p>We are learning to understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.</p>	<p>Explore – Rites of Passage and works</p> <p>We are learning to understand different ways that Jews show their commitment to Go</p>
<p>YEAR 3</p> <p>Christianity/Buddhism</p>	<p><u>Buddhism</u></p> <p>AT1 – A Beliefs and teachings AT2 - E Meaning, purpose and truth F Values and commitments</p>	<p><u>Christianity</u></p> <p>AT1 - B Practices and ways of life AT2 - D Identity, diversity and belonging.</p>	<p><u>Buddhism</u></p> <p>AT1 - B Practices and ways of life AT2 - F Values and commitments</p>
<p>YEAR 4</p> <p>Christianity/Buddhism</p>	<p>Exploring – The life of the Buddha</p> <p>We are learning about the life of the Buddha and exploring how he tried to be happy and stay happy.</p>	<p>Exploring – Prayer and worship</p> <p>We are learning to understand how important going to church is to show someone is a Christian.</p>	<p>Exploring – Beliefs into practices</p> <p>We are learning how Buddha's teachings make a difference to how Buddhists choose to live</p>

Implementation

<p>YEAR 5</p> <p>Christianity/Sikhism</p> <p>YEAR 6</p> <p>Christianity/Sikhism</p>	<p><u>Christianity</u></p> <p>AT1 - A Beliefs and teachings AT2 - E Meaning, purpose and truth</p> <p>Explore – Salvation</p> <p>We are learning to evaluate different beliefs about eternity and to understand the Christian perspective on this</p>	<p>AT1 - B Practices and ways of life C Expressing meaning AT2 - F Values and commitments</p> <p>Explore – Beliefs and Practices.</p> <p>We are learning to compare the different ways Sikhs put their religion into practice</p>	<p><u>Sikhism</u></p> <p>AT1 - A Beliefs and teachings C Expressing meaning AT2 - F Values and commitments</p> <p>Explore – Beliefs and morals</p> <p>We are learning to understand the relevance of Sikh stories today.</p>
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