

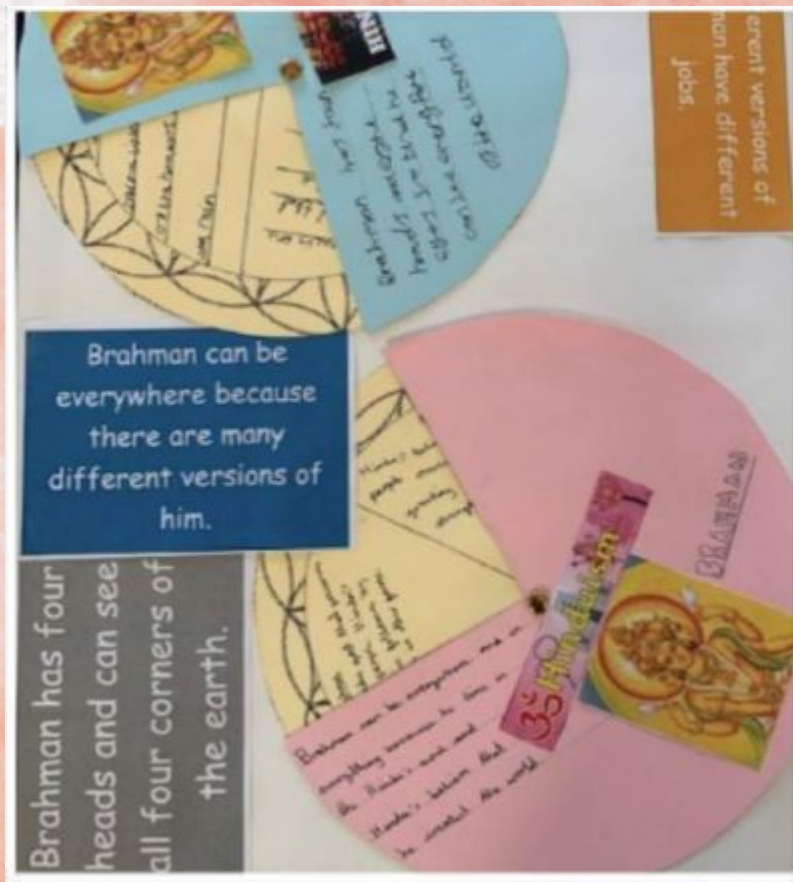


Shinewater Primary School

Religious Education

Swale Academies Trust

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

Cycle A	BTD 1 (Term 2)	Christmas	BTD 2 (Term 4)	Easter	BTD 3 (Term 6)
Year 1 and 2	1.1 What do Christians believe God is like? (God)	1.3 Why does Christmas matter to Christians?	1.2 Who do Christians say made the world? (Creation)	1.5 Why does Easter matter to Christians?	1.9 How should we care for others and the world, and why does it matter? 1.10 What does it mean to belong to a faith community?
Year 3 and 4	L2.2 What is it like for someone to follow God? (people of God) L2.3 What is the 'Trinity' and why is it important for Christians? (God/incarnation)	L2.4 What kind of world did Jesus want?	L2.1 What do Christians learn from the creation story? (creation/fall)	L2. 5 Why do Christians call the day Jesus died 'good Friday' (Salvation)	L2.12 How and why do people try to make the world a better place?
Year 5 and 6	U2.1 What does it mean if Christians believe God is holy and loving? (God) U2.3 Why do Christians believe Jesus was the Messiah? (Incarnation)	U2.4 How do Christians decide how to live? 'What would Jesus do?' (Gospel)	U2.2 Creation and science: conflicting or complementary? (Creation)	U2.5 What do Christians believe Jesus did to 'save' people? (Salvation)	U2.12 How does faith help when life gets hard? U2.8 What does it mean to be a muslim in Britain today?

Cycle B	BTD 1 (Term 2)	Christmas	BTD 2 (Term 4)	Easter	BTD 3 (Term 6)
Year 1 and 2	1.6 Who is a muslim and how do they live? (God/tawhid/ibadah/im an)	1.4 What is the 'good news' Christians believe Jesus brings?	1.7 Who is Jewish and how do they live? (God/Torah/people)	1.9 How should we care for others and the world?	1.8 What makes some places sacred to believers?
Year 3 and 4	<p>L2.9 How do festivals and worship show what matters to a muslim? (Ibadah)</p> <p>L2.10 How do festivals and worship show what matters to Jewish people? (God/Torah/People/the land)</p>	L2.12 How and why do people try to make the world a better place?	<p>L2.7 What do Hindus believe God is like? (Brahman/atman)</p> <p>L2.8 What does it mean to be Hindu in Britain today? (Dharma)</p>	L2.6 For Christians, what was the impact of pentecost?	L2.11 How and why do people mark the significant events of life?
Year 5 and 6	U2.7 Why do Hindus want to be good?	U2.11 Why do some people believe in God and some people not?	U2.9 Why is the Torah so important to Jewish people?	U2.6 For Christians, what kind of king was Jesus? (Kingdom of God)	<p>U2.11 Why do some people believe in God and some people not?</p> <p>U2.10 What matters most to Humanists and Christians?</p>

