

We follow the Gloucestershire Agreed Syllabus for teaching and learning. This sets out approach, where children encounter core concepts in religions and beliefs in a coherent way, developing their understanding and their ability to handle questions of religion and belief. There are three core elements, which are woven together to provide breadth and balance within teaching and learning about religions and beliefs, They offer a structure through which pupils can encounter diverse religious traditions alongside non-religious worldviews, allowing different traditions to be treated with integrity.

Making sense of beliefs

Identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills and interpretation

Making Connections

Evaluating, reflecting on and connecting beliefs and practices ; allowing children to challenge ideas and to challenge their thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.

Understanding the Impact

Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.

What do Hindus believe God is like?

Through this unit we teach children to be able to:

- identify some Hindu deities and say how they help Hindus describe God
- make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God
- offer informed suggestions about what Hindu *murtis* express about God
- make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali)
- identify some different ways in which Hindus worship
- raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today
- make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.

For Christians what kind of King is Jesus? Christmas

Through this unit we teach children to be able to:

- explain connections between biblical texts and the concept of the Kingdom of God
- consider different possible meanings for the biblical texts studied, showing awareness of different interpretations
- make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice
- show how Christians put their beliefs into practice in different ways
- relate the Christian 'Kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today
- articulate their own responses to the idea of the importance of love and service in the world today.

Why is the Torah so important to Jewish people?

Through this unit we teach children to be able to:

- identify and explain Jewish beliefs about God
- give examples of some texts that say what God is like and explain how Jewish people interpret them
- make clear connections between Jewish beliefs about the Torah and how they use and treat it
- make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)
- give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)
- make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today •
- consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.

Why do Christians call the day Jesus died 'Good Friday'?

Through this unit we teach children to be able to:

- recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live
- offer informed suggestions about what the events of Holy Week mean to Christians
- give examples of what Christians say about the importance of the events of Holy Week
- make simple links between the Gospel accounts and how Christians mark the Easter events in their communities
- describe how Christians show their beliefs about Jesus in worship in different ways
- raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.

For Christians, when Jesus left what was the impact of Pentecost?

Through this unit we teach children to be able to:

- make clear links between the story of Pentecost and Christian beliefs about the 'Kingdom of God' on Earth
- offer informed suggestions about what the events of Pentecost in Acts 2 might mean
- give examples of what Pentecost means to some Christians
- make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now
- describe how Christians show their beliefs about the Holy Spirit in worship
- make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.

Why do some people believe in God and some not?

Through this unit we teach children to be able to:

- define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs
- identify and explain what religious and non-religious people believe about God, saying where they get their ideas from
- give examples of reasons why people do or do not believe in God
- make clear connections between what people believe about God and the impact of this belief on how they live
- give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)
- reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging
- consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not
- make connections between belief and behaviour in their own lives, in the light of their learning.