

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.

Who is a Muslim and how do they live?

Through this unit we teach children to be able to:

- recognise the words of the Shahadah and understand it's importance for Muslims
- identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, giving a simple description of what some of them mean
- understand how stories about the Prophet show what Muslims believe about Muhammad and how these stories guide their beliefs and actions (e.g. care for creation, fast in Ramadan)
- give examples of how Muslims use the Shahadah to show what matters to them
- ask questions about Muslim beliefs, ways of living and discuss them
- discuss what they think is good for Muslims about prayer, respect, celebration and self-control, giving a reasons for their ideas and if these may have something to say to them personally.

Why does Christmas matter to Christians?

Through this unit we teach children to be able to:

- recognise that stories of Jesus' life come from the Gospels
- give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians
- give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas
- discuss and ask questions about Christmas for people who are Christians and for people who are not
- decide what they personally have to be thankful for, giving a reason for their ideas.

Why does Easter matter to Christians?

Through this unit we teach children to be able to:

- recognise that Incarnation and salvation are part of a 'big story' of the Bible
- tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of salvation
- recognise that Jesus gives instructions about how to behave
- give examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter
- discuss and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.

What is the 'good news' that Jesus brings to Christians?

Through this unit we teach children to be able to:

- tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'
- give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians
- recognise that Jesus gives instructions to people about how to behave
- give examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless
- give examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession)
- discuss and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their idea

What makes places sacred?

Through this unit we teach children to be able to:

- recognise that there are special places where people go to worship, and talk about what people do there
- identify objects used in worship in two religions and give a simple account of how they are used and something about what they mean
- identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship
- give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe
- give simple examples of how people worship at a church, mosque or synagogue
- talk about why some people like to belong to a sacred building or a community
- discuss and ask questions about what happens in a church, synagogue or mosque
- talk about what makes some places special to people, and what the difference is between religious and non-religious special places.