

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 do Christians say made the world?**

Through this unit we teach children to be able to:

- retell the story of creation from Genesis 1:1–2:3 simply
- recognise that 'Creation' is the beginning of the 'big story' of the Bible
- say what the story tells Christians about God, Creation and the world
- give at least one example of what Christians do to say 'thank you' to God for Creation
- think, talk and ask questions about living in an amazing world
- give a reason for their ideas and the connections they make between the Jewish/Christian Creation story and the world they live in

## **What does it mean to belong to a faith community?**

Through this unit we teach children to be able to:

- recognise that loving others is important in lots of communities
- say simply what Jesus and one other religious leader taught about loving other people
- give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean
- identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)
- give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences
- talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.

## How should we care for our world, for others, and why does it matter?

Through this unit we teach children to be able to:

- identify a story or text that says something about each person being unique and valuable
- give an example of a key belief some people find in one of these stories (e.g. that God loves all people)
- give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world
- give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories
- give examples of how Christians and Jews can show care for the natural earth
- say why Christians and Jews might look after the natural world
- think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world
- give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.

## Who is Jewish and how do they live?

Through this unit we teach children to be able to:

- recognise the words of the Shema as a Jewish prayer
- retell simply some stories used in Jewish celebrations (e.g. Chanukah)
- give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like
- give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)
- make links between Jewish ideas of God found in the stories and how people live
- give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)
- talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas
- give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.

## 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 that it is very important for Muslims
- identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean
- give examples of how stories about the Prophet show what Muslims believe about Muhammad
- give examples of how Muslims use the Shahadah to show what matters to them
- give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)
- give examples of how Muslims put their beliefs about prayer into action
- think, talk about and ask questions about Muslim beliefs and ways of living
- talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas
- give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.

## What do Christians believe god is like?

Through this unit we teach children to be able to:

- identify what a parable is
- tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father
- give clear, simple accounts of what the story means to Christians
- give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)
- give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)
- think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas
- give a reason for the ideas they have and the connections they make.