

We follow the Gloucestershire Agreed Syllabus for teaching and learning. This sets out an 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 is the Trinity and why is it important to Christians?

Through this unit we teach children to be able to:

- recognise what a 'Gospel' is and give an example of the kinds of stories it contains
- offer suggestions about the meaning of texts about baptism and the Trinity
- give examples of what these texts mean to some Christians today
- describe how Christians show their beliefs about God the Trinity in worship in different ways (eg in baptism and prayer) and in the way they live
- make links between Bible texts and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like

How do festivals and family life show what matters to Jewish people?

Through this unit we teach children to be able to:

- identify some Jewish beliefs about God, sin and forgiveness and describe what they mean
- make links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people
- offer informed suggestions about the meaning of the Exodus story for Jews today
- make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)
- describe how Jews show their beliefs through worship in festivals, both at home and in wider communities
- raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future
- make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.

What is it like for someone to follow God?

Through this unit we teach children to be able to:

- make clear links between the story of Noah and the idea of covenant
- make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony
- make links between the story of Noah and how we live in school and the wider world.

What is 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 now
- 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.

How do festivals and worship show what matters to a Muslim?

Through this unit we teach children to be able to:

- identify some beliefs about God in Islam, expressed in Surah 1
- make clear links between beliefs about God and *ibadah* (e.g. how God is worth worshipping; how Muslims submit to God)
- give examples of *ibadah* (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve
- make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)
- raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims
- make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas

How and why do people mark the significant stages of life?

Through this unit we teach children to be able to:

- identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean
- offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today
- describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean
- make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)
- identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)
- raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones
- make links between ideas of love, commitment and promises in religious and non-religious ceremonies
- give reasons why they think ceremonies of commitment are or are not valuable today