

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 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 the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.

Why is Christmas special for Christians?

Through this unit we teach children to be able to:

- talk about people who are special to them
- say what makes their family and friends special to them
- recall simply what happens at Christmas
- begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus
- retell religious stories, making connections with personal experiences.

What times and stories are special?

Through this unit we teach children to be able to:

- talk about some religious stories
- recognise some religious words, e.g. about God
- identify some of their own feelings in the stories they hear
- identify a sacred text e.g. Bible, Torah
- talk about some of the things these stories teach believers

Why is Easter so special to Christians?

Through this unit we teach children to be able to:

- recognise and retell stories connected with celebration of Easter
- say why Easter is a special time for Christians
- talk about ideas of new life in nature
- recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature
- talk about some ways Christians remember these stories at Easter

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.

What places are special and why?

Through this unit we teach children to be able to:

- talk about somewhere that is special to themselves, saying why
- recognise that some religious people have places which have special meaning for them
- talk about the things that are special and valued in a place of worship
- begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God
- get to know and use appropriate words to talk about their thoughts and feelings when visiting a church
- express a personal response to the natural world.