

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.

## Why do Hindus want to be good?

Through this unit we teach children to be able to:

- identify and explain Hindu beliefs
- make clear connections between Hindu beliefs and the ways in which Hindus live
- connect the four Hindu aims of life and the four stages of life with beliefs
- give evidence and examples to show how Hindus put their beliefs into practices in different ways
- reflect on and articulate what impact belief in 'karma' and 'dharma' might have on individuals and the world.

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

Through this unit we teach children to be able to:

- identify some beliefs about God in Islam and make connections to how Muslims worship
- give examples of 'ibadah' (worship) in Islam and describe what they involve
- make links between Muslim beliefs about God and a range of ways in which Muslims worship
- question the value of submission and self-control to Muslims and whether there are any benefits to people who are not Muslim
- make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony

## Creation and science – conflict or complimentary

Through this unit we teach children to be able to:

- suggest what Genesis 1 might mean, be able to compare their ideas with ways in which Christians interpret it and shows awareness of different interpretations
- make clear connections between Genesis 1 and Christian beliefs about God as Creator
- show an understanding of why many Christians find science and faith go together
- identify key ideas from study of Genesis and comment on how far these are helpful or inspiring, justifying their response
- give reasons for their views about how the Creation narrative is in conflict with, or complementary to a scientific account

## What do Christians believe Jesus did to ‘save’ people at Easter

Through this unit we teach children to be able to:

- outline the story of Easter, explaining how Incarnation and Salvation fit within it
- explain what Christians mean when they say that Jesus’ death was a sacrifice
- make connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion / Lords Supper
- consider the value and impact of ideas of sacrifice in their own lives and the world today
- articulate own responses to the idea of sacrifice, recognising different points of view

## How do Christians decide how to live?

### What would Jesus do?

Through this unit we teach children to be able to:

- identify features of Gospel texts
- suggest meanings of Gospel texts and compare own ideas with ways in which Christians interpret biblical texts
- make clear connection between Gospel texts and how Christians live in the Christian community and in their individual lives
- make connections between Christians teachings and the issues, problems and opportunities in the world today, including their own lives
- articulate their own responses to the issues studies, recognising different points of view

## How does faith help people when life gets hard?

Through this unit we teach children to be able to:

- describe at least three examples of ways in which religions guide people in how they respond to good and hard time
- identify beliefs about life after death in at least two religious traditions, comparing and explain similarities and differences
- make connections between what people believe about God and how they respond to challenges in life
- give examples of ways in which beliefs about resurrection /judgment/ heaven/karma/reincarnation make a difference to how someone lives
- interpret a range of artistic expression of the afterlife, offering and explain different ways of understanding these
- offer a reasoned response to the unit question, with evidence and examples expressing own insights