

Westwoodside C of E Primary Academy

Vision:

At Westwoodside Church of England Primary Academy we aim to ensure that our children are religiously literate. We support all of our children in developing religious understanding and knowledge, as well as challenging them to think about their own unique ideas. This will equip them to hold balanced and informed conversations about religions and life, now and through life's journey. We hope that this will give our pupils the skills, along with the drive to have a positive impact in our world.

Intent:

At Westwoodside Church of England Primary Academy, we believe that it is vital for all our pupils to learn from and about religion, so that they can understand the world around them. Through Religious Education, pupils develop their knowledge of world faiths and other world views as well as their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. We want our pupils to develop an understanding of the world and to be able to develop their own world view, based on a respect of others, knowing that their ideas can have impact.

Implementation:

Religious Education is a statutory subject of the curriculum for all pupils in each year group, including Reception. In line with the 1988, 1996 and 1998 Education Acts all children will receive Religious Education unless parents/carers formally withdraw their own children (S352(1) (a)).

At Westwoodside Church of England Primary School, we ensure that we comply with the legal requirements for RE by following the Lincolnshire Agreed Syllabus for Religious Education 2018-2023. 'Every agreed syllabus should 'reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.' (s375 (3) Education Act 1996).

We teach RE, following the Lincolnshire agreed syllabus (2018-2022) alongside the Understanding Christianity resource. This is a minimum of 36hrs a year in KS1 and 45hrs in KS2. In Reception, the Lincolnshire agreed syllabus Programme of Study for Early Years Foundation Stage and Understanding Christianity are followed. Our long-term plan has been carefully mapped using key questions as a hook and allow pupils to deepen their knowledge of religious and non-religious world views. Building blocks of learning allow children to make connections and show their understanding over time, due to the spiral nature of our long-term plan. We have ambition for all pupils, therefore lessons are varied with their delivery and methods of assessment. We teach RE in a variety of ways such as; art, music, cooking and real-life situations to prompt debate, allowing all pupils to access our RE curriculum. Our Religious Education curriculum is enhanced further with visits, visitors and celebrations.

Through our Religious Education Curriculum, we aim to:

- Explore core beliefs and theological concepts through **disciplinary knowledge** in RE:
 - o Theology (Believing) - This is about believing. It looks at where beliefs come from, how they have changed over time, how they are applied

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differently in different contexts and how they relate to each other.

o Human and Social Sciences (Living) - This is about living. It explores the diverse ways in which people practise their beliefs. It engages with the impact of beliefs on individuals.

o Philosophy (Thinking) - This is about thinking. It is about finding out how and whether things make sense. It takes seriously questions about reality, knowledge and existence.

- Teach our pupils to understand and respect the importance of religious beliefs in the world around them and encourage them to respect the right of others to hold different beliefs, values and ideas.
- Offer opportunities for personal reflection and pupils' spiritual, moral, social and cultural development, as it encourages them to examine the significance of their learning in relation to themselves and others.
- Enables pupils to explore their own beliefs (whether they are religious or not), ideas, feelings, experiences and values in the light of what they learn.
- Encourage our pupils to ask significant and highly reflective questions about the meaning and purpose of life, beliefs about God, issues of right and wrong and what it means to be human.
- Develop an aptitude for dialogue so that pupils can participate positively in our society with its diverse religious and non-religious worldviews.
- Give pupils the knowledge and understanding to deal positively with controversial issues, to manage strongly held differences of belief and to challenge stereotypes and prejudice

EYFS

EYFS children will be guided in their learning through four overarching principles for a unique child, positive relationships, enabling environments and learning and development. They will build a good foundation for igniting their curiosity and enthusiasm for learning, forming relationships and thriving at school through the Seven Areas of Learning.

- Prime Areas of Communication and Language, Physical Development and Personal, Social and Emotional Development.
- Specific Areas of Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

The Early Years Foundation Stage Curriculum supports children's understanding of Religious Education through the planning and teaching of 'Understanding the World - People, Cultures and Communities'. Children are encouraged to use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live. Exploring others views, cultures and beliefs supports children in developing their views and beliefs about themselves, their family and community. In finding out about others, young children are encouraged to reflect on belief, culture and practice and explore religion and faith through observing festivals and celebrations, sharing non-fiction texts and reading stories from religious texts, handling artefacts, engaging in roleplay and drama based activities, and through discussions with those around them.

SEND

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'High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to/or different from this...special educational provision is underpinned by high quality teaching and is compromised by anything less'

'Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement' (SEND Code of Practice 2015)

For pupils with SEND, it is important to focus on the pupils' strengths as well as identifying areas where they need more help, practice and consolidation. In general, pupils should have the opportunity to develop all the concepts, regardless of their SEN or disability. However, the approach to these concepts may have to be done differently with different groups of pupils.

In the first instance, provision for SEND children should be planned in accordance with their individual support plans, focusing specifically on areas of strength and needs and the use of reasonable adjustments. Additional strategies to support identified areas of need should be taken from The Quality First Teaching booklet.

<https://www.sensibleenco.org.uk/shared-files/1903/send-quality-first-teaching-toolkit.pdf>

The Quality First Teaching booklet includes practical strategies which should be used to support the following four broad areas of need:

Cognition and learning needs - specific learning difficulties (dyslexia, dyspraxia, dyscalculia), moderate learning difficulties, severe learning difficulties, global delay, profound and multiple learning difficulties

Social emotional and mental health needs - behaviour, emotional and social difficulties, mental health difficulties, ADHD, depression, eating disorders, attachment disorders

Communication and interaction needs - Speech, language and communication needs, autistic spectrum disorder, Asperger's Syndrome

Sensory and/ or physical needs - Visual impairment, hearing impairment, multi-sensory impairment, physical disability, cerebral palsy Additional support and advice regarding individual SEND needs can be sought from the subject leader and SENDCO.

Impact

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The children at Westwoodside Church of England Primary Academy enjoy learning about other religions and why people choose, or choose not to follow a religion. Through their R.E learning, the children are able to make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people's cultures and ways of life. As a school, we believe that R.E is invaluable in an ever-changing world.

We measure the impact of our curriculum through the following methods:

- Pupils' progress in RE is based on the expected outcomes outlined in the Lincolnshire Agreed Syllabus and in Understanding Christianity. This is clearly mapped in our Skills and knowledge progression map.
- Pupil's are given frequent opportunities for self-assessment and reflection
- Summative assessments are made by teachers at the end of a unit of work and at the end of each academic year. Teachers can use evidence from pupil discussions, written outcomes, pupil interviews (pupil voice), and other creative outcomes, such as drama, art and music.
- Pupils' books and standards in RE are monitored termly by the RE lead.
- RE is monitored by the School governors.
- Progress in RE is reported annually to parents and has a prominent position in the end of year report.

	FS	Year 1	Year 2	Year $\frac{3}{4}$ Cycle A	Year 3/4 Cycle B	Year 5/6 Cycle A	Year 5/6 Cycle B
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	God	Christianity (A1) UC 1.1 (core) What do Christians believe God is like? • Christians believe in God, and that they find out about God in the Bible. • Christians believe God is loving, kind, fair and forgiving, and also Lord and King. • Some stories show these Christian beliefs. • Christians worship God and try to live in ways that please him. Islam (Sp1) What do Muslims learn about Allah and their faith through the Qur'an? - Know that Muslims believe in one God, Allah who created the world exactly as he wanted it to be (harmony - Islam). - Know that the Qur'an is a special book for Muslims and a source of authority. - Know the Prophet Muhammad is a special person to Muslims. - know at least one special story for Muslims (e.g. The Creation Story, Yunis and the Whale). - To know how Allah is described in the Qur'an.		Hinduism (Aut) What do Hindus believe about God? - Know that Brahman is the Ultimate Reality or Life Force in every living thing: the atman (soul) is the bit of Brahman in every living thing. - Know that the deities include the Trimurti: Brahma, Vishnu and Shiva. - Know that the Trimurti represent the cycle of life (samsara). - Know that Hindu Dharma is interested in the journey of the atman through samsara - Know that the goal is for the atman to achieve liberation (moksha) from samsara.	Islam (Aut) What do Muslims believe about Allah? - Know that the oneness of God (tawhid) is a very important idea in Muslim worldviews. - Know that Muslims believe humans have been created as God's 'abd (servants) and khalifa (regents) and that they have a responsibility to try to keep things muslim (harmonious). - Know that Muslims believe that God has provided humans with a straight path (shariah) to follow so that everything can stay muslim (harmonious). - Know that Muslims believe God has provided humans with three types of guidance to help them stay on the straight path (shariah): the natural world	Christianity (Sp1) UC 2b.1 (core) What does it mean if God is loving and holy? • Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. • Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace. • Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. • Christians believe getting to know God is like getting to know a person rather than learning information.	
	vocab	Christianity Christians, God, Bible, Lord, King, forgiveness, parable,		Hindu, Hinduism, Brahman,	Tawhid, Muslims, 'abd (servants)	Christians, God, omnipotent, omniscient,	

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			Gospels, Jesus, Father, loving Islam God, Muslims, Allah, Qur'an, Prophet, Muhammad, Tawhid, 99 names of Allah, Sha'adah		Ultimate Reality, Life Force, atman (soul), deities, Trimurti: Brahma, Vishnu and Shiva, Samsara (cycle of life), Sanatana Dharma, moksha (liberation), vedas, Mahabharata, Mandir, Puja	and khalifa (regents), muslim (harmonious), Shariah (straight path), Qur'an, Prophets.	eternal, worship, holy, loving, sin, injustice, forgiving, Bible, Incarnation, Salvation	
LAS Unit	Linked to God	Special people to me (A2) -Identify people/family members who are important to them and others. -Know that God is important to Christians. -Explore special people in religion, e.g. God, Allah, Jesus, Prophet Muhammad. -Discuss similarities and differences between themselves and others and among families, communities, cultures and traditions.						
Creation		Christianity (S1) UC F1 (core) Why is the word 'God' so important to Christians? -The word God is a name. -Christians believe God is the creator of the universe. -Christians believe God made our wonderful world	Christianity (A2) UC 1.2 (core) Who do Christians believe made the world? • God created the universe. • The Earth and everything in it are important to God. • God has a unique relationship with human			Christianity (Sp2) UC 2a.1 (core) What do Christians learn from the creation story? -Place the concepts of God and Creation on a timeline of the Bible's 'Big Story' -Make clear links	Christianity (S1) UC 2b.2 (core) Creation and Science: Conflicting or Complementary? -Know that there is much debate and some controversy around	

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		and so we should look after it. -There are stories in the Bible that tell Christians about God.	beings as their Creator and Sustainer. • Humans should care for the world because it belongs to God.			between Genesis 1 and what Christians believe about God and Creation -Describe what Christians do because they believe God is the Creator (For example, wonder at how amazing God's creation is: care for the earth in some specific ways.	the relationship between the accounts of creation in Genesis and contemporary scientific accounts. -Know that these debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts?	
	Vocab		God, Christians, Bible, Creator, Genesis, Creation, sustainer			Christians, God, Jesus, creator, sustainer, stewards, The Fall, ten commandments, Bible, Genesis	Christianity, God, Jesus, Trinity, Creation, Creator, sustainer, Genesis, controversy, conflict, power, majesty, cosmology, evolution, stewardship, scientists, engineering.	
LA Unit Linked to Creation		Our beautiful World (S2) -Explore different stories of creation, e.g. Christianity, Hinduism, Islam -Explore beliefs about the natural world and how human beings should relate to it (e.g. stewardship in Christianity, every living						

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		thing being part of Brahman, the ultimate reality in Hinduism, etc.) -Know we have a duty of care to our environment and that everyone can make a difference						
	 							

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						Christians see Jesus as their Saviour (See Salvation).	
	Vocab			Jesus, Gospels, Jesus, Christians, Advent, Nativity,	Christianity, God the Father, God the Son, God the Holy Spirit, Trinity, Incarnation, Bible, belief, prayer, Gospel, symbolism, baptism,	Christians, God, Jesus, Trinity, Incarnation, Salvation, Old Testament, rescuer, Messiah, Jewish people, resurrection, Holy Spirit, sin, injustice, crucified, Gospel, majesty, Lord	
		Christianity (Sp2) UC F3 (core) Why do Christians put a cross in an Easter garden? -Christians remember Jesus' last week at Easter. • Jesus' name means 'He saves'. • Christians believe Jesus came to show God's love. • Christians try to show love to others.		Christianity (S1) UC 1.5 (core) Why does Easter matter to Christians? -know that Easter is very important in the 'big story' of the Bible. -Know that Jesus showed that he was willing to forgive all people, even for putting him on the cross -know that Christians believe Jesus rose again, giving people hope of a new life. -know how God, Incarnation, Gospel And Salvation fit into the 'big story' of the Bible.	Christianity (S1) UC Salvation: Why do Christians call the day Jesus died 'Good Friday'? -Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. - Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. -Describe how Christians show their beliefs about		Christianity (Sp2) UC 2b.7 (core) What difference does the resurrection make for Christians? -Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. -The Gospels give accounts of Jesus' death and resurrection.

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					Palm Sunday, Good Friday and Easter Sunday in worship.			-Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. -This belief gives Christians Hope for life with God, starting now And continuing in a new life (heaven).
	Vocab			God, Christians, Easter, salvation, Holy Week, Jesus, rescue, New Testament, heaven, sin, forgiveness, resurrection,	Christianity, God, Jesus, creation, the fall, incarnation, Holy Week, disciples, Easter, Good Friday			Gospel, resurrection, Jesus, God, The Holy Trinity, salvation, incarnation, Good Friday, Easter Sunday, Messiah,
Community		Myself (A1) Explore similarities and differences in people's homes, families, dress, food, festivals and lifestyles. Think about and ask questions about themselves and other people and listen to answers. Respond to their own ideas and the ideas of others including their hopes, dreams, opinions	Islam (Sp2) What do Muslims do to express their beliefs? - Know how Muslims worship both at home and in the Mosque. - Know how Muslims use significant objects, e.g. prayer beads, prayer mats, compass - To identify which celebrations (Eidul-Fitr and Eidul-Adha) are important to Muslims and why? -Find out about and respond				Hinduism (A1) How do Hindus do to express their faith and beliefs? -Know about key worship practices in Hindu worldviews at the mandir and at home, including the puja ceremony and the importance of murtis. -Know that performing bhakti	Islam (A1) How do Muslims do to express their faith and beliefs? -Know what Ummah is (the global community of Islam). -Know the role of the mosque in providing education (the madrassah), welfare (by distributing zakat) and engaging with

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		and ways they approach happy and sad times. Make comparisons and identify similarities and differences of identity, lifestyle, community and tradition. Show curiosity and develop positive attitudes to new experiences when learning about people from other religions and cultures.	with ideas to examples of cooperation between people who are different.				(worship/devotion) is one way of fulfilling dharma. -Know about the key practices associated with the festivals of Diwali and Raksha Bandhan. -Know about the ways in which the stories and practices associated with Diwali and Raksha Bandhan connected with idea of fulfilling dharma.	the wider local community. - Know that Eid ul-Fitr marks the end of the month of Ramadan and the fast (sawm); - Know the significance of Hajj for Muslims.
			God, Muslims, Allah, Qur'an, Prophet, Muhammad, Mosque, Eidul-Fitr, Eidul-Adha, Ibadah,				Hindu, Hinduism, Brahman, Ultimate Reality, Life Force, atman (soul), deities, Trimurti: Brahma, Vishnu and Shiva, Samsara (cycle of life), Karma, Sanatana Dharma, moksha (liberation), Mandir, Puja, bhajan, aarti ceremony, prahshad, murtis, Diwali, Holi, Raksha Bandan	Islam, Muslim, Tawhid, mosque, Ummah, madrassah (education), zakat, Eid ul-Fitr, Ramadan, Sawm, Hajj, Umrah, Wudu, Salat.

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		Our special books -Know that they can learn about God and Allah from stories in Religious texts e.g. Yunas and the Whale -Know that religious people treat their books with respect. -Talk respectfully about similarities and differences between different beliefs and celebrations (Easter, Diwali, Ramadan) and begin to use specific vocabulary. -There are stories in the Bible that tell Christians about God. -Re—tell simple stories from Religious texts about people of importance to different religions.		Islam (A1) How does faith and belief affect the way Muslims live their lives? -Know that Muslims believe that Allah created everything in harmony and that it is the responsibility of humans to try to make sure everything is harmonious; -Know some stories shared by the prophets (e.g. the Prophet Nuh, the Prophet and the Camel) -Know some examples of how Muslims try to promote harmony and show good character (akhlaq), e.g. giving zakat, following the Five Pillars of Islam			Hinduism (A2) How does faith and belief affect the way Hindus live their lives? -Know that Hindus believe that the atman (soul) travels through samsara (the cycle of birth, life, death and rebirth) and that its ultimate goal is to achieve moksha (liberation). -Know that Hindus believe that the way to achieve moksha is for the atman to fulfil its dharma (duty) in each cycle of life. -Know that there are different ways in which Hindus seek to fulfil their dharma. - Know that Hindus follow the principle of non-violence (ahimsa) and know some examples of what this looks like in	Islam (A2) How does faith and belief affect the way people live their lives? -Know that Muslims believe that Allah (God) wants humans to promote harmony and that they can do this by following the straight path (shariah) that he has set out for them. -Know some teachings from the Hadith (collections of the teachings and lived example of the Prophet Muhammad) and be able to explain how the Hadith help Muslims follow the straight path (shariah). -Know some examples of ways in which Muslims

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							practice (e.g. the work of Mahatma Gandhi).	follow these teachings in order to stay on the straight path (shariah), e.g. the work of Muslim Hands.
	Vocab			Muslims, Allah, Islam, harmony, harmonious, Prophets, Qur'an, Imam (faith), Sha'adah, Aklaq, Mahammad			Brahman, Trimurti, samsara, atman, karma, moksha, dharma, Hindus, samsara, moksha, sharma, ahimsa, deities, devotion, puja, aarti, moral duty	Tawhid, Muslims, 'abd (servants) and khalifa (regents), muslim (harmonious), Shariah (straight path), Qur'an, Prophets, Five Pillars of Islam, Hadiths, sha'hadah, Salat, Zakat, Sawm, Hajj,
	 Life Journey			Islam (A2) How do people mark important events in life? -Know that Muslims have special ways of celebrating and saying thank you to God for the arrival of a new baby. -Know some of the Muslim rituals and practices associated with welcoming a new baby (whispering of the adhan, aqiqah ceremony) - Know some of the Christian celebrations associated with welcoming a new baby				Hinduism and Islam (Sum) How do people mark important events in life? How do Muslims/Hindus show they belong? -Know that Hindus believe it is important to fulfil your dharma (duty). -Know that there are rites of Passage (samskaras) that mark the journey of a human life and that carrying out these samskaras is part of fulfilling your dharma.

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				(baptisms, Christenings). -Know that welcoming a new baby is an important part of belonging to a Christian or Muslim community (church [Christianity]; ummah [Islam])				- Know that there are samskaras associated with birth, initiation, marriage and death. -Know some of the key practices associated with these samskaras. -Know that Muslims believe that it is important to belong to the global community of Muslims (ummah) because this is one way of being in harmony. -Know that part of belonging to this ummah is to take part in certain rites of passage. -Know that there are rites of passage associated with birth, initiation, marriage and death. -Know some of the key practices associated with these rites of passage
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	Vocab			Muslims, Allah, Islam, harmony, harmonious, Prophets, Qur'an, aqiqah, Adhaan, Zakat, belonging, baptisms, Christenings,				Hinduism Hinduism, Hindus, Brahman, Atman, Samsara, Dharma and karma, samskaras, Rites of Passage, namkarna (birth - naming ceremony) jatakarma, karnavedah, mundane, upananyana, vivaha (marriage), antyeshti (death) Islam Muslims, Islam, ummah, harmony, adhaan, aqiqah, zakat, mahr, Madrasahs, Makkah
LAS Unit	Worship  Places of		Places of Worship (Sum) -Know and be able to explain the significance of some key features, objects and symbols in a Christian church, e.g. altar, cross/crucifix, font, candle - Know and be able to explain the significance of some key features, objects and symbols in a Muslim mosque, e.g. prayer mat, qibla, minaret. -To identify similarities and differences between Islamic and Christian features of worship.			Sacred Spaces (S2) -describe what is meant by 'sacred' -describe and compare a sacred place significant to religious believers (Mosque, Church, Mandhir) ·explain the value of sacred places to religious believers · reflect on the significance of sacred places in their own lives		

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	Vocab		Places of worship, Christian, church, font, alter, cross, Islam, Muslims, mosques, prayer mat, minaret,			Places of worship, Christian, church, font, alter, cross, Islam, Muslims, mosques, prayer mat, minaret, Mandhir, Hindu, puja tray		
LAS Additional Unit	 Big Questions				Big Questions What does it mean to live a good life? (S2) -Consider whether you need to believe in God to be good. - Think about how understanding what 'bad' is might help us understand what 'good' is and what it is not. -Give examples about what it means to be good in religious and non - religious worldviews, e.g. in Christianity - 'Love your neighbour as yourself' to exemplify how to act towards others. In Islam, the importance of charity (Zakat)		Big Questions Why do we celebrate? (Sp1) -Know that religious people celebrate key moments in different ways. -Know that celebration can be about remembering both happy things and sad things. -Know that confirmation is a Christian celebration of someone deciding to commit to following Jesus and belonging to the Christian community. -Know the practices associated with Christian confirmation.	
	Vocab				Christianity, Islam, Hinduism, God, Allah, deities,good			Celebration, celebrate, Birthdays, religious festivals, births, wedding

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								celebrations, humanism, Christianity, Humanism, naming ceremonies, holy communion
LAS Additional Unit				Thankfulness (Sp) -Know what it means to be thankful and make links about what they are thankful for. -Know that Muslims celebrate Eid Al Fitr and name some key rituals and practices associated with this festival. -Know that Christians give thanks to God at harvest time and identify the ways in which Christians celebrate harvest around the world. -Know what Sukkot is and how it is celebrated.			Expressing beliefs through the Arts (S2) -Know that there are lots of different ways in which humans communicate meaning (e.g. language, art, music, dance, drama, computer coding, mathematical equations, etc.) -Know that it can sometimes be difficult to communicate meaning clearly (e.g. when the same word, e.g. 'field', means different things in different contexts or when it is difficult to capture an emotion/feeling in words) -Know some examples of creative expression that seek to communicate	

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							religious beliefs (e.g. Methodist Modern Art Collection, Islamic calligraphy, Christian gospel music)	
	Vocab			Thankful, Eid Al Fitr, harvest, thanksgiving, Jewish, Sukkot, Hindu, Holi,			Creativity, expression of beliefs, imagination, inspiration, inventiveness, vision, innovation,	

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Teaching and learning approach	End KS1 <i>Pupils will be able to:</i>	End lower KS2 <i>Pupils will be able to:</i>	End KS2 <i>Pupils will be able to:</i>	End KS3 <i>Students will be able to:</i>
 ELEMENT 1: Making sense of the text Developing skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of meanings of texts for Christians.	- Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible. - Identify at least two different types of texts from the Bible; for example, a story, a parable, a gospel account of Jesus' life, and instructions about how to behave. - Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation. - Give clear, simple accounts of what the texts mean to Christians.	- Order at least five key concepts within a timeline of the Bible's 'big story'. - List two distinguishing features of at least three different types of biblical text; for example, Gospel, parable, letter. - Make clear links between biblical texts and the key concepts studied. - Offer suggestions about what texts might mean and give examples of what the texts studied mean to some Christians.	- Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied. - Identify at least five different types of biblical texts, using technical terms accurately. - Explain connections between biblical texts and the key concepts studied, using theological terms. - Taking account of the context(s), suggest meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.	- Give reasoned explanations of how and why the key Christian concepts studied are related; for example, how they fit into a 'salvation narrative' of the Bible. - Explain different types of text used in the Bible to illustrate key concepts, considering what interpretations are appropriate. - Suggest meanings of biblical concepts and texts, explaining their ideas with reasons and evidence. - Apply different methods of interpretation to texts to show how Christians make sense of the Bible.
 ELEMENT 2: Understanding the impact Examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world.	- Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities. - Give at least three examples of how Christians put their beliefs into practice in church worship.	- Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities. - Describe how Christians show their beliefs in worship and in the way they live.	- Make clear connections between Bible texts and concepts studied with what Christians believe, how Christians worship and how Christians behave in their whole lives, their church communities, and in the wider world. - Show how Christians put their beliefs into practice in different ways; for example, in different denominations.	- Give reasons and examples to explain how and why Christians respond to Bible texts and the concepts studied, and are influenced by them, as individuals, in church communities, and in the wider world. - Show how Christians make moral and religious decisions. - Explain why Christians apply texts differently.
 ELEMENT 3: Making connections Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.	Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.	- Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live. - Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.	- Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses. - Weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.	- Give coherent accounts of the implications of biblical ideas and beliefs in the modern world (including local and global examples), and evaluate personally and impersonally how far these ideas help to make sense of the world. - Respond to the challenges of biblical ideas and teachings in the world today and in their own lives, offering reasons and justifications for their responses.

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Understanding Christianity resource – Disciplinary Knowledge

We use the following three areas to develop pupils' abilities to make sense of texts related to the core concepts, to understand the impact of belief in these concepts in the lives of Christians and the Christian community, and to make connections beyond the concepts with other learning, including pupils' own responses.

A similar approach will be used in units studying other religions.



Theology – Making Sense of the Text – Believing

Developing pupils' skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of the meanings of texts for Christians.

Exploring the context: Where does this fit in the 'big story'?

Exploring interpretations: Pupils' views and a variety of Christian readings

Exploring purposes: How do Christians use this text?

Exploring significance: Why does this matter?

Unveiling the concepts: How does this contribute to understanding key Christian ideas? Considering issues ... behind, within and in front of the texts



Human and Social Sciences – Understanding the Impact – Living

Understanding the impact: examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world.

How, then, do Christians live..?

... in the Christian community? Examining ways in which Church living grows out of biblical teaching

... in their everyday living? Examining ways in which Christians apply the Bible day-to-day

What impact do Christianity and Christians have in the world? Examining ways in which Christian belief and practice make a difference in the world

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How has this had an impact on how people see the world? Examining the influence of Christian thought on 21st-century thinking and living



Philosophy - Making Connections - Thinking

Making connections: evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.

Connecting texts, concepts and Christian living: Developing understanding of the bigger picture

Connecting ideas studied and pupils' own ideas: Using ideas studied to reflect on matters of personal concern

Personal and impersonal evaluation: Allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking

Examining implications for pupils' understanding of self, world and others: Discerning where there might or might not be value to be gained from ideas studied