



Religious Education at Hempsted C of E Primary School

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that children can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Our Big Ideas

Big idea one: Curiosity and questioning

Children gain knowledge and understanding through curiosity and questioning in class, around school and in collective worship.

Big idea two: Respect for God, each other and other religions/beliefs

By following the British value of respect for others and knowing that Christianity is the main religion in Britain, but also knowing that there is a wide variety of other religions and how important it is to respect everyone's beliefs.

Big idea three: Articulate clearly their own beliefs and develop their own personal spiritual journey

Using their knowledge and understanding to shape what they believe, knowing that we are all on a constant spiritual journey whatever we believe.

How it is taught

- Through the Gloucestershire agreed syllabus and through Understanding Christianity.
- Through creative and engaging stories, art, drama and artefacts.
- Through exploring questions and being inspired by the wonders around us in creation, especially in the garden and secret garden areas.
- Having a close link and partnership with St Swithun's church.
- Through visitors from all religions coming in and going to see other places of worship.
- Through isingpop and whole school RE days.
- In times of reflection in collective worship, class worship and in around the school, for example at the prayer station in the entrance.

Developing Spirituality through religious education

Through learning about the awe and wonder of the Trinity – how can God be 3 in 1?
Through visiting religious buildings and experiencing the sense of awe when inside;
thinking about significant life events; thinking about our own beliefs and respecting the beliefs of others.

RE teaching and learning should enable children to...

A. Make sense of a range of religious and non-religious beliefs	B. Understand the impact and significance of religious and non-religious beliefs	C. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied
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End of Key Stage 1 outcomes

RE should enable children to:

	Year 1	Year 2
Make sense of a range of religious and non-religious beliefs	Identify the core beliefs and concepts studied and give a simple description of what they mean	Give examples of how stories show what people believe (e.g. the meaning behind a festival) Give clear, simple accounts of what stories and other texts mean to believers
Understand the impact and significance of religious and non-religious beliefs	Give examples of how people use stories, texts and teaching to guide their beliefs and actions	Give examples of ways in which believers put their beliefs into action
Make connections between religious and non-religious beliefs, concepts, practices and ideas studied	Think, talk and ask questions about whether the ideas they have been studying have something to say to them	Give a good reason for the views they have and the connections they make

End of lower Key Stage 2 outcomes

RE should enable children to:

	Year 3	Year 4
Make sense of a range of religious and non-religious beliefs	Identify and describe the core beliefs and concepts studied	<p>Make clear links between texts/ sources of authority and the key concepts studied</p> <p>Offer suggestions about what text/ sources of authority can mean and give examples of what these sources mean to believers</p>
Understand the impact and significance of religious and non-religious beliefs	<p>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</p> <p>Describe how people show their beliefs in how they worship and in the way they live</p>	Identify some differences in how people put their beliefs into action
Make connections between religious and non-religious beliefs, concepts, practices and ideas studied	Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly	<p>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how children think and live</p> <p>Give good reasons for the views they have and the connections they make</p>

End of upper Key Stage 2 outcomes

RE should enable children to:

	Year 5	Year 6
Make sense of a range of religious and non-religious beliefs	<p>Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions</p> <p>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</p>	<p>Give meanings for texts/ sources of authority studied, comparing these ideas with ways in which believers interpret texts/ sources of authority</p>
Understand the impact and significance of religious and non-religious beliefs	<p>Make clear connections between what people believe and how they live, individually and in communities</p>	<p>Using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in different communities, denominations or cultures</p>
Make connections between religious and non-religious beliefs, concepts, practices and ideas studied	<p>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</p>	<p>Reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently</p> <p>Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</p>

