Curriculum Statement:

At St James we follow the Surrey Agreed syllabus for Religious Education. Through our teaching, we encourage pupils to develop positive, respectful attitudes to their learning and to the beliefs and values of others.

The following attitudes are particularly important for good learning in Religious Education: self-awareness, respect for all, open-mindedness and an appreciation and wonder.

In lessons we aim to provide a breadth of experience which develops the skills of observation, enquiry, reflection and evaluation.

St. James C. of E. PRIMARY SCHOOL

Statement of Intent:

Our inclusive community is founded upon a Christian ethos which welcomes and embraces everyone, regardless of their beliefs. Our mission is for everyone to "Let Their Light Shine" through our values; Love, Unity, Respect and Courage which are at the heart of all we do.

Key Skills developed:
Progression in RE depends upon the development and application of the following learning skills.
These skills should be used in developing a range of activities for pupils to demonstrate their capabilities in RE. They will ensure that we move our pupils on from knowledge accumulation and work that is merely descriptive to higher level thinking and more sophisticated skills.
Reflection – this includes:
Reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices
Empathy – this includes:
Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others
Developing the ability to identify feelings such as love, wonder, forgiveness and sorrow
Seeing the world through the eyes of others, and seeing issues from their point of view
Investigation – this includes:
Asking relevant questions
Knowing how to gather information from a variety of sources
Knowing what may constitute evidence for justifying beliefs in religion
Interpretation – this includes:
Drawing meaning from artefacts, works of art, music, poetry and symbolism
Interpreting religious language
Suggesting meanings of religious texts
Evaluation – this includes: Debating issues of religious significance with reference to evidence and argument
Analysis – this includes:
Distinguishing between opinion and fact
Distinguishing between the features of different religions
Synthesis – this includes:
Linking significant features of religion together in a coherent pattern
Connecting different aspects of life into a meaningful whole
Application – this includes:
Making the association between religion and individual, community, national and international life
Expression – this includes:
Explaining concepts, rituals and practices
Expressing religious views, and responding to religious questions through a variety of media.

EYFS continuous provision:

EYFS

In Reception classes, there are **6 key questions,** accessed through **continuous provision**, in line with Development Matters & Birth to 5 Matters guidance for EYFS. **Pupils are assessed against ELGs.**
All units introduce specialist vocabulary and resourced reflecting the worldviews that are appropriate for our school's setting, whilst also including Christianity.

Who am I and where do I belong?

- Every person is special and unique
- Some people believe that God made them this way
- How new babies are welcomed
- People belong together in different ways
- People have different ways of showing they 'belong' together (religious & non-religious)
- Special people in different religions (e.g. Jesus / Prophet Muhammad (pbuh) / Moses)

Why do we have celebrations?

- Each person has a "birth-day" and this is celebrated on the anniversary of their birth
- Celebrations are joyful times
- Celebrations are often a time to say "thank you"
- Christians celebrate special festivals e.g. Harvest, Christmas, Easter
- Other religions have different festivals
- School-based celebrations

What makes a place special?

- Some people have places that are special to them
- There are special buildings where some people go to think and learn about God
- Some people feel close to God anywhere or in their own special places

What can we learn from stories?

- People can have favourite stories
- Through stories people share ideas and values about how to live
- Some books are special to religious groups e.g. Bible (Christians) Torah (Jews) Qur'an (Muslims) and talk about God
- Some stories are about special people e.g. Jesus, Prophet Muhammad (pbuh*), Moses etc.

What makes something 'special'?

- Different things are special to people for different reasons
- How to look after special things and respect things that are special to others
- People can use objects to help them remember special times and places
- Memories can be special
- Some objects are 'religious' objects and help people to think about God

What makes our world wonderful?

- Our world is a place of wonder & we should look after it
- People are naturally 'creative'
- Some people believe our world was created by God and that this is an important story in their special books
- Some people believe that it came about naturally and that science is the best way to understand it

KS1 & KS2: Per phase, there are….

10 Compulsory units
introducing / revisiting key concepts





2 thematic units from a selection
are planned for the 2nd half of the Summer term, drawing together 'golden threads' across learning.

The balance of units across the key stages ensures that **St James CofE Primary** meets the statutory requirements.

More detailed overviews for each phase are in the Agreed Syllabus support materials. The thematic units (highlighted are the ones chosen by St James) draw together key ideas present in other units across the phase, consolidating prior knowledge & helping pupils to make links, whilst introducing new material from religions or beliefs represented in our school community or not previously studied. These units also create opportunities for assessing pupils' progress.

KS1	Compulsory units: 3 per year	Concepts	Compulsory units: 2 per year	Concepts	Thematic units – choose 1 per year
Y1 Unit1 Au 1	**CHRISTIANITY: Why do Christians call God 'creator'?** • 'Create' / 'creation' / 'creator' • Biblical creation story • God as 'creator' of the world & in other parts of the Bible • Celebration of Harvest	*God* *Creation*	**Y1Unit 3. JUDAISM: What is the Torah & why is it so important to Jewish families?** • What makes a book special? • Torah is special as it contains God's words & rules for living (mitzvot) • How Jewish people show the Torah is special in how it's treated & where it lives	*Shabbat* *Creation* *'shalom'* *rest*	**What makes a good leader?** • Who are 'good' leaders? • Why did people follow Moses / Jesus / Muhammad? • Leaders who followed a faith / belief • What can we learn from leaders? • How can we be a good 'follower'?
Y1 Unit2 Au 2	**CHRISTIANITY: What is the 'Nativity' and why is it important to Christians?** • 'Nativity' as the birth of Jesus • Other important people in the Nativity • Why did angels announce Jesus' birth? • Diversity of Nativity sets across the world • Christmas as focus of worship of Jesus	*Incarnation* *God* *Worship*	**Y2 Unit 3 JUDAISM: Why do Jewish families celebrate the gift of Shabbat?** • Shabbat as a special gift of rest • Links with creation story • Friday night meal & symbols; Saturday night ceremony as start of new week	*'Holy'* *Torah* *Mitzvot* *Respect*	**Y1Unit 6 Su 2 Why do people tell stories?** • Stories help us understand life; teach us to be better people; about real events; to comfort & link us to others • Stories linked to festivals; add Hanukkah / Purim • Aesop's Fables / Badger's Parting Gifts
Y1 Unit4 Sp 2	**CHRISTIANITY: What do Christians learn from stories of Jesus?** • Stories about Jesus, baby → man • Jesus human 'like us' and divine, 'like God' • Jesus' stories ('parables') & miracles • Christians as 'followers' of Jesus • End with Easter story and symbols	*Incarnation* *Salvation*	**Y1 Unit 5 Su 1 ISLAM: What is important for Muslim families?** • Muhammad (pbuh) is the most important Prophet (messenger) for Muslims • Muslims learn from his life & example • Qur'an contains the holy words of Allah	*respect* *Prophet* *ibadah* *salaam* *(peace)* *creation*	**Is prayer important to everyone?** • Who do people pray to? Does everyone pray? • How is prayer different from reflection? • Buddhist 'prayer' flags & prayer beads across traditions
Y2 Unit1 Au 1	**CHRISTIANITY: What is God like for Christians?** • Build on idea of God as creator • Images of God from the Bible: shepherd, parent, King; Jesus 'like God' • Ideas in art / story / song	*God* *'Holy'* *Creation*	**Y2 Unit 5 Su 1 ISLAM: Who is Allah and how do Muslims worship him?** • Muslims believe in One God, Allah • 99 beautiful names express what Allah is like, including 'Al-Khaliq' (creator) • Prayer is part of worship of Allah (ibadah)	*Allah* *salah* *Ibadah*	**Why should we look after the world?** • Link to ideas from prior learning about creation • Caring about the world from non-religious perspective – we all share our world • Tu B'Shvat (Jewish tree-planting festival)
Y2 Unit2 Au 2	**CHRISTIANITY: Why is giving important to Christians?** • Why / when do we give to others? • Christians as 'Church' give in different ways e.g. 'service', food bank • Commandments to 'love God & love others' • Giving at Christmas because God gave	*Incarnation* *Worship* *Kingdom*	THIS BOX IS INTENTIONALLY BLANK!		**Y2: Unit 6 Su 2 Is giving better than receiving?** • Giving & receiving through festivals e.g. Harvest festivals / Christmas / Easter / Eid • Gifts of Creation / Shabbat / Torah / Qur'an / Jesus • How do Sikhs give and why? • Giving from a non-religious perspective
Y2 Unit4 Sp 2	**CHRISTIANITY: Why do Christians call Jesus 'Saviour'?** • 'Saving' others; Jesus as 'Saviour' • Jesus changing lives e.g. Zacchaeus	*Salvation*			THIS BOX IS INTENTIONALLY BLANK!

	• Salvation in Easter story, symbols in Easter garden.				
LKS2	**Compulsory units: 3 per year**	**Concepts**	**Compulsory units: 2 per year**	**Concepts**	**Thematic units – choose 1 per year**
Y3 Unit1 Au1	**CHRISTIANITY: How can artists help us to understand what Christians believe and do?** • How Christians show ideas about God through art • Crosses from around the world • Art (incl. Christmas) from different cultures: Jesus 'like us' (incarnation)	*God* *Incarnation* *Salvation*	**Y3 Unit 3 Sp1 JUDAISM: What are important times for Jewish people?** • Importance of 'remembering' in Judaism • Key festivals: Passover & Sukkot, links to stories & practices • Bar/Bat Mitzvah as commitment to keep mitzvot	*mitzvot* *Covenant* *Shabbat* *Shalom*	**Why do people make promises?** • How people demonstrate commitment through making promises e.g. in marriage, at birth, rites of passage etc. • Draw on material across religions & beliefs studied
Y3 Unit4 Sp2	**CHRISTIANITY: How did Jesus change lives – and how is it 'good news?'** • Miracles & stories about Jesus through the eyes of Peter • 'Gospel' as 'good news' • Forgiveness & restoration	*Gospel* *Kingdom*	**Y3 Unit 5 Su 1 ISLAM: How does 'ibadah' (worship) show what's important to Muslims?** • Prayer (salah) shows submission to Allah • Ummah as an equal community of believers • Qur'an as final revelation & guide for living	*Tawhid – Allah is One* *Ummah* *Salah* *submission*	**What is the 'Golden Rule' and why do so many people live by it?** • We share a common need to be treated well in order to live together peacefully. • The 'golden rule' is shared across religions & beliefs & how this impacts on ways of living
Y3 Unit2 Au 2	**CHRISTIANITY: What's the Bible's 'big story' – and why is it like treasure for Christians?** • The Bible tells the big story of God and his people – place stories & concepts • At the centre of it is Jesus • Why might the Bible be like 'treasure'? • Using creativity to express ideas / beliefs	*Creation* *Free will / Fall* *Covenant* *People* *Incarnation* *Salvation* *Gospel* *Kingdom*	**Y4 Unit 3 Sp1 SIKHI: What do Sikhs value?** • Duties of Sikhs to pray, work and give • Equality is important to Sikhs & is expressed in langar & Sikh community • Gurus as teachers & leaders	*Equality* *'Pray, Work, Give'* *Moksha* *Five Ks* *Guru*	**Y3 Unit 6 Su 2 Why do people use creative ways to express their beliefs?** • People from different traditions express themselves through the arts in different ways & why this is • Some ideas and beliefs are easier to express through the arts / symbolism
Y4 Unit1 Au 1	**CHRISTIANITY: What did God promise to his people?** • Covenants and stories from OT, including creation • What impact do God's promises have on Christians, the things they promise and their subsequent actions?	*God* *Creation* *Covenant* *People*	**Y4 Unit 5 Su 1 HUMANISM: How do non-religious people celebrate new life?** • Celebrating new life is important to religious & non-religious people • We have one life to live & it's worth celebrating; freedom to choose • Key principles of Humanism through baby welcoming ceremonies	*Science* *Reason* *Empathy*	**Are words more important than actions?** • Consider key teachings from religions / beliefs studied – is it more important to believe words or live them? • Which words / actions do you live by?
Y4 Unit2 Au 2	**CHRISTIANITY: What did Jesus say about God's kingdom & why is it 'good news'?** • 'Kingdom' as God's rule on earth & in heaven	*Gospel* *Kingdom*	THIS BOX IS INTENTIONALLY BLANK!		**Y4 Unit 6 Su 2 How do people try to make the world a fairer place?**

	• Jesus' teaching about God's Kingdom in the Sermon on the Mount & the Great Commandment • Christians living as citizens of God's Kingdom			• There are situations of social and economic unfairness in the world • Many religions and belief systems teach it is important to share and give to those who are in need & care for the environment • Focus on Mitzvah Day in Judaism as a way of bringing about tzedek (justice) or Tikkun Olam (restoration) • How can **we** make a difference?
Y4 Unit4 Sp2	**CHRISTIANITY: For Christians, is communion a celebration, or an act of remembrance?** • Communion as a sacrament to 'remember' • Passover & new covenant (& Easter) • Communion & symbolism across the world	*Salvation*		

UKS2	Compulsory units: 3 per year	Concepts	Compulsory units: 2 per year	Concepts	Thematic units – choose 1 per year
Y5 Unit 1 Au1	**CHRISTIANITY: What do Christians believe about creation?** • Link with Science curriculum: creation / evolution theories • Humanity has choices – 'free will' • All of creation is affected by 'the fall' • One day there will be a new creation	*Creation* *Free will*	***Note Judaism & Islam units are compulsory Across UKS2, we have also selected 1 Hindu & 1 Buddhism unit of study.***		**How did it all begin?** • What are the different beliefs about what happened? • Are there common threads across religions? • Can you believe in both God and science? • Is it important to know how the world began?
Y5 Unit 4 Au2	**CHRISTIANITY: Why is the idea of 'rescue' so important to Christians?** • God's 'Big Story' – the rescue plan • Stories of salvation across OT & NT • 'Salvation' in the Easter story • Creative expressions of salvation	*Creation* *Free will / Fall* *Covenant* *People* *Incarnation* *Gospel* *Salvation* *Kingdom*	**Y5 unit 3 Sp1 JUDAISM: What does it mean to be part of a synagogue community?** • Centrality of Torah to worship (e.g. *shema*) • Impact of commitment to justice / living according to mitzvot in the Torah / remembering (Yom Kippur) • Synagogue: place of learning, worship & gathering for different types of Jewish people	*Shema* *Torah* *mitzvot* *Tzedek (justice)*	**Is life a journey?** • Milestones – personal / others • How do we overcome hurdles on a journey? • How do people decide which way to go? • Is a journey better shared? • Is a pilgrimage different from a journey?
Y5 Unit 5 Su1	**CHRISTIANITY: How did the Church begin, and where is it now?** • Birth of the Church at Pentecost • God calls the Church to do God's work in the world and be 'good news' • Baptism, worship & service are signs of membership	*Kingdom* *Gospel*	**Yr 5 Unit 4 Sp2 ISLAM: What helps Muslims to live a good life?** • Five pillars as duties for living a good life • Fasting and celebrating contribute to a good life • Hadith & sunnah as guidance to follow	*Shahadah* *Salah* *Sawm* *Zakah* *Hajj* *hadith*	**Y5Unit 6 Su 2 What does it mean to live a 'good life?** • How do different people answer this question? • Does collaborating make life better? • What might the consequences of not living a good life be? • Impact of good life on world, global / local community & self-identity
Y6 Unit 3 Sp1	**CHRISTIANITY: How is God Three – and yet One?** • Holy Spirit is God at work in the world • Holy Spirit in relationship with Father & Son • Trinity in baptism of Jesus, creation & Christians' experience • How does this compare with other religions?	*God* *Trinity* *Incarnation*	**Y6 Unit 1 Au 1 HINDU (SANATANA) DHARMA: What helps Hindus (Sanatanis) to worship?** • 'Sanatana Dharma' as a way of life • Brahman present in all things & represented in many forms esp. Trimurti • Key deities and avatars of Hinduism and their place in Hindu worship	*'sanatan dharma'* *Brahman* *(tri)murti* *Puja* *Arti* *'Incarnation'*	**What can be done to reduce racism? Can RE help? *(NATRE materials)*** • What do we mean by 'racism'? • What can we learn from two statues in Bristol? • How can the Golden Rule challenge racism? • Can good RE promote justice & equality for all?
Y6 Unit 2 Au2	**CHRISTIANITY: What do Christians believe about the Messiah – and why is it good news?** • Jesus as fulfilment of OT prophecies in his birth, life and death	*Incarnation* *Covenant* *People* *Gospel* *Salvation*	**HINDU (SANATANA) DHARMA: Why should Hindus (Sanatanis) live a good life?** • Cycle of samsara & impact of karma • Moksha as release from cycle of samsara	*'sanatan dharma'* *Samsara* *Karma* *Moksha*	**Y6: Unit 6 Su 2 Who am I and where do I belong?** • How do communities gain a sense of personal identity through the things they believe?

	• Link with story of Simeon in the temple • What Jesus said about himself • Links to 'I AM' statements in John's Gospel		• Importance of 4 dharma (duties) & artha (honest living) in achieving a good life		• What are the things that I believe – and where have my ideas come from? • How might these ideas help me as I move into Y7?
Y6 Unit 4 Sp2	**CHRISTIANITY: For Christians, what difference does it make to belong to God's Kingdom?** • Command to 'act justly, love mercy, walk humbly' – what does this mean? • Lord's Prayer – on earth/ in heaven • Christians' beliefs about life after death	*Kingdom*	**Y6 Unit 5 Su 1 BUDDHISM: What is the 'Buddhist way of life'?** • Story of Buddha's enlightenment • Buddhists follow dhamma (teachings) to avoid bad karma & escape cycle of samsara • Eightfold Path as the way to enlightenment esp. meditation	*'Buddha' Samsara Karma Nirvana*	Leavers Service at Guildford Cathedral Year 6 Leavers service at St James Parish Church