

Religious Education																																				
Vision and approach for RE It is our aspiration at Swanmore C of E Primary that children have explored their own lives in relation to what it can mean to live with a religious belief. They will develop an understanding of how people from around the world may celebrate significant religious events and will work with St Barnabas for key Christian calendar events. These first hand experiences will enable the children to develop a curiosity for how religion plays an important part in Christians and Jews’ everyday lives, and guide them through their everyday decisions alongside our school values of honesty, charity and respect. Children will develop a sense of courageous advocacy, so they reflect, show tolerance and explore their own lives and the way in which people use their faith to live within local, national and world communities.			Key Concepts: <table><tr><td>God</td><td>Light</td><td>Fall</td></tr><tr><td>Celebration</td><td>Forgiveness</td><td>Trinity</td></tr><tr><td>Specialness</td><td>Rescue</td><td>Hope</td></tr><tr><td>Symbol</td><td>Salvation</td><td>Symbol</td></tr><tr><td>Recognition</td><td>Remembering</td><td>Kingdom of God</td></tr><tr><td>Good & Evil</td><td>Obedience</td><td>Authority</td></tr><tr><td>Welcoming</td><td>Holiness</td><td>Justice</td></tr><tr><td>Belonging</td><td>Freedom</td><td>Submission</td></tr><tr><td>Protection</td><td>Ritual</td><td>Faith</td></tr><tr><td>Creation</td><td>Gospel</td><td></td></tr></table>			God	Light	Fall	Celebration	Forgiveness	Trinity	Specialness	Rescue	Hope	Symbol	Salvation	Symbol	Recognition	Remembering	Kingdom of God	Good & Evil	Obedience	Authority	Welcoming	Holiness	Justice	Belonging	Freedom	Submission	Protection	Ritual	Faith	Creation	Gospel		Content and Sequencing Through Living Difference 4 and Understanding Christianity, learning is progressive and sequenced so that knowledge is built upon each year. Children learn about different faiths, beginning with those closest in concept to Christianity. The learning develops across the key stages as key concepts become more complex.
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Curriculum Drivers																																				
Experiential		Curiosity	Independence	Resilience	Rich in language	Community																														
Through the ‘Cycle of Enquiry’ Throughout a unit of learning, children are encouraged to answer questions as they contextualise, evaluate, communicate and apply their learning to deepen understanding.		We strive for children to ask questions and reflect on world religions in a respectful way, through their knowledge and discussions.	We strive for children to reflect and challenge their thinking through religious concepts. An idea or model explaining religious beliefs or practices.	Children learn and reflect on concepts from different faiths, some of which may challenge their personal views. Children will share their views in a respectful way as their beliefs may be challenged.	The quality and variety of language heard, written and spoken are key factors in learning the meaning of important religious vocabulary (e.g. synagogue, ritual) and articulating religious concepts clearly and precisely.	We strive for children to be engaged so they understand that religion influences their own society both domestically and globally; that they live in an inclusive society where their own religious beliefs, culture and opinions are valued and diversity can be celebrated. It provides them with an understanding about the impact of religion on their own lives, those of people in their community and in the wider world.																														
Links with Mathematics and English			Progressive		Inclusive																															
Opportunities to apply their English skills: <ul style="list-style-type: none">➤ Descriptions e.g. of religious practices➤ Explanations e.g. of a person’s beliefs➤ Discussion➤ Debate➤ Oral and written presentations Opportunities to apply their Mathematics skills: <ul style="list-style-type: none">➤ Chronology (dates, timelines)➤ Numerical symbolism e.g. ten commandments, five pillars of Islam, four gospels.➤ Data collection, handling & presentation			<ul style="list-style-type: none">➤ Evidence of RE scaffolded by the ‘Cycle of Enquiry’ (enquire, contextualise, evaluate, communicate, apply) will be evident in books/class collections of work.➤ Children can talk confidently at each stage about the religious concepts they have studied.➤ Children apply their understanding after the unit of learning or in another subject/context.		<ul style="list-style-type: none">➤ The curriculum is designed to engage all.➤ Tasks are varied to support children to access the learning.➤ Children’s starting points are identified using assessment tools and teaching builds on prior knowledge.➤ Learning is challenging and progress is expected of all children.➤ Outside visitors, educational visits, artefacts and other resources are used to aid understanding.																															

