



Religious Education & World Views

Intent

Our intention is that when children leave Chew Stoke Church School, they will do so with strong knowledge, understanding and the skills to be able to play an active, positive and successful role in today's diverse and global society. We want **all** of our children to have high aspirations, a belief in themselves and an ability to wonder and to ask questions about anything and everything. At Chew Stoke Church School, Religion & Worldviews is at the core of what we do and enables our children to become independent, confident and responsible members of society, as well as developing the "whole child" intellectually, morally, spiritually and socially. Through our whole-school approach to Religion & Worldviews, it is our belief that excellence in these areas will lead to excellence across the curriculum and beyond in later life.

Implementation

Religion & Worldviews is taught across the school from Reception - Year 6 on a weekly basis and as a school, we follow the Somerset AMV Syllabus and Understanding Christianity Resource. We aim to develop our children as critical thinkers, who have an awareness of the world around them. Our Religion & Worldviews curriculum equips children with relevant and meaningful content, which provides our children with a strong foundation in Mutual Respect and Tolerance of differing beliefs, faiths and views. Weaving through the heart of our Religion and Worldviews teaching, is a commitment to enhancing and promoting our British Values, our core Christian Values and a commitment to global learning.

Impact

Our RE Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- A celebration of learning for each term which demonstrates progression across the school;
- Pupil discussions about their learning; which includes discussion of their thoughts and ideas.

Progression of skills within Religion and World Views

		KS1 – Christianity & 1 other religion (Judaism & Hinduism)		Lower KS2 – Christianity & 2 other religions (Judaism & Islam & Hinduism)		Upper KS2 – Christianity & 2 other religions (Judaism & Islam & Hinduism)	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
S k i l l s	Thinking about religion and belief	<ul style="list-style-type: none"> Recognise and name features of religions and beliefs Recall features of religious, spiritual and moral stories and other forms of expression 	<ul style="list-style-type: none"> Retell religious, spiritual and moral stories Identify how religion and beliefs expressed in different ways Identify similarities and differences in features of religions and beliefs 	<ul style="list-style-type: none"> Make links between beliefs, stories and practices Identify the impacts of beliefs and practices on people's lives Identify similarities and differences between religions and beliefs 	<ul style="list-style-type: none"> Comment on connections between questions, beliefs, values and practices Describe the impact of beliefs and practices on individuals, groups and communities Describe similarities and differences within an between religions and beliefs 	<ul style="list-style-type: none"> Explain connections between connections, beliefs, values and practices in different belief systems Recognise and explain the impact of beliefs and ultimate questions on individuals and communities Explain how and why differences in belief are expressed 	<ul style="list-style-type: none"> Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures
	Enquiring, investigating and interpreting	<ul style="list-style-type: none"> Identify what they find interesting and puzzling in life Recognise symbols and other forms of religious expression 	<ul style="list-style-type: none"> Recognise that some questions about life are difficult to answer Ask questions and wonder about their own and other's feelings and experiences Identify possible meanings for symbols and other forms of religious expression 	<ul style="list-style-type: none"> Investigate and connect features of religions and beliefs Ask significant questions about religions and beliefs Describe and suggest meanings for symbols and other forms of religious expression 	<ul style="list-style-type: none"> Gather, select and organize ideas about religion and belief Suggest answers to some questions raised by the study of religions and beliefs Suggest meanings for a range of religious expressions, using appropriate vocabulary 	<ul style="list-style-type: none"> Suggest lines of inquiry to address questions raised by the study of religions and beliefs Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence Recognise and explain diversity within religious expression, using appropriate concepts 	<ul style="list-style-type: none"> Identify the influences on and distinguish between, different viewpoints within religions and beliefs Interpret religions and beliefs from different perspectives Interpret significance and impact of different forms of religious and spiritual expression
	Beliefs and teachings (what people believe)	<ul style="list-style-type: none"> Recount outlines of some religious stories 	<ul style="list-style-type: none"> Retell religious stories and identify some religious beliefs and teachings 	<ul style="list-style-type: none"> Describe some religious beliefs and teachings of religions studied and their importance 	<ul style="list-style-type: none"> Describe the key beliefs and teachings of the religions studied, connecting them accurately with other 	<ul style="list-style-type: none"> Explain how some beliefs and teachings are shared by different religions and how they make a difference to the 	<ul style="list-style-type: none"> Make comparisons between the key beliefs, teachings and practices of the Christian faith and

					features of the religions and making some comparisons between religions	lives of individuals and communities	other faiths studied, using a wide range of appropriate language and vocabulary.
	Practices and lifestyles (what people do))	<ul style="list-style-type: none"> Recognise features of religious life and practice 	<ul style="list-style-type: none"> Identify some religious practices and know that some are characteristic of more than one religion 	<ul style="list-style-type: none"> Describe how some features of religions studied are the same and different for religious people 	<ul style="list-style-type: none"> Show understanding of the ways of belonging to religions and what these involve 	<ul style="list-style-type: none"> Explain how selected features of religious life and practice make a difference to the lives of individuals and communities 	<ul style="list-style-type: none"> Explain in details the significance of Christian practices and those of other faiths studied, to the lives of individuals and communities
	Expression and meaning (how people express themselves)	<ul style="list-style-type: none"> Recognise some religious symbols and words 	<ul style="list-style-type: none"> Suggest meanings in religious symbols, language and stories 	<ul style="list-style-type: none"> Make links between religious symbols, language and stories and the beliefs or ideas that underline them 	<ul style="list-style-type: none"> Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language 	<ul style="list-style-type: none"> Explain how some forms of religious expression are used differently by individuals and communities 	<ul style="list-style-type: none"> Compare the different ways in which people of faith communities express their faith
	Identity and experience (making sense of who we are)	<ul style="list-style-type: none"> Identify aspects of own experience and feelings, in religious material studied 	<ul style="list-style-type: none"> Respond sensitively to the experience and feelings of others, including those with a faith 	<ul style="list-style-type: none"> Compare aspects of their own experiences and those of others, identifying what influences their lives 	<ul style="list-style-type: none"> Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and other's experiences, including believers 	<ul style="list-style-type: none"> Make informed responses to questions of identity and experience in the light of their learning 	<ul style="list-style-type: none"> Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths
	Meaning and purpose (making sense of life)	<ul style="list-style-type: none"> Identify things they find interesting or puzzling in religious materials studied 	<ul style="list-style-type: none"> Realise that some questions that cause people to wonder are difficult to answer 	<ul style="list-style-type: none"> Compare their own and other people's ideas about questions that are difficult to answer 	<ul style="list-style-type: none"> Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied 	<ul style="list-style-type: none"> Make informed responses to questions of meaning and purpose in the light of their learning 	<ul style="list-style-type: none"> Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths

	Values and Commitments (making sense of right and wrong)	<ul style="list-style-type: none"> Identify what is of value and concern to themselves in religious material studied 	<ul style="list-style-type: none"> Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong 	<ul style="list-style-type: none"> Make links between values and commitments, including religious ones and their own attitudes or behaviours 	<ul style="list-style-type: none"> Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues 	<ul style="list-style-type: none"> Make informed responses to people's values and commitments (including religious ones) in the light of their learning 	<ul style="list-style-type: none"> Make informed responses to people's values and commitments (including religious ones) in the light of their learning, using different techniques to reflect deeply
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Skills in Religion & Worldviews at Chew Stoke Church School

The following skills are central to religion & worldviews and should be reflected in learning opportunities. Our inclusive curriculum places an important emphasis on the development of skills at all stages of learning for **all** pupils, including pupils with SEND.

Investigation – this includes:

- asking relevant questions;
- knowing how to use a variety of sources in order to gather information;
- knowing what may count as good evidence.

Interpretation – this includes:

- the ability to draw meaning from artefacts;
- the ability to interpret religious language;
- the ability to suggest meanings of religious texts.

Reflection – this includes:

- the ability to wonder and to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and the ultimate questions.

Empathy – this includes:

- developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow;
- the ability to consider the thoughts, feelings, experience, attitudes, beliefs and values of others;
- the ability to see the world through the eyes of others, and to see issues from their point of view.

Evaluation – this includes:

- the ability to debate issues of religious significance with reference to evidence, argument, opinion and statements of faith;
- weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.

Analysis – this includes:

- distinguishing between opinion, belief and fact;
- recognizing bias, caricature, prejudice and stereotyping;
- distinguishing between features of different religions.

Synthesis – this includes:

- linking significant features of religion(s) together in a coherent pattern;
- connecting different aspects of life into a meaningful whole.

Application – this includes:

- making links between religion and individual, community, national and international life;
- identifying key religious values and their links with secular values.

Expression – this includes:

- the ability to articulate ideas, beliefs and values;
- the ability to respond to religious ideas, beliefs and questions through a variety of media.

Self-understanding – this includes:

- the ability to draw meaning from significant experiences in their own and other’s lives and from religious questions and answers.

Religion & Worldviews Curriculum Map - September 2022-2023

	Cycle	Autumn	Spring	Summer
Reception	A/B	<p>Unit 1 Special me - Who are we? (AMV 2019) Unit 2 Special Times (Christmas & Hannukah)(AMV 2019)</p> <p>FS2/Unit F2 Incarnation (UC) Why do Christians perform Nativity plays at Christmas? <u>Incarnation</u> <u>Nativity Play</u> Link with Partner School</p>	<p>Unit 3. Special places (Church & Synagogue) Unit 4. Special times (Easter & Passover) (AMV 2019)</p> <p>FS2/Unit F3 Salvation (UC) Why do Christians put a cross in the Easter garden? <u>Salvation</u></p>	<p>Units 5/6. Special Stories (AMV 2019) God/Creation/Jesus</p> <p>FS2/Unit F1 (UC) Why is the word <i>God</i> so important to Christians? <u>God/Creation</u></p>
Year 1/Year 2	A	<p>KS1 Unit 1.1(UC) What do Christians believe God is like? <u>God (Forgiveness)</u></p> <p>KS1.2 What do Christians believe about Jesus? (AMV 2019) (Incarnation) Link with Partner School</p>	<p>KS1.7 – What do Muslim People believe about Allah? (Islam) (AMV 2019)</p> <p>KS1 Unit 1.5 (UC) Why does Easter matter to Christians? <u>Salvation</u></p>	<p>KS1.6 – What do Jewish People believe about Torah? (Judaism) (AMV 2019)</p> <p>KS1 Unit 1.4 (UC) What is the good news that Jesus brings? <u>Gospel</u> <u>KS1 – Humanism (AMV 2019)</u></p>

	B	<p>KS1.3 What do Christian People Believe about Love? (Agape) <i>Good Samaritan</i> (AMV 2019)</p> <p>KS1 Unit 1.3 (UC) Why does Christmas matter to Christians? <i>Incarntation</i></p>	<p>KS1.1 What do Christians believe about God? (God)</p> <p>KS1 Unit 1.2 Creation (UC) Who made the world? <i>Creation</i></p> <p>Link with Partner School</p>	<p>KS1.5 What do Jewish people believe about God and the Covenant?(AMV 2019) (Judaism)</p> <p>KS1 – Different Beliefs - Humanism & Other worldviews (AMV 2019) & Separate CSCS Unit</p>
Year 2/ Year 3	A	<p>LKS 2A.2 (UC) What is it like to follow God? <i>People Of God</i></p> <p>LKS 2.1 What do Jewish people believe about Torah (AMV 2019) (Judaism)</p>	<p>LKS 2 Unit 2A.5 (UC) Why do Christians call the day Jesus died 'Good Friday'? <i>Salvation (Greater Depth)</i></p> <p><i>Easter Service</i></p> <p>Link with Partner School</p>	<p>KS1.8 What do Muslim People believe about Iman? (Islam) (AMV 2019)</p> <p>LKS2 Unit 2A.4 (UC) What kind of world did Jesus want? <i>Gospel</i></p>
	B	<p>LKS 2.1 What do Jewish people believe about God and the Covenant? (AMV 2019) (Judaism)</p> <p>KS1 – Humanism (AMV 2019)</p>	<p>KS1.4 What do Christians believe about forgiveness? (Salvation) (AMV 2019)</p> <p>LKS 2 Unit 2A.5 (UC) Why do Christians call the day Jesus died 'Good Friday'? <i>Salvation</i></p> <p><i>Easter Service</i></p> <p>Link with Partner School</p>	<p>KS1.9 Hinduism – Dharma & Deity (AMV 2019)</p> <p>LKS2 Unit 2A.6 (UC) When Jesus left, what was the impact of Pentecost? <i>Kingdom of God</i></p>
Year 3/ Year 4	A	<p>LKS 2.6 What do Christians believe about Agape? (AMV 2019)</p>	<p>LKS 2.2 Islam – Submission to Allah (AMV 2019)</p>	<p>LKS 2 Unit 2A.1 (UC) What do Christians learn from the Creation Story? <i>Creation/Fall</i></p> <p>Link with Partner School</p> <p>LKS2 Humanism & other worldviews (AMV 2019)</p>
	B	<p>LKS 2.5 What do Christians believe about God - Incarnation? (AMV 2019) /</p> <p>LKS2 Unit 2A.3 (UC) What is the Trinity? <i>Incarntation</i></p> <p>Link with Partner School</p>	<p>LKS 2.4 What do Christians believe about Salvation(AMV 2019)</p> <p>LKS2 Humanism & other worldviews (AMV2019)</p>	<p>LKS 2.3 Hinduism -Dharma, Deity & Atman (AMV 2019)</p>

Year 4/ Year 5	A	UKS 2.7 Judaism – God, Covenant (AMV 2019) UKS2 Unit 2B.8 (UC) What kind of King is Jesus? <u>Kingdom of God</u> UKS2 Unit	UKS2 Unit 2B.3 How can following God bring freedom & justice? <u>People of God</u> Link with Partner School	UKS 2.9 What do Hindu people believe about Dharma, Deity & Atman? (AMV 2019)
	B	UKS 2.11 What do Christians believe about God & Incarnation? (AMV 2019)/ (UC) <u>UKS2 2B.1 God</u>	UKS 2.7 Judaism – Torah Jewish Scriptures (AMV 2019) UKS2 Unit 2B.6 (UC) What did Jesus do to save human beings? <u>Salvation</u>	UKS 2B.5 (UC) What would Jesus do? <u>Gospel</u> Link with Partner School <u>UKS2 Humanism & Other worldviews (AMV 2019)</u>
Year 6	A/B	UKS 2.8 Submission to the will of Allah (AMV 2019) UKS2 2B.4 (UC) Was Jesus the Messiah? <u>Incarnation</u> Link with Partner School	UKS 2.10 What do Christians believe about Salvation? (AMV 2019) UKS2 Unit 2B.7 What difference does the resurrection make for Christians? <u>Salvation</u>	UKS 2.12 What do Christians believe about Agape? (AMV 2019) UKS2 Unit 2B.2 (UC) Creation & Science conflicting? <u>Creation/Fall</u> <u>Leaver's Service</u>

KS1 – Christianity, Judaism & Hinduism

KS2 – Christianity, Judaism, Hinduism & Islam

UC – Understanding Christianity Syllabus <https://www.understandingchristianity.org.uk/>

AMV – Somerset Awareness, Myster, & Value 2019 Syllabus <http://www.amvsomerset.org.uk/>