

FAITH AND PHILOSOPHY



Why we teach it?
What we teach?
How we teach it?





FAITH AND PHILOSOPHY



Why Religious Education matters?

We live in a multi-faith and diverse society and we interact with people from varied backgrounds everyday; it is a constantly changing world and we feel that children need to be able to explore different faiths and worldviews as part of a rich and broad curriculum. It helps with their own personal identity & supports an understanding of the spiritual, moral, social & cultural values. The subject not only develops their knowledge but encourages young people to value themselves and the communities to which they belong.

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What does the law say?



RE: statutory requirements and curriculum information

The national curriculum states the legal requirement that:

'Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils; and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

All state schools must teach religious education All schools must publish their curriculum by subject and academic year online'.

What is our **INTENT** with the teaching of **FAP**?



We aim to create global and enlightened citizens, who are well versed with the society they live in. The FAP curriculum helps them gain a measurable and long-term understanding of different faiths and world views, both religious and non-religious. They are taught and encouraged to think deeply about their own cultural lived experiences, their backgrounds, their family values, their school creed and their own personal beliefs and morality.

How do we **IMPLEMENT** the teaching?



- We follow the **Surrey Agreed Syllabus for Religious Education (SACRE)** which has been under review and a new syllabus will be implemented from **1st September 2023**.
- There are **six units taught per year** and each unit is broken down into six lessons: **one unit per term**.
- The offers breakdown of each learning unit into smaller **new syllabus** learning chunks which become our learning questions.
- A **new medium term progression map** will be written and will be available from the term starting **September 2023**



How do we **IMPLEMENT** the teaching?



The SACRE unit plans are well-written, well-presented and detailed documents that outline sample small step planning for a RE/FAP unit. We may make adjustments and personalise it to suit our children's individual needs in the short-term (weekly or daily plans)

Background knowledge for the teacher

- The expectation in this unit is that many pupils will have gained enough skills in their time in school to be able to conduct some independent information to answer questions in this unit, as well as to ask new questions. This is a unit that brings together learning from across all of the religions and non-religious world views in terms of important milestones in a life journey and in terms of core beliefs about life and death. Refer back to these units for resources that may have been used which might prove useful a second time.
- If pupils have not yet studied any Buddhism, it is essential to include some elements within this unit. There are suggestions included on the visual map, and you can access resources and ideas within the support materials for the UKS2 Buddhism unit of work 'What is the 'Buddhist way of life'?'
- As you study the visual map for this unit, you will see that Hindu and Sikhi people share similar beliefs about the journey of life, and similar vocabulary.
- Pilgrimage** is a concept that children will have encountered through Hajj as part of the UKS2 Islam unit 'What helps Muslims to live a good life?' so will be a good starting point to further investigate this through the lens of another religion. There are some good resources to help you explore Christian pilgrimage on the RE:Quest website: https://request.org.uk/resource/?view=resources&cat=3&resource_search_phrase=pilgrimage There's an especially good introductory video here: <https://request.org.uk/resource/f960f6c569d68ea9bd2651356868e7/>
- The Canterbury Tales by Geoffrey Chaucer is of course based on the pilgrimage to Canterbury!
- A useful resource for Hindu beliefs about life's journey: <https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-cycle-of-birth-and-rebirth/zn68qp3>

Golden thread	Further questions to support learning & extend thinking:	Vocabulary
 God	<p>How might religious people say that God has been with them on their journey? How has God helped them? What if they take a wrong turn? What if things don't go to plan? Why are some journeys special? How might a pilgrimage help on life's journey? Does our 'journey' end when we die? How might beliefs change during someone's journey through life? Why might this be?</p>	<p><i>Pupils will also be drawing on vocabulary from across other units, so refer to prior learning for vocabulary that they should already be familiar with</i></p> <p>Pilgrimage – a special journey that (often) has a spiritual benefit or focus Milestones – stages on life's journey e.g. birth, marriage etc.</p> <p><i>The choice of vocabulary below will depend on which faiths/beliefs you choose to explore in this unit [listed alphabetically here]:</i></p> <p>Akirah / Paradise – the place that Muslims are promised as a reward for a good life Bar/Bat Mitzvah – lit. 'son / daughter of the Commandment'; ceremony celebrating Jewish young people committing to the community Baptism (christening) – an initiation (joining) ceremony for babies, as a sign of welcome into the Christian community Believers' baptism – a Christian initiation (joining) ceremony marking a person's commitment to follow Jesus, involving water (often by full immersion) Buddhist – a person who is a follower of the teachings of the Buddha, a wise teacher who was born in Nepal Dharma – 'duty', for Sanatanis (Hindus) and Sikhs</p>
 Community	<p>Who else in my life has helped me on my journey? Who has been beside me on my journey? What influences our journey? How have others influenced my journey? What places have I been on my journey so far? (Be mindful here of refugees / children with tricky life journeys so far) What if I take a wrong turn? What if things don't go to plan?</p>	

What is our IMPACT?



As Faith and Philosophy learning develops, pupils will become more **aware of the factors that cause diversity** within and across our communities.

Children will **continue to explore their personal worldview** and consider and articulate some of the factors that may have influenced it, also apply their thinking to help them **understand what factors account for the worldviews of others.** They will be able to consider how people can have **different interpretations of same religious or non-religious beliefs.**

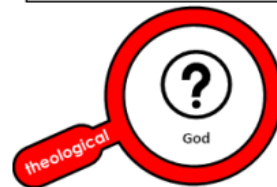
Where are the Golden Threads in UKS2?

In LKS2, pupils should have extended their knowledge and understanding of the beliefs and lived experience of some Christian, Jewish and Muslim people and been introduced to the importance of equality to Sikhi people, and the Golden Rule to Humanists, recognising the impact of religion and belief on people's worldviews, locally (including within their own school), nationally and globally. They will also have made connections across their learning in thematic units, deepened their understanding of concepts within and across religions / beliefs & begun to explore their own personal worldview and the things that may have influenced it. Please refer to the LKS2 section of the syllabus for further information and curriculum overviews.

During upper key stage 2, pupils will continue to develop their understanding of the beliefs and lived experience of some Christian, Jewish, Muslim & non-religious people, and be introduced to the Dharmic traditions of Hinduism (Sanatan Dharma) and Buddhism. As learning develops across this phase, pupils will increasingly become more aware of the factors that might account for diversity within and across communities, including opportunities to consider how some sacred texts can be interpreted in different ways e.g. creation narratives. They will continue to explore their own personal worldview and begin to articulate some of the factors that may have influenced it, also applying their thinking to help them to understand the worldviews of others.

In UKS2, pupils will extend their understanding of the Golden Threads of 'God' 'Community' & 'Identity' and express their ideas / findings in different ways, through being given opportunities to:

- deepen their understanding of some core concepts & beliefs about God for some Christian, Jewish, Muslim & non-religious people and explore those of some Hindu (Sanatan Dharma) & Buddhist people
- explore a wider range of sacred texts and other sources and consider their meanings and impact for different people
- consider how different people might interpret some core texts in different ways
- describe connections between aspects of religion and belief and consider how people express these in everyday life
- explore diversity within and between religions & beliefs, and evaluate the impact on people's lived experience
- consider the importance of communities in shaping people's worldviews
- identify relevant information in answer to 'big' questions about being human, or living life, selecting examples and giving reasons for their choices
- recognise the challenges involved in living life according to a set of principles and reflect on what influences these
- explore how the search for meaning and 'truth' might be a part of human existence



- explore, gather, select, and organise ideas about religion, belief or worldviews, drawing on key texts / sources and concepts where appropriate
- express their understanding of concepts in theological terms
- suggest some ways in which different people might interpret key texts / sources
- suggest meanings for a range of forms of expression, using accurate vocabulary



Therefore, in their RE learning, you might see evidence of the **Golden Threads** when pupils.....

- comment on connections between questions / beliefs / values / practices / ways of life, explaining their importance to different communities
- investigate and describe similarities and differences in lived experience within and between religions / beliefs
- describe the impact of beliefs and practices for different people (e.g. on individuals, groups / communities and cultures, locally, nationally and globally)



- explain how sources of inspiration and influence make a difference to themselves and others, recognising that others might think differently
- suggest what might happen as a result of their own and others' thinking, attitudes or actions, drawing on examples from their learning
- develop insights of their own in exploring questions raised by the study of religions and beliefs, relating to their own personal worldview
- reflect on possible connections between worldviews and the human search for meaning

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The following pages show the curriculum overviews for each year group.

YEAR 3 LONG TERM PLAN FAITH AND PHILOSOPHY	
<p>Autumn 1</p> <p>CHRISTIANITY: How can artists help us to understand what Christians believe and do?</p>	<p>Autumn 2</p> <p>CHRISTIANITY: What's the Bible's 'big story' – and why is it like treasure for Christians?</p>
<p>Spring 1</p> <p>CHRISTIANITY: How did Jesus change lives – and how is it 'good news?'</p>	<p>Spring 2</p> <p>JUDAISM: What are important times for Jewish people?</p>
<p>Summer 1</p> <p>ISLAM: How does '<u>ibadah</u>' (worship) show what's important to Muslims?</p>	<p>Summer 2</p> <p>Why do people make promises? OR What is the 'Golden Rule' and why do so many people live by it?</p>
<p><i>These are the compulsory units for LKS2 and <u>must be followed</u>. Each unit is broken up into 6 lessons (hours) of learning. Support materials and further breakdown of each unit is available in the Faith and Philosophy progression map.</i></p>	

FAITH AND PHILOSOPHY

LONG TERM OVERVIEW



YEAR 4 LONG TERM PLAN FAITH AND PHILOSOPHY

<p>Autumn 1</p> <p>CHRISTIANITY: What did God promise to his people?</p>	<p>Autumn 2</p> <p>CHRISTIANITY: What did Jesus say about God's kingdom & why it is 'good news'?</p>
<p>Spring 1</p> <p>CHRISTIANITY: For Christians, is communion a celebration, or an act of remembrance?</p>	<p>Spring 2</p> <p>SIKHI: What do Sikh people value?</p>
<p>Summer 1</p> <p>HUMANISM: How do non-religious people celebrate new life?</p>	<p>Summer 2</p> <p>How do people use creative ways to express their beliefs?</p> <p>OR</p> <p>How do people try to make the world a fairer place?</p>

FAITH AND PHILOSOPHY

LONG TERM OVERVIEW



YEAR 5 LONG TERM PLAN FAITH AND PHILOSOPHY

Autumn 1

CHRISTIANITY: What do Christians believe about creation?

Autumn 2

CHRISTIANITY: Why is the idea of 'rescue' so important to Christians?

Spring 1

CHRISTIANITY: How did the Church begin, and where is it now?

Spring 2

JUDAISM: What does it mean to be part of a synagogue community?

Summer 1

ISLAM: What helps Muslims to live a good life?

Summer 2

How did it all begin?
OR
Is life a journey?

These are the compulsory units for LKS2 and must be followed. Each unit is broken up into 6 lessons (hours) of learning. Support materials and further breakdown of each unit is available in the Faith and Philosophy progression map.

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LONG TERM OVERVIEW



YEAR 6 LONG TERM PLAN FAITH AND PHILOSOPHY

<p style="text-align: center;">Autumn 1</p> <p>CHRISTIANITY: How is God Three – and yet One?</p>	<p style="text-align: center;">Autumn 2</p> <p>CHRISTIANITY: What do Christians believe about the Messiah – and why is it good news?</p>
<p style="text-align: center;">Spring 1</p> <p>CHRISTIANITY: For Christians, what difference does it make to belong to God’s Kingdom?</p>	<p style="text-align: center;">Spring 2</p> <p>HINDU (SANATAN) DHARMA: What helps Hindus to worship?</p>
<p style="text-align: center;">Summer 1</p> <p>BUDDHISM: What is the ‘Buddhist way of life’?</p>	<p style="text-align: center;">Summer 2</p> <p>What can be done to reduce racism? Can RE help? (NATRE materials) OR Who am I and where do I belong?</p>

These are the compulsory units for LKS2 and must be followed. Each unit is broken up into 6 lessons (hours) of learning. Support materials and further breakdown of each unit is available in the Faith and Philosophy progression map.

How is F.A.P taught?



- Lesson plans
- Slides
- Pictures & photographs
- Videos
- Books, religious scriptures
- Artefacts
- Visits to places of worship
- Visitors and video calls
- Displays/homework
- **Weekly or blocked RE** – there are benefits to both!
- Non-fact based approach
- Calm atmosphere
- Questions encouraged
- Curiosity developed

FAITH AND PHILOSOPHY UPDATE MAY 2023



How so I support the school as subject lead?

1. Write, edit and review the progression map.
2. Save all the resources for access as and when they are made available.
3. Signposting and staff meeting updates.
4. Co-planning and co-teaching (optional).
5. Clarity on **WHAT** we should teach within each unit
6. Prepare resources to be stuck in books (key Vocabulary + concept maps)
7. Freedom to teach Time given to plan and research during INSET days
8. Helping year groups organise their workshops and visits
9. Learning walks, pupil voice and book looks to ensure effective provision
10. Collaborate with parents and people of the local community

What is going well?



- Black History month- all year groups given a focus; launched by SK
- Harvest – whole school assembly, food collection and celebration
- First visit to a place of worship since COVID (Year 6 visit to Stoneleigh Temple); there will be more to follow next year.
- Workshops from PAW on Christianity units in all year groups
- Islam artefacts lessons and presentations in Year 5
- Pupil Voice resoundingly positive!
- Lesson observations show effective planning, scaffolding and offers challenge for more able
- Whole school assemblies
- Zoom calls with a rabbi and a Buddhist monk and nun

What's next?



- Diversity Days
- Whole school workshops
- Varied cultural texts
- Enriching children's lived experiences
- Assessment through thematic units
- Visits and visitors

Get involved...with Faith and Philosophy

We would love for you to visit us and speak to the children about your faith or non-religious world views on 'Diversity, Equality and Inclusion'
If you have something relevant to share – we want to hear it!