

Religious Education

At Padbury we use the Buckinghamshire Agreed Syllabus and follow the Oxford Diocese Board of Education Scheme of Work and Understanding Christianity.

Oxford Diocese Board of Education Religious Education suggested age related outcomes:

The three areas of enquiry cross the phases and range of faiths. The Knowing it section, relating to largely to believing, and the Living it section, relating to belonging and behaving, together comprise the Learning About strand of RE. Linking it relates to the Learning From strand of RE, although these are not entirely distinct elements. To be attaining “expected” achievement, pupils need to achieve the elements of Knowing It and Living it, with some elements of Linking it. Children who need more support to achieve are working below expected standard; those who make wider links achieving above.

Enquiry Focus: Knowing It...

Core knowledge and understanding of texts, stories and key beliefs

As part of the Padbury two-year cycle pupils will be taught to:

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Know a collection of Bible stories Know key Christian celebrations (Baptism, Weddings, Easter, Christmas) 	<ul style="list-style-type: none"> Recognise the core beliefs of the religion(s) studied e.g. creation, salvation, incarnation; belief in one God (Christianity & Judaism) Recall a variety of religious stories used for different purposes 	<ul style="list-style-type: none"> Give a simple account of some of the core beliefs and symbols of the religions and nonreligious world views studied Retell a selection of key stories, making links to the core beliefs 	<ul style="list-style-type: none"> Identify the role of some religious figures in the core beliefs and stories (Jesus, Moses, Rama, Sita etc.) Identify different types of texts within sacred writings (laws, narratives, prayers, poems, story) 	<ul style="list-style-type: none"> Describe the lives of the most important religious figures and their place within the belief system Suggest meaning for the various kinds of writing found within sacred texts 	<ul style="list-style-type: none"> Identify and describe the role of sacred texts in establishing belief systems and influencing religious leaders Use technical & religious language to identify the different writings within sacred texts 	<ul style="list-style-type: none"> Recognise the role of inspiration in the creation of sacred texts and the lives of leaders Explain the connections between sacred texts and beliefs using theological terms

Enquiry Focus: Living It...

Practice and participation in faith communities; diversity of beliefs in action personally, locally and globally

As part of the Padbury two-year cycle pupils will be taught to:

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Act out stories from the Bible, understanding the messages given. Role play Baptism in church. 	<ul style="list-style-type: none"> Give simple examples of how the stories and beliefs influence the behaviour of believers. Identify some elements of 	<ul style="list-style-type: none"> Give examples of the festivals/rituals that link to key beliefs (e.g. Christmas, Easter, Passover, Sukkot) Give examples of how beliefs are linked to worship and prayer 	<ul style="list-style-type: none"> Identify the key practices of a faith and some of the differences between denominations or sects Describe how beliefs influence worship and guide lifestyle choices 	<ul style="list-style-type: none"> Make links between the texts studied and the practice of faith in the community and family Describe the beliefs that have the greatest impact on practice, particularly 	<ul style="list-style-type: none"> Make clear links between the texts and concepts studied and common practice across denominations Describe the actions of believers in their communities, locally 	<ul style="list-style-type: none"> Show how believers put their beliefs into practice in different ways (e.g. different denominations and sects) particularly in questions about life and death

<ul style="list-style-type: none"> • Understand that people have different beliefs and that there are different religions as well as Christianity. 	<p>practice that arise from these beliefs</p>			<p>in relationship to beliefs about God</p>	<p>and globally that demonstrate commitment</p>	<ul style="list-style-type: none"> • Show how inspiration might play a part in how believers interpret the texts
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Enquiry Focus: linking It...

Comparing and contrasting, evaluating and appraising and making connections to their own and others' lives

As part of the Padbury two-year cycle pupils will be taught to:

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Talk about own experiences linked to celebrations. • Share photos /experiences with others. • Through story, understand and celebrate difference between themselves and others. 	<ul style="list-style-type: none"> • Take part in discussions about their own experiences in the light of the religious knowledge gained • Express their own opinions in an age appropriate way • Suggest ways that belief affects the way believers live • Make simple comparisons to their own lives • Comment respectively about the beliefs and practices of others 	<ul style="list-style-type: none"> • Talk confidently about their own experiences in the light of the religious knowledge gained • Express their own opinions simply with justification from religious sources • Talk about ways that belief affects the way believers live • Make simple comparisons to their own and family lives • Ask questions about the beliefs and practices of others showing respect 	<ul style="list-style-type: none"> • Raise questions and suggest answers about the way that the key beliefs studied influence the attitudes and values of wider society, especially in the local area • Make links between the teachings of religious figures and current leaders • Begin to describe the stories and teachings studied might make a difference to the way the pupils think and behave 	<ul style="list-style-type: none"> • Raise questions and suggest answers about the way that the key beliefs studied influence the attitudes and values of wider society, especially in the local area • Make links between the teachings of religious figures and current leaders • Suggest how the stories and teachings studied might make a difference to the way the pupils think and behave 	<ul style="list-style-type: none"> • Identify the key ideas from the faiths studied that believers may find helpful or inspiring in guiding them to live a good life • Show awareness of the way believers actions impact communities, locally and nationally • Compare religious and non-religious responses to the big questions of life (how people live their lives) 	<ul style="list-style-type: none"> • Raise questions about the key ideas from the faiths studied that help inspire believers life choices • Compare, contrast and evaluate the impact that believers' actions have on their communities, locally and globally and comment on how positive this may be • Compare and contrast religious and non-religious responses to the big questions of life (how people live their lives)