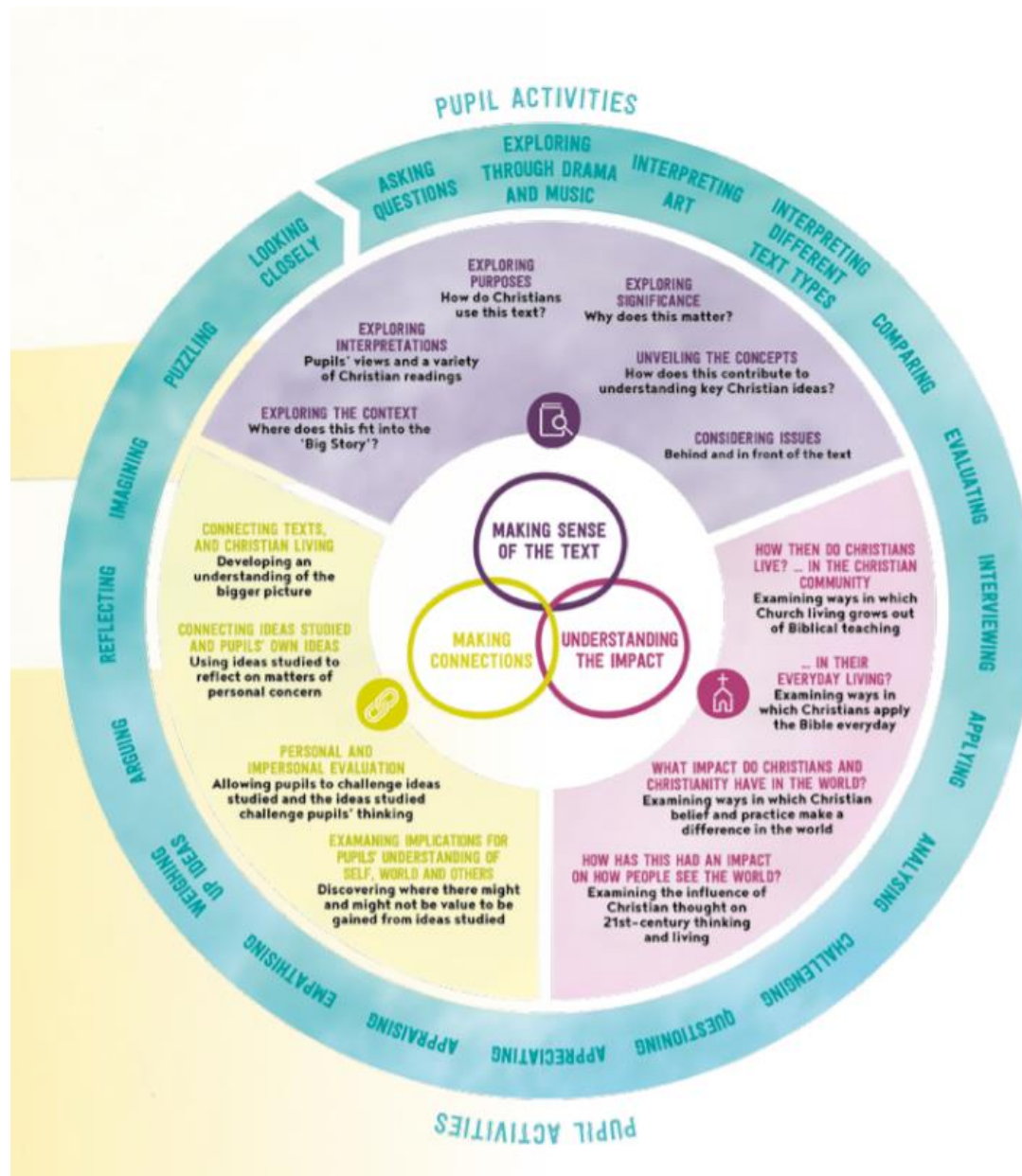


Religious Education at Parish Church of England Primary School:



Choice of Activities:

- We aim to be as creative as possible creating real pupil engagement in R.E
- Focus on Big Questions with speaking and listening.
 - Retrieval activities are used to retain pupil knowledge.

Use of a Reflection Book:

The 'reflection books' contain evidence such as pupils' discussions, comments and ideas, records of visits and visitors, photographs, group work, and post it notes.

Religious Education at Parish Church of England Primary School:

Focus of Our Lessons:

Use of active questioning: Starters, challenges, post its in Reflection Book. Questions are the key to promote religious thinking.

Explore the text.	Developing skills of reading and interpretation; understanding how Christians interpret, handle and use biblical text; making sense of the meanings of texts for Christians.
	Exploring the context: Where does the fit in the 'big story'? Exploring interpretations: Pupil's views and a variety of Christian readings. Exploring purposes: How do Christians use this text? Exploring significance: Why does this matter? Unveiling the concepts: How does this contribute to understanding key Christian ideas? Considering issues: that are behind, within and in front of the texts.
Making Connections:	Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world. Link to our values.
	How, then, do Christians live in the Christian community? Examining ways in which Church living grows out of biblical teaching. How, then, do Christians live in their everyday living? Examining ways in which Christians apply the Bible day-to-day. What impact do Christianity and Christians have in the world? Examining ways in which Christian belief and practice make a difference in the world. How has this had an impact on how people see the world? Examining the influence of Christian throughout on 21 st -century thinking and living.
Understanding the Impact:	Examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and the world.
	Connecting texts, concepts and Christian living: Developing understanding of the bigger picture. Connecting ideas studied and pupil's own ideas: Using ideas studied to reflect on matters of personal concern. Personal and impersonal evaluation: allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking. Examining implications for pupils' understanding of self-world and others: discerning where there might or might not be value to be gained from ideas studied.

Religious Education at Parish Church of England Primary School:

Skills for learning in RE:	The skills are expressed in four progressed steps, which teachers may relate to advancing age groups. Teaching should enable pupils to:
Investigate - this includes: <ul style="list-style-type: none"> asking relevant questions; knowing how to use different types of sources as a way of gathering information; knowing what may constitute evidence for understanding religions. 	<ul style="list-style-type: none"> ask increasingly deep and complex questions about religion and what it means to be human; use a widening range of sources to pursue answers; focus on selecting and understanding relevant sources to deal with religious and spiritual questions with increasing insight and sensitivity; evaluate a range of responses to the questions and issues raised.
Express - this includes: <ul style="list-style-type: none"> the ability to explain concepts, rituals and practices; the ability to identify and articulate matters of deep conviction and concern; the ability to respond to religious issues through a variety of media. 	<ul style="list-style-type: none"> explain what words and actions might mean to believers; articulate their own reactions and ideas about religious questions and practices; clarify and analyse with growing confidence aspects of religion that they find valuable or interesting or negative; explain in words and other ways their own responses to matters of deep conviction.
Interpret - this includes: <ul style="list-style-type: none"> the ability to draw meaning from artefacts, music, works of art, poetry and symbolism; the ability to suggest meanings of religious texts. 	<ul style="list-style-type: none"> say what an object or a symbol means; use figures of speech or metaphors to speak creatively about religious ideas; understand different ways in which religious and spiritual experience can be interpreted; explain the role of interpretation in religion and life.
Reflect - this includes: <ul style="list-style-type: none"> the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices; the ability to use stillness, mental and physical, to think with clarity and care about significant events, emotions and atmospheres. 	<ul style="list-style-type: none"> identify some places and experiences that help them to think deeply; describe how actions and atmospheres makes them feel; experience the use of silence and thoughtfulness in religion and in their own lives; respond with insight to religious and spiritual issues.
Empathise - this includes: <ul style="list-style-type: none"> the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow; the ability to see the world through the eyes of others and to see issues from their point of view. 	<ul style="list-style-type: none"> see with sensitivity how others respond to their actions, words or behaviour; connect their feelings, both positive and negative, with those of others, including those in religious stories and contexts; imagine with growing awareness how they would feel in a different situation from their own; identify thoughtfully with other people from a range of communities and stances for life.
Apply - this includes: <ul style="list-style-type: none"> making the association between religions and individual community, national and international life; identifying key religious values and their interplay with secular ones. 	<ul style="list-style-type: none"> see links and simple connections between aspects of religions; make increasingly subtle and complex links between religious material and their own ideas; apply learning from one religious context to new contexts with growing awareness and clarity; apply their learning from different religious sources to the development of their own ideas.
Discern - this includes:	<ul style="list-style-type: none"> experience the awe and wonder of the natural world and of human relations;

Religious Education at Parish Church of England Primary School:

Skills for learning in RE:	The skills are expressed in four progressed steps, which teachers may relate to advancing age groups. Teaching should enable pupils to:
<ul style="list-style-type: none"> explaining the significance of aspects of religious belief and practice; developing insight into people, motives, actions and consequences; seeing clearly how individuals might learn from the religions they study for themselves 	<ul style="list-style-type: none"> be willing to look beyond the surface at underlying ideas and questions; weigh up the value religious believers find in their faith with insight, relating it to their own experience; discern with clarity, respect and thoughtfulness the impact (positive and negative) of religious and secular ways of living.
Analyse - this includes: <ul style="list-style-type: none"> distinguishing between opinion, belief and fact; distinguishing between the features of different religions. 	<ul style="list-style-type: none"> see what kinds of reasons are given to explain religious aspects of life; join in discussion about issues arising from the study of religion; use reasons, facts, opinions, examples, arguments and experience to justify or question a view of a religious issue; analyse the religious views encountered with fairness, balance, empathy and critical rigour.
Synthesise - this includes: <ul style="list-style-type: none"> linking significant features of religion together in coherent ways; trying to connect different aspects of life into a meaningful whole. 	<ul style="list-style-type: none"> notice similarities between stories and practices from religions; use general words (e.g. sacred book, festival) to describe a range of religious practices from different faiths; make links between different aspects of one religion, or similar and contrasting aspects of two or more religions; explain clearly the relationships, similarities and differences between a range of religious arguments, ideas, views and teachings.
Evaluate - this includes: <ul style="list-style-type: none"> the ability to debate issues of religious significance with reference to evidence and argument; weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience. 	<ul style="list-style-type: none"> talk about what makes people choose religious ways of life and the reasons they give for these choices; describe how and why religious people show the importance of symbols, key figures, texts or stories; weigh up with fairness and balance the value they see in a range of religious practices; evaluate skilfully some religious responses to moral issues and their own responses.

Religious Education at Parish Church of England Primary School:

Use of the Bible:



The Bible as a globe

A Christian might come to the Bible looking for the 'big picture' – the 'big story' overview. She tries to discern God's plan for humanity – not looking for details.



The Bible as an atlas

A Christian might come looking to work out a systematic theology from the Bible. He looks for the big themes, the major concepts, the connections.



The Bible as geological survey

We're probably dealing with an academic theologian now, who is coming to the Bible looking for the roots of the text. He might be looking for evidence in the text of the cultural, religious or political context, comparing it with evidence from Israel's surrounding nations, in order to identify the author's original influences and intentions, checking for historical accuracy and reliability, where appropriate.



The Bible as personal travel guide

These readers are spending time reading and listening to the Bible, responding to it personally – perhaps feeling challenged by the words and holding them up as a measure against their own thinking and acting; perhaps encouraged to be reminded of the character of God in Jesus. They ask God to speak directly to them through the Holy Spirit. They are looking less for the *meaning* of the passages – not so worried about what the author intended – and more concerned with what God is saying to them now. They are using the Bible to guide them and shape their character and behaviour as they walk through life.



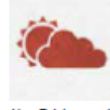
The Bible as tourist map

This reader may be passing through and looking for the 'best bits', the highlights. What are the best stories if I want just to have an idea? Or he may be looking for something like the selections of key texts or key promises that you might find in a cathedral bookshop, offering comfort or guidance in general terms: 'wisdom from the Bible'. The tourist map is probably disposable – the tourist may not be coming this way again.



The Bible as political map

This Christian is concerned about the implications of a particular reading or view of the text on a contemporary issue, such as homosexuality or marriage. She draws on her learning from the other approaches in order to consider the relationship between text, tradition and culture, for example, and comes to conclusions about how (and how far) the Bible applies within a secular, multi-faith society.



The Bible as weather forecast map

Some Christians take a general forecast: looking at the teachings in the Bible, and comparing it with the current Church practice or contemporary society's attitudes and behaviours, what will happen? They might then use this to warn against certain behaviours within and outside the Church, distribution of wealth, for example. Some Christians take a much more detailed, long-range forecast: they suggest that the text offers signs for specific events in the future of humanity, signs of the 'end times'.



The Bible as 'landranger' map

This Christian might be a pastor or vicar preparing a series of sermons. She needs to know the detailed terrain in order to lead people on their own journey. She wants to see how a book fits together, so that she can work out the best route through – hoping that her congregation will be able to follow it for themselves.



The Bible as satnav

A Christian is looking for directions. She looks to find out a particular answer to an issue. This might be theological: what does the Bible teach about Jesus as the Son of God? Or it might be about practical Christian living: what does the text say about loving your parents or receiving God's forgiveness? The satnav is authoritative, and trusted! If she doesn't follow the directions, she may get lost.

Religious Education at Parish Church of England Primary School:

Core Concepts of The 'Big Story' of the Bible:

The building blocks to Understanding Christianity.

These concepts represent one way to make sense of Christian belief and practice. This is implied as a way of understanding Christian teaching. The concepts consider the nature of God and what it means for Christians to be in a relationship with the creator.

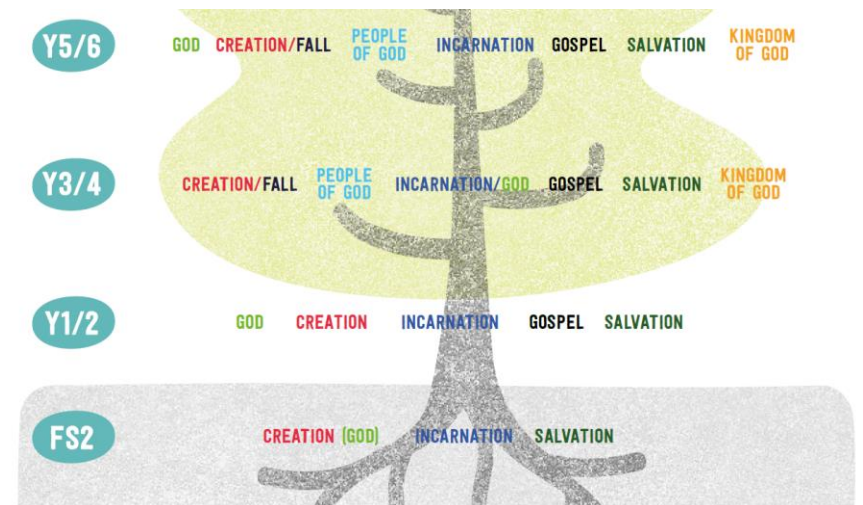
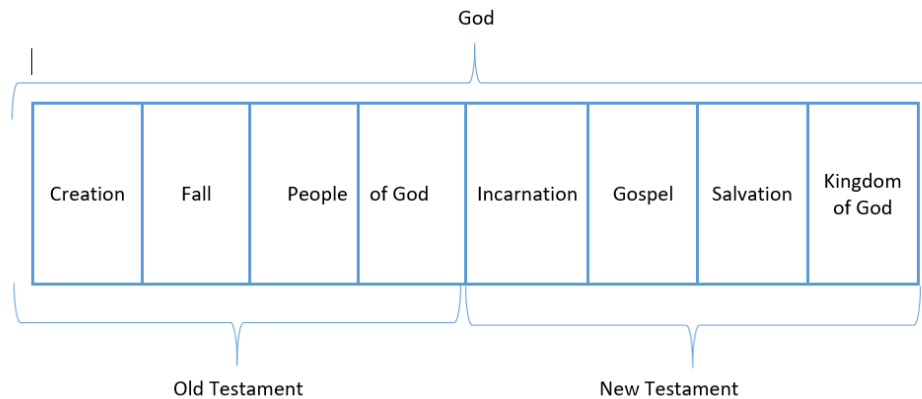
Created as a spiral curriculum, with concepts revisited and explored in more depth as pupils move through the school. These are explored through key questions but not taught exclusively.



Religious Education at Parish Church of England Primary School:

The Big Frieze

Throughout the syllabus units the big frieze is referred to. If you have an Understanding Christianity resource, then you will have a big frieze designed by Emma Yarlett. If not, then you will need to create one of your own. The big frieze is important in helping pupils to understand the big story (God's salvation plan) and the big ideas in Christianity (the concepts). The big frieze has 8 panels.



Religious Education at Parish Church of England Primary School:

Assessment - Ladder of Expectation:

- Pupils can explain the impact of religion on believers' lives and communities.
- Pupils can suggest possible reasons for distinctive beliefs within and between religions.
- Pupils can explain how religious texts are used to answer the big questions in life.
- Pupils can describe why people belong to religions and the challenges they face.
- Pupils ask ultimate questions and can express their own and others' views.

- Pupils can recognise similarities and differences within and between religions and make links between them.
- Pupils can describe the impact of religion of people's lives.
- Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs.
- Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.
- Pupils are beginning to apply their own ideas to the experiences of others and describe what inspires and influences them.

END OF KS2

- Pupils can make links between sacred texts/stories and beliefs.
- Pupils can recognise similarities and differences between key features of religions and use religious vocabulary to describe them.
- Pupils can identify what influences them and the connections between values, commitments, attitudes and behaviour.
- Pupils are beginning to identify the impact of religion on believers' lives.
- Pupils can describe forms of religious expression.
- Pupils can ask important and relevant questions about religion and belief.

Religious Education at Parish Church of England Primary School:

- Pupils can retell religious stories.
- Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.
- Pupils can identify different ways in which religion is expressed noticing similarities in religion.
- Pupils are beginning to ask good questions about their own and others' experiences.
- Pupils are recognising their own values and the values of others.

END OF KSI

- Pupils can recall details of stories.
- Pupils can name features of religious life and practice.
- Pupils can recognise symbols and use some religious words.
- Pupils talk about their own experiences and feelings, what is of value to themselves and others and what they find interesting and puzzling.