

INSET DAY

R.E

APRIL 9TH 2018

What are we going to do?

- 1) Understanding Christianity
- 2) Whole school R.E overview
- 3) Big questions -displays
- 4) Key words mats
- 5) Cross curricular links
- 6) Other cultures sheet
- 7) SMSC audit

St Philip's C E Primary School R E Whole School Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	I am special Harvest	Special People (Values) Christmas	Stories Jesus Heard	Stories Jesus Told Easter	Friendship Special places	Prayer Special Times
Year 1	God and Creation (1.2) Jesus is special (1.4)	Harvest (1.1) Christmas gifts and gift bringers (1.3)	Baptism (1.7)	Easter celebrating new life (1.5)	Multicultural Christianity (1.9)	?
Year 2	The Bible (2.1)	Christmas Good News (2.2)	Jesus Friend to everyone (2.3)	Easter Symbols (2.4) The Church (2.5)	Ascension and Pentecost (2.6)	Journey to Jerusalem ??
Year 3	O.T. "Called by God" (3.1)	God With Us (3.2)	Jesus-the man who changed lives (3.3)	Easter-joy, sadness, joy (3.4) Art in Christianity	Rules for Living (3.5)	Islam-Founders and Leaders
Year 4	God, David & The Psalms (4.1) Harvest	Prayer (4.6) Christmas – Light (4.2)	The Church (4.5) Exploring Easter (4.4)	Sacred Places	Jesus the Son of God (4.3)	Why do Christians sing in worship? (S4)
Year 5	The Bible (5.1)	Jesus as Teacher (5.3) Christmas Around the World (5.7)	Women in the Old Testament (5.5)	Daniel (5.8) Exploring Easter Worldwide (5.4)	Pentecost (5.9)	Change the World Sacred Books-Islam
Year 6	Life as a journey (6 hrs)(literacy links) (6.1) Expressing faith through art (cross cur links – light) (3- 4 hrs) (S5)	(4 hrs) Christmas – Advent (4hrs) (6.2)	Eucharist (3hrs) (6.3) Passover/ Exodus – non Christian faith unit (4 hrs) (6.3a)	Passover cont (2 hrs) Easter (4hrs) (6.4)	Ideas about God (6hrs) (6.6)	People of Faith (6hrs) (6.7)



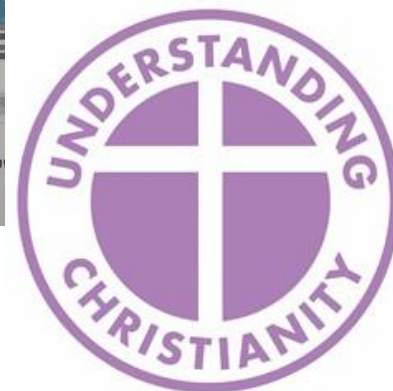
THE BLACKBURN
DIOCESAN BOARD
OF EDUCATION

Religious Education Syllabus for Church Schools

Questful RE
Creative and Challenging
(Revised 2017)



Diocese of
Liverpool





Religion is a powerful force for good in our world, and the perversion of it a powerful force for evil. If our society and our world are to benefit from the good and to avoid the evil, it is vital that children develop religious literacy and come to understand religious perceptions and motivations. They need to learn about their own religious or non-religious beliefs and practices and attitudes and learn to respect those of their fellow human beings.

The Very Rev Dr John Hall, Chair of the Commission on Religious Education

The Church of England Vision for Education

Deeply Christian, Serving the common Good

Autumn 2016

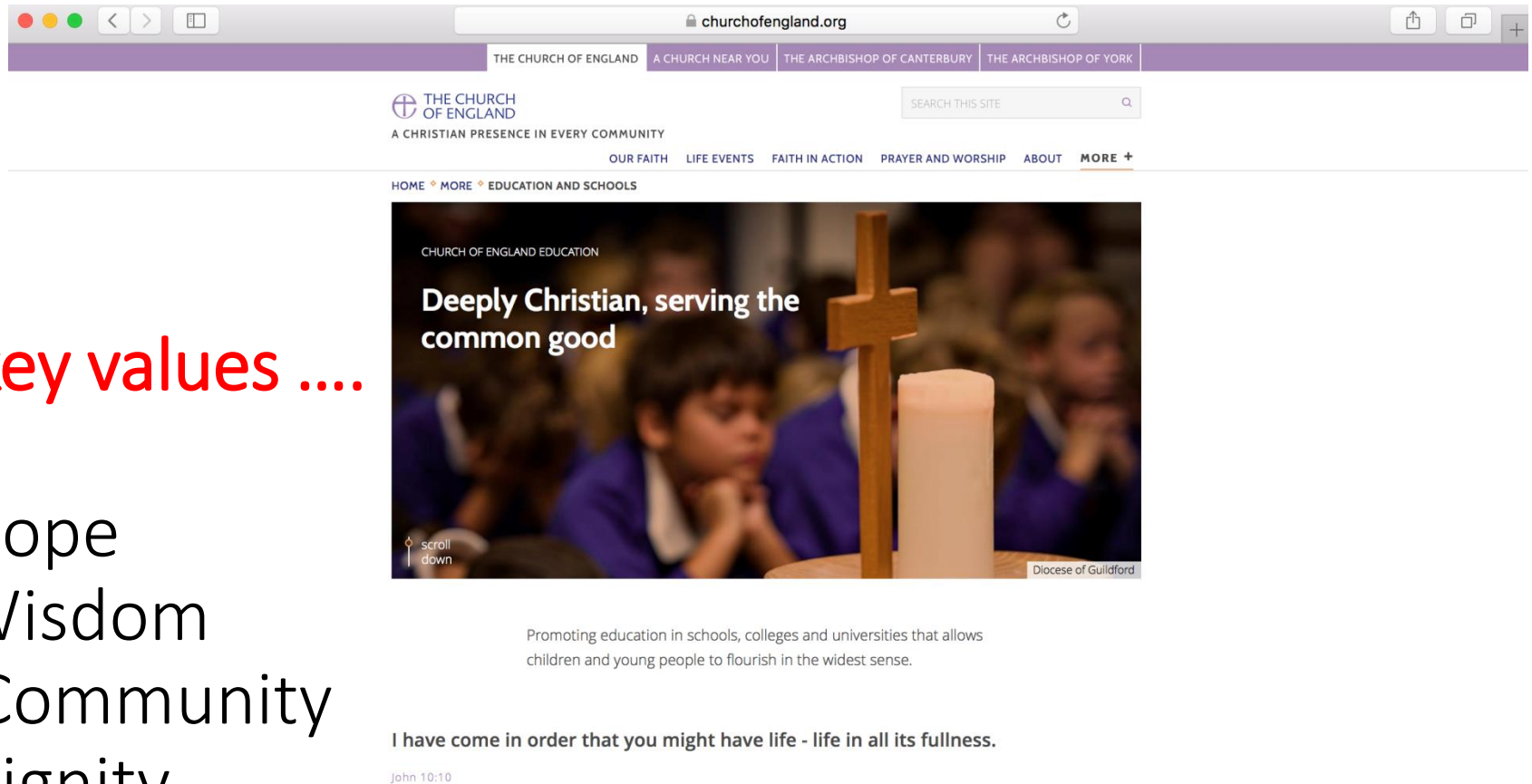
We are committed to offering them an encounter with Jesus Christ and with the Christian faith and practice in a way which enhances their lives.

In church schools the deeply Christian foundation for this vision will be ***seen explicitly in teaching and learning both in RE and across the curriculum***, and also in the authentically Christian worship and ethos of those schools.

HEALTHY CHURCHES TRANSFORMING COMMUNITIES

- # New SIAMs Framework

Academic year 2018-19



4 key values

- Hope
- Wisdom
- Community
- Dignity

- # Relationships & Sex Education

https://www.churchofengland.org/sites/default/files/2017-11/Valuing%20All%20God%27s%20Children%27s%20Report_o.pdf



Valuing All God's Children

Guidance for Church of England schools
on challenging homophobic, biphobic and
transphobic bullying

Second Edition
Autumn 2017

To achieve 'outstanding' need to be excellent!

'Deeply Christian- serving common good'

Courageous Advocacy is the buzz phrase!

Learning to live well in diverse society-
lots about community

Breaking down barriers and building communities.



Why RE?

Enabling pupils to have an informed conversation about religious beliefs and practices.

Asking, Investigating, Understanding

HEALTHY CHURCHES TRANSFORMING COMMUNITIES

Questful RE	Understanding Christianity
Story	Making sense of the text
Belief	
Impact	Understanding the impact
	Making connections

Questful RE Revised	Understanding Christianity
Explore the text	Making sense of the text
Discover the impact	Understanding the impact
Make the connection	Making connections
Dive deeper	Digging deeper

MAKING SENSE OF THE TEXT

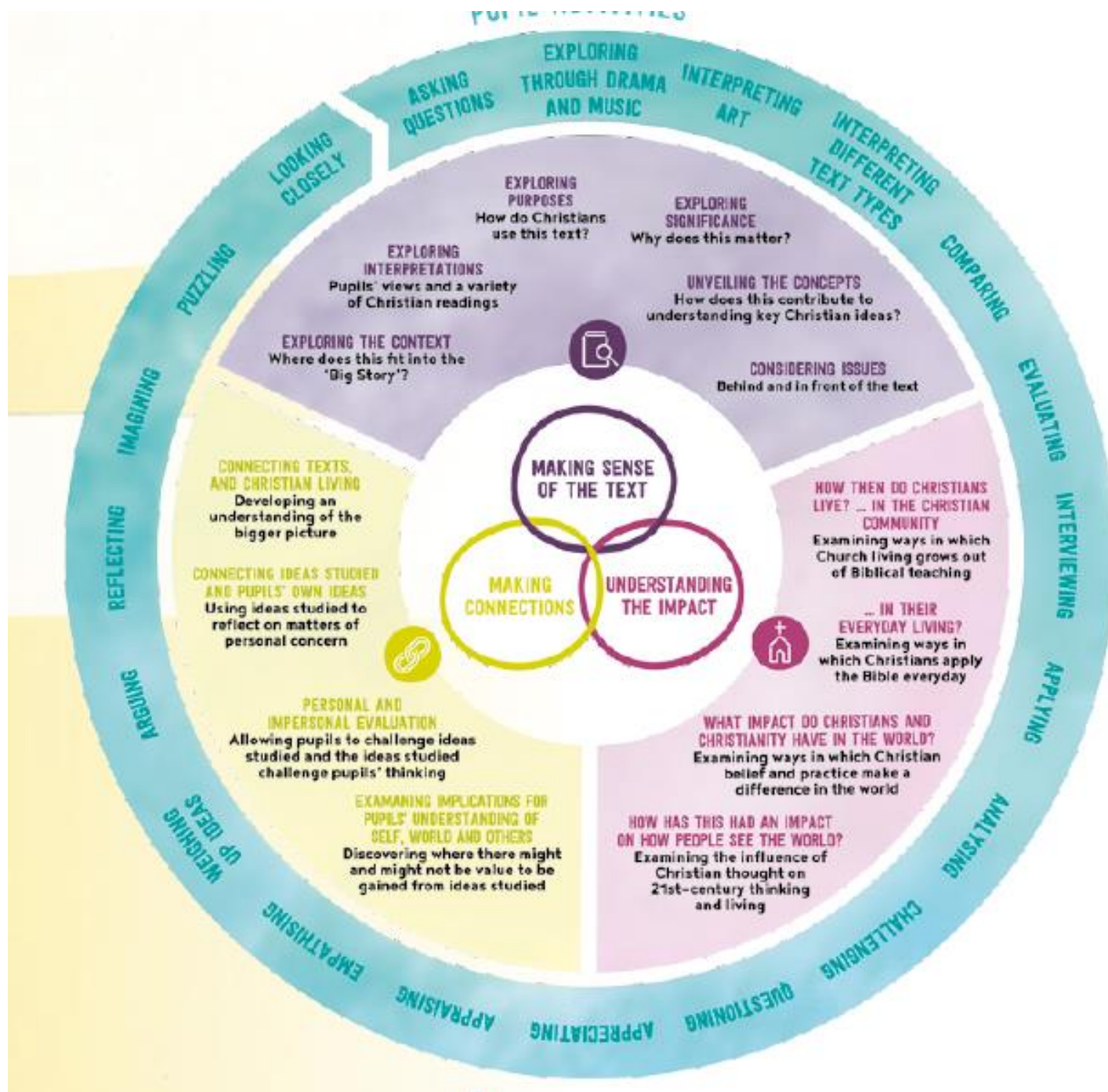
Developing skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of the meanings of texts for Christians.

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.

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 in the world.



Y7/9

GOD CREATION FALL PEOPLE OF GOD PROPHECY/WISDOM INCARNATION GOSPEL SALVATION KINGDOM OF GOD

Y5/6

GOD CREATION/FALL PEOPLE OF GOD INCARNATION GOSPEL SALVATION KINGDOM OF GOD

Y3/4

CREATION/FALL PEOPLE OF GOD INCARNATION/GOD GOSPEL SALVATION KINGDOM OF GOD

Y1/2

GOD CREATION INCARNATION GOSPEL SALVATION

FS2

CREATION (GOD) INCARNATION SALVATION

ASKING, INVESTIGATING, UNDERSTANDING

Explore the Text

Here you will find the Bible stories and references that directly link to the unit. Pupils will be given opportunity to consider the content and importance of the text. Pupils will be asked questions about the content and be able to offer their ideas and opinions.

It is important that you point out where the text fits in the big story (use the big frieze).

Discover the impact

The activities and questions in this box lead pupils to discover the impact of the beliefs on people's lives and in what ways that particular Christian teaching is lived out. How are the beliefs that arise from the text making a difference in people's lives? How are the beliefs that arise from the text making a difference in the world?

Make the Connection

How do the text and its impact connect to the children's own experiences? In this box you will find activities that make a link and give pupils an opportunity to respond, ask questions, share ideas and see the relevance in their own lives.

Dive Deeper

The activities in this box challenge pupils to think more deeply, increasing their knowledge and understanding.



Text

Where does this story fit into the big story?

What happens around this text?

How do Christians use and interpret this text?

Does this text matter? Is this story significant?

How does this text contribute to understanding key Christian teaching?

What is connection to the concepts?

Impact

How does the church live out this teaching?

How do Christians live out this teaching in their daily lives?

How does this impact on the world?

Connection

What can I learn from this text?

What does this mean to me?

What do I think about this teaching?

What questions would I like to ask?

Unit 3.2 Which rules should we follow?

(People of God)

Key Questions

- What are rules?
- Why do we have rules?
- Who makes the rules?
- Who keeps the rules?
- Is there a difference between rules and laws?
- Who makes the law?
- What would happen if there were no rules/laws?
- Are the ten commandments still as relevant today?
- Why did Jesus bring a new commandment?
- Why do religions have rules?

Big questions!

Are the ten commandments still important today?
How can following God bring freedom and justice ?

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Unit 3.5 Which rules should we follow?

Suggested number of hours 12 (6+6)

Christian Concepts

God – Creation – FALL – PEOPLE OF GOD – Incarnation – GOSPEL – Salvation – Kingdom of God

In this unit, the need for rules to live by is discussed and linked to the events of the FALL (Genesis 3), the rescue of the PEOPLE OF GOD followed by the gift of the 10 commandments (Exodus 19 and 20) and the impact of Jesus' new command in the GOSPEL to love one another.

The aim of this unit is to:

- give pupils an opportunity to consider the value and purpose of rules.
- examine Christian rules for living and the source of these rules.
- Encourage pupils to reflect upon their own lifestyle and the influences upon it.
- consider the rules followed by other faiths and the ways in which the rules influence behaviour and decisions.

Christian Value

Justice

Responsibility

Love

Forgiveness

Key Skills

Reflect

Apply

Enquire

Analyse

Key Questions

- What are rules?
- Why do we have rules?
- Who makes the rules?
- Who keeps the rules?
- Is there a difference between rules and laws?
- Who makes the law?
- What would happen if there were no rules/laws?
- Are the ten commandments still as relevant today?
- Why did Jesus bring a new commandment?
- Why do religions have rules?

Key Vocabulary

Rules, Laws, Moses, Commandment, Mount Sinai, Covenant, Old and New Testament

Key Experiences

To listen to the story of Moses receiving the 10 Commandments.
Discussion about the rules given by God and following those rules.
To interview a Christian and ask questions about following the 'rules'.

Link to Understanding Christianity

Understanding Christianity Unit 2B.3 People of God. How can following God bring freedom and justice?

To Begin with

Show the children pictures of things connected with rules. E.g. Traffic lights, keep off sign, pay here sign, wait to be seated sign etc. (Photo of the mango tree rules from the picture folder).
Using the key questions begin to discuss, think about and explore rules. Continue with the following questions:
What are the school rules?
Do you have a set of classroom rules? Why?
What are the rules at home?
Are they different to school rules? Why?
Who sets the rules? Why? (Religious connections may be made here.)
Do different parents have different sets of rules? Why? (Religious rules may be mentioned here)
Does having rules make things fair and just?
Can some rules be good and appropriate and others not? Why? Who decides this? Give a range of examples such as the Highway Code, Internet Safety, Apartheid, board games, slavery, no smoking etc.
What is the purpose of a set of rules?
What would happen if we didn't have any rules? Why?
Is there a difference between laws and rules?

The pupils' responses to your discussion can be recorded as a whole class in your PE exercise book.

ASKING, INVESTIGATING, UNDERSTANDING

Explore the Text

In the beginning God created a perfect world that was spoilt and turned into chaos by people. These events are known as the Fall and can be found in Genesis Chapter 3. Read the story of the Fall using a child friendly Bible such as 'The Biggest Story' by Kevin De Young ISBN 978-1-4335-4244-2 or the Lion Storyteller Bible by Bob Hartman ISBN 978-0745964331

You could use panel 2 of the big frieze as a starting point for a discussion about the Fall. What is happening in the picture? What elements of the story can the children identify in the picture?

As a result of the Fall the people were not living as God had intended, the relationship with God was broken. God's answer to this was to rescue his people and give them the ten commandments. The ten commandments was a new agreement between God and his people.

The story of Moses is epic. Use pictures/art work from the story of Moses to find out how much the children already know.

Baby in the basket, grew up in the Pharaoh's palace, killed a slave, ran away and became a shepherd, God spoke through the burning bush, freed the people from Egypt – plagues, crossing the Red sea, wandering in the wilderness, manna and quail, water from the rock and the ten commandments. Deep breath and stop here!

Tell the story of Moses receiving the ten commandments in more detail. (Exodus 19 and 20)

There is no need to ask pupils to record the story, instead ask them what they like best about the story and which part of the story they think is most important.

Eventually the reaction of the Israelites was to put the tablets of stone into the Ark of the Covenant which was placed in the Holy of Holies in the Temple. Why? What did that mean? What does that tell us about the importance of the commandments?

When the people walked through the wilderness the Ark was carried by the Priests ahead of the people. Why? What did that mean? What does that tell us about the importance of the

Discover the impact

Using a child friendly version of the ten commandments discuss their impact then and now. Which of the ten do they think is the most important? Why? Could any of them be left out? Pupils could argue for and against particular commandments.

If God sent a new set of ten commandments today, would they be any different?

How do the rules they discussed at the beginning of the unit compare to the ten commandments?

Can they identify the influence of the ten commandments on the rules/laws of our society. (Link to British Values) *Record your answers to these questions and discussions in your class RE scrapbook.*

How do we /Christians follow Jesus' new commandment in our daily lives? How do we love one another? How do we show that we love one another?

Create posters illustrating Jesus' command.

If possible interview a Christian and ask them how they try to follow Jesus' teaching. Discuss lifestyle, prayer, worship values and attitudes.

Record the questions and notes from this interview in your RE scrapbook.

What do Christians do to show they are following the rules?

Write a job description for "Super Christian" or write a guide book for someone who has just become a Christian and they need to know how to live their lives now. *Record individually.*

In the sermon on the mount, Jesus tells his followers to be salt and light in the world. In what ways do Christians do this? Is it by following the rules? Following Jesus way of living?

Make the Connection

It is important that the children know that the 'rules' are firmly rooted in God's love for us; they are the rules of the Kingdom of God. Christian people follow the 'rules' because they love God and try their best to love their neighbours.

Conclude by considering that these rules are perhaps better thought of as a code for living, they are

Dive Deeper

There are many more laws and commands in the Old Testament found in the books of Leviticus and Deuteronomy. Many of them are not suitable to discuss with children, however, rules linked to food (Leviticus 11), farming and clothing could be looked at.

Not eating pork. Leviticus 11:7

Not cutting the hair on the side of your face or beard. Leviticus 19:27

Planting more than one seed in a field. Leviticus 19:19

Wearing clothing woven of more than one kind of cloth. Leviticus 19:19

Many Jewish people still follow all these laws today. Christians believe that Jesus came to give freedom from all these laws.

How do you decide which laws to keep?

Think about the ways in which rules affect the relationships between people.

What happened when people disagreed about which laws to keep? How is it decided which rules must be kept?

[Record Individually](#)

Some rules just affect you, other rules affect the people and world around you.

Return to your earlier discussion about what happens when rules are broken. When rules are broken there is always a need for forgiveness in some form. Why? Discuss.

[Record Individually](#)



Does everybody follow the same rules? Why? Why not?

Non-Christian Faith Unit – Rules for Living

6 hours

After your time spent thinking about rules in Christianity focus on an exploration of the rules/codes for living followed by people of other faiths. Use the Dive Deeper section as an

ASKING, INVESTIGATING, UNDERSTANDING

WHAT MUST HAVE BEEN GOING ON FOR GOD TO NEED TO GIVE THESE COMMANDMENTS TO HIS PEOPLE?

LIST AT LEAST THREE THINGS THAT WOULD BE DIFFERENT IN THE WORLD TODAY IF EVERYBODY OBEYED THESE COMMANDMENTS.

ASKING, INVESTIGATING, UNDERSTANDING

Here are 12 commandments from the Torah, the first five books of the Jewish and Christian scriptures.

CAN YOU SORT THEM INTO CATEGORIES?

Love the Lord your God
with all your heart, soul
and strength.

(Deuteronomy 6:5 ICB)

All insects with wings are
unclean for you. Do not
eat them.

(Deuteronomy 14:19 ICB)

You must always keep
your word.

(Deuteronomy 23:23)

You must not cheat your
neighbour ... You must not
curse a deaf person or put
something in front of a blind
person to make him fall ...

Forget about the wrong
things people do to you. You
must not try to get even.
Love your neighbour as you
love yourself. I am the Lord.

(Leviticus 19:13, 14, 18 NCV)

You harvest your crops on
your land. But do not harvest
all the way to the corners of
your fields. If grain falls onto
the ground, don't gather it
up ... You must leave those
things for the poor and
for foreigners.

(Leviticus 19:9-10 ICB)

Three times a year, every
man must appear in front
of God by going to the
temple where God dwells ...
[for] three special religious
festivals. These are the
Festival of Unleavened
Bread, the Festival of
Weeks and the Festival
of Tabernacles.

(Deuteronomy 16:16)

There will always be some
people in need. Open your
hand to the poor and needy
neighbour in your land.

(Deuteronomy 15:11)

Look and find the place
that God will choose.
Build a temple there
for God to dwell in.

(Deuteronomy 12:5)

You shall love the stranger.

(Deuteronomy 10:19)

Why was it written?



What must have been going on for Jesus to have to tell this story?

**Image of Dinah Roe Kendall's
Prodigal Son triptych**

http://www.allposters.com/-st/Dinah-Roe-Kendall-Posters_c176820_.htm

**Image of Cody F Miller's
Prodigal Son IV**

<http://www.codyfmiller.com/Prints/prodigal-son-iv/>

What kind of changes might he have expected from his audience?

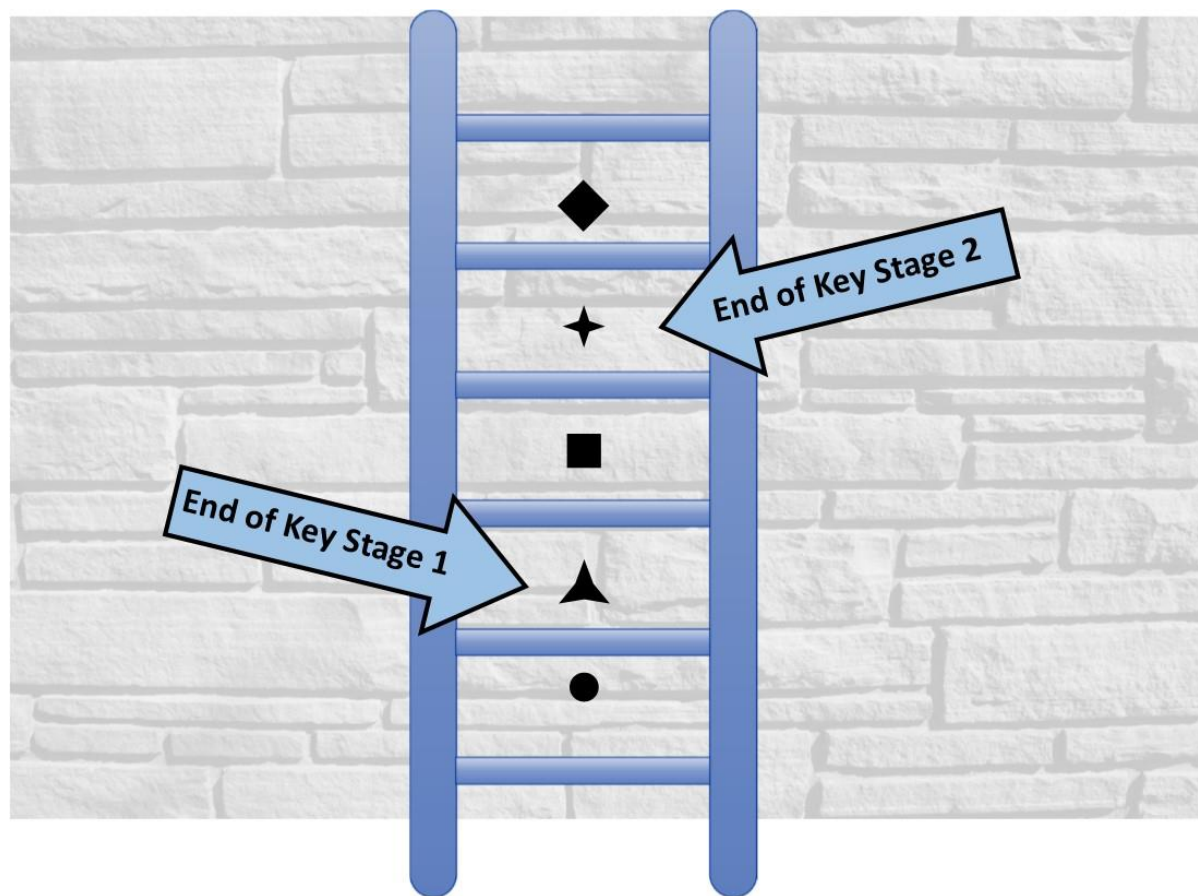


By the end of this unit pupils will know that:

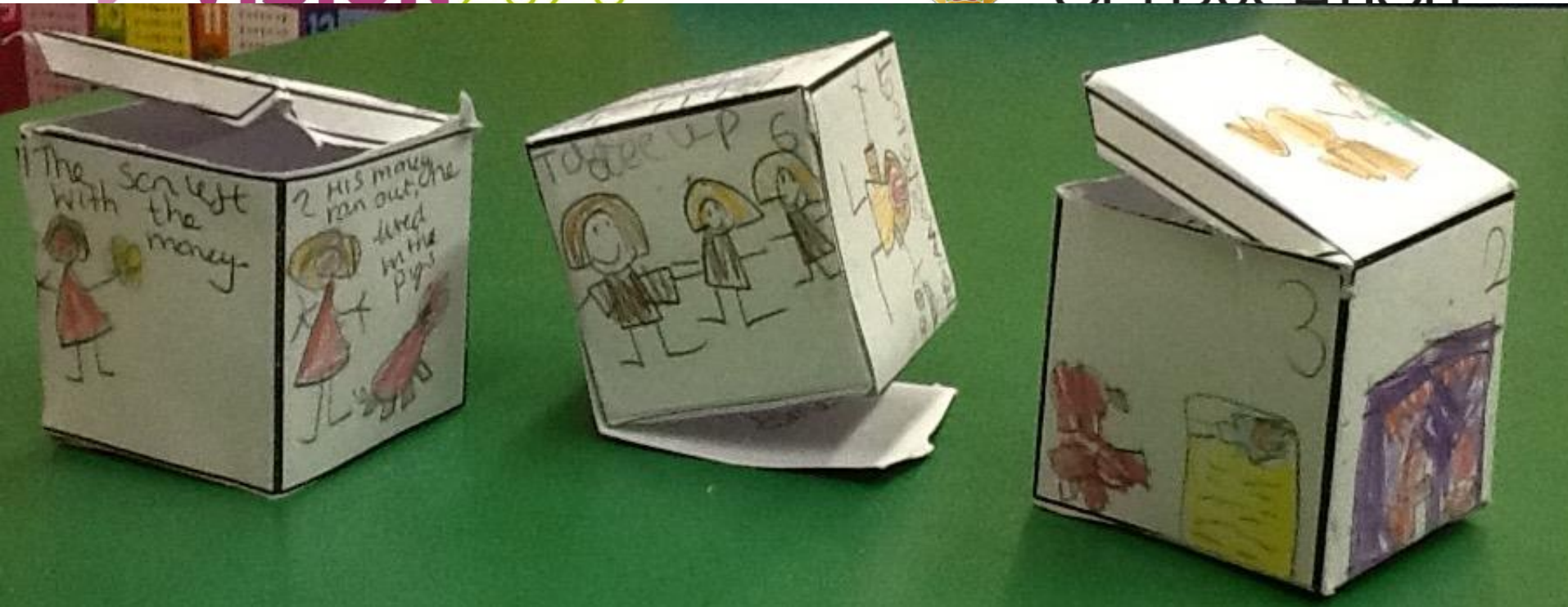
●	the Old Testament contains the stories of the people of God.
▲	Moses rescues the people of God from Egypt and brings the ten commandments down from Mount Sinai.
▲	other faiths have rules to follow that have been given to them a long time ago.
■	Christians try to live out the commandments given by God and Jesus.
■	the commandments are the foundation of Christian and Jewish societies.

By the end of this unit pupils are expected to be able to:

●	talk about the story of Moses and the impact of the ten commandments.
▲	name some of the rules followed by people of other faiths.
■	describe ways in which Christians live out Jesus command to love one another.
■	make links between beliefs and behaviour.
■	talk, with understanding, about rules from faiths other than Christianity.
✦	understand the effects of rules and ask good questions about religious rules.
◆	express their own ideas about rules.



Ladder of Expectations of Achievement



‘Hidden meaning’ boxes

All Saints’ CE First School, Lichfield

HEALTHY CHURCHES TRANSFORMING COMMUNITIES

The ladder of expectation and achievement in RE

- 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.
-
- 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.

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- Pupils can describe forms of religious expression.
- Pupils can ask important and relevant questions about religion and belief.

- 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.

- 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.

The ladder of expectation and achievement in RE in brief

◆	Explain the impact of religion on believers' lives, identify distinctive beliefs within and between religions, and express their own views
✦	Show understanding of and describe, using a wide vocabulary, religious beliefs, actions and values. Begin to apply ideas to situations and experiences.
■	Ask important questions, make links between stories and beliefs, begin to identify the impact of religion and make connections to their own experiences.
▲	Retell stories using religious words to identify features and expressions of religion and begin to ask questions
●	Recall stories, recognise features of religion and talk about their own experiences.

I Know	✓	?
the Old Testament contains the stories of the people of God.		
Moses rescued the people of God from Egypt and brought the ten commandments down from Mount Sinai.		
other faiths have rules to follow that have been given to them a long time ago.		
Christians try to live out the commandments given by God and Jesus.		
the commandments are the foundation of Christian and Jewish societies.		
I can	✓	?
talk about the story of Moses and the impact of the ten commandments.		
name some of the rules followed by people of other faiths.		
describe ways in which Christians live out Jesus command to love one another.		
make links between beliefs and behaviour.		
talk, with understanding, about rules from faiths other than Christianity.		
understand the effects of rules and ask good questions about religious rules.		
express my own ideas about rules.		

Assessment! Changing for Sep...



MY RELIGIOUS EDUCATION STUDIES IN YEAR 1

UNIT	KEY QUESTIONS	COVERED ✓
GOD AND CREATION	What do we know and believe about God the creator of the world? I wonder how God felt when he had made the world? How have the actions of people spoilt the world? What do you feel about the wonder of creation? What are your favourite things that God created?	
JESUS IS SPECIAL	What does special mean? Jesus was special. How? Why? What made Jesus special? Who were the special friends of Jesus and how did they try to follow his teachings? How do we make and build friendships?	
HARVEST	Why do we celebrate Harvest Festival? Where does our food come from? Which foods do you enjoy the most? How can we help those who do not have a good harvest? Why should we help those who do not have a good harvest?	
CHRISTMAS GIFTS AND GIFT BRINGERS	Why do people give and receive gifts at Christmas? Why is Jesus described as a gift? How does it feel when you give and receive gifts?	

Non negotiables!

- Key vocab sheet at start of unit of work stuck in books. Large version on R.E display
- Big question bubble stuck in books first lesson of new unit. Large big question put on R.E display. Link back to this big question throughout unit and again at end.
- Thinking skills tasks-less worksheets! More differentiation.
- Art links, photo evidence, use Worship books, English, Geography- got to link R.E throughout curriculum !

Websites

Understanding Christianity

Log in: ecooper29

Password: stphils56

<http://www.retoday.org.uk/>