

We follow the Gloucestershire Agreed Syllabus for teaching and learning. This sets out approach, where children encounter core concepts in religions and beliefs in a coherent way, developing their understanding and their ability to handle questions of religion and belief. There are three core elements, which are woven together to provide breadth and balance within teaching and learning about religions and beliefs, They offer a structure through which pupils can encounter diverse religious traditions alongside non-religious worldviews, allowing different traditions to be treated with integrity.

Making sense of beliefs

Identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills and interpretation

Making Connections

Evaluating, reflecting on and connecting beliefs and practices ; allowing children to challenge ideas and to challenge their thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.

Understanding the Impact

Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.

What do Christians learn from the creation story

Through this unit we teach children to be able to:

- place the concepts of God and Creation on a timeline of the Bible's 'big story'
- make clear links between Genesis 1 and what Christians believe about God and Creation
- recognise that the story of 'The Fall' in Genesis 3 gives an explanation of why things go wrong in the world
- describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways)
- describe how and why Christians might pray to God, say sorry and ask for forgiveness
- ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.
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How do festivals and family life show what matters to Jewish people?

Through this unit we teach children to be able to:

- identify some Jewish beliefs about God, sin and forgiveness and describe what they mean
- make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people
- offer informed suggestions about the meaning of the Exodus story for Jews today
- make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)
- describe how Jews show their beliefs through worship in festivals, both at home and in wider communities
- raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future
- make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas

What do Hindus believe God is like?

Through this unit we teach children to be able to:

- identify some Hindu deities and say how they help Hindus describe God
- make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God
- offer informed suggestions about what Hindu *murtis* express about God Understand the impact:
- make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali)
- identify some different ways in which Hindus worship
- raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today
- make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.

Why do Christians call the day Jesus died 'Good Friday'?

Through this unit we teach children to be able to:

- recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live
- offer informed suggestions about what the events of Holy Week mean to Christians
- give examples of what Christians say about the importance of the events of Holy Week
- make simple links between the Gospel accounts and how Christians mark the Easter events in their communities
- describe how Christians show their beliefs about Jesus in worship in different ways
- raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.
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What kind of world did Jesus want?

Through this unit we teach children to be able to:

- identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus
- make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'
- suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian
- give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways
- make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.

How and why do people try to make the world a better place?

Through this unit we teach children to be able to:

- identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)
- make links between religious beliefs and teachings and why people try to live and make the world a better place
- make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek)
- describe some examples of how people try to live (e.g. individuals and organisations)
- identify some differences in how people put their beliefs into action
- raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better
- make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas
- express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.