

Religious Education Overview: Milton Abbot School

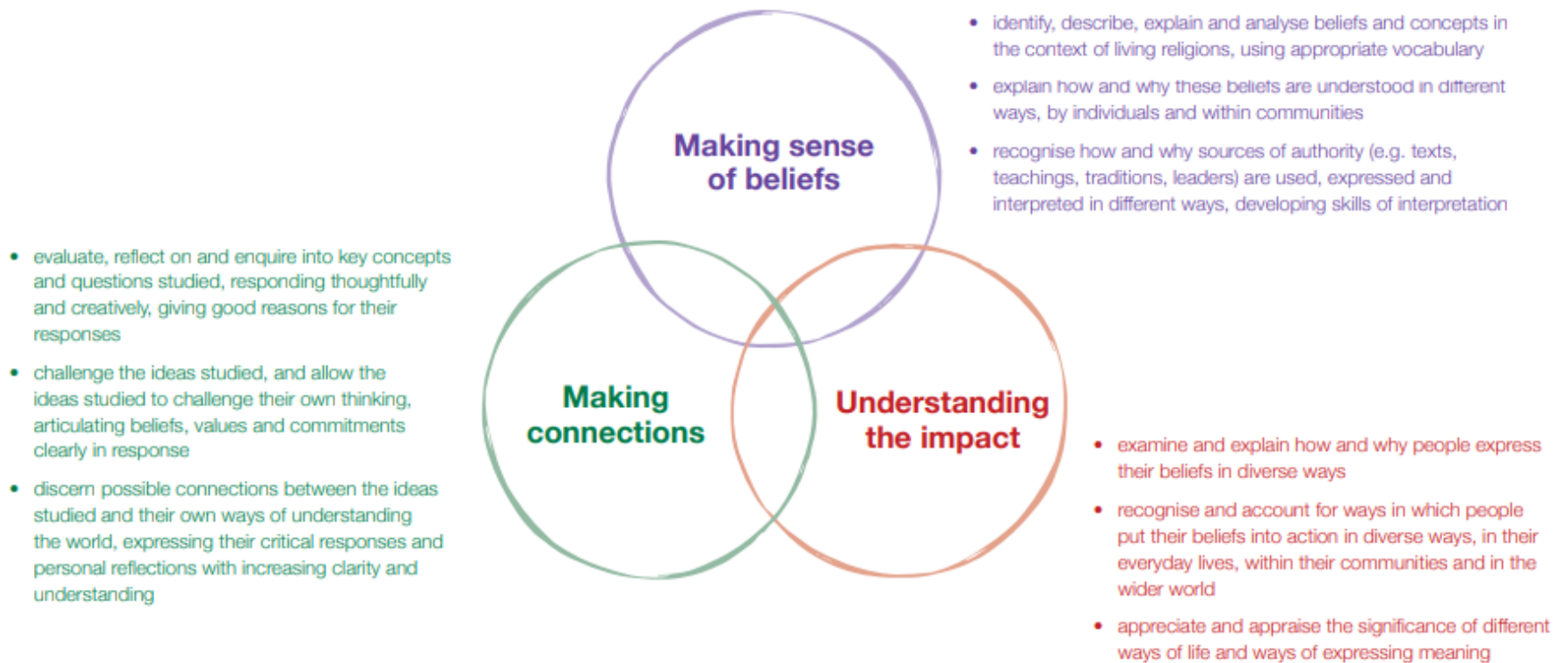
Milton Abbot School follows the legal requirements of the Devon & Torbay SACRE syllabus, applying its principal aim, planning structure and suggested content as our starting points. Pupil discussion, questions and research will then lead further planning. In Key Stage 2, we carry out 'extended comparison' projects, whereby pupils directly compare elements of different religions, presenting their research and understanding to others.

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Our teachers design their RE planning to bring the SACRE syllabus to life with hands on learning using real artefacts and visiting real places. Teachers are expected to make links to prior learning, especially significant events and time of the year on an annual basis. They seek to connect the following areas:

Teaching and learning approach and the aims for RE in Devon and Torbay

This diagram shows how the three elements of the teaching and learning approach in this syllabus reflect the aims for RE set out on p.8. Units of study offer content and ideas for enabling pupils to achieve these aims.



Cycle A: Religious Education at Milton Abbot School

	Autumn	Spring	Summer
Make connections: key concepts/language	Significant figures and stories in Christianity, Judaism, Hinduism and Islam. Significant language: God, creation, celebration salvation, incarnation, baptism, Holy Books		
Early Years Foundation Stage <i>Single year group so cycles do not apply</i>	<p>Aut 1: Christianity: F1 Why is the word 'God' special to Christians?</p> <ul style="list-style-type: none"> • What does the word 'God' mean? • Which people believe in God? • Tell stories of God <p>Aut 2: Christianity: F2 Why is Christmas so special for Christians?</p> <ul style="list-style-type: none"> • What special stories about Jesus are in the Bible? • Why do Christians celebrate Jesus' birthday? 	<p>Spr 1: Making links: F5 – Which places are special and why?</p> <ul style="list-style-type: none"> • Where do you feel safe? Why? • Where do you feel happy? Why? • Where is a special place for believers to go? Compare Christians, Jews and Muslims <p>Spr2: Christianity: F3 Why is Easter special for Christians?</p> <ul style="list-style-type: none"> • What do Christians believe happened to Jesus? • Why do Christians think this is such an important story? • Why do we have Easter eggs? • What symbols can you identify? 	<p>Sum 1: Making connections: F4 Being special – where do we belong?</p> <ul style="list-style-type: none"> • Share religious stories and make connections with personal experiences • Share and record occasions when things have happened that made them feel special • Christian baptism compared with other religions • Link to transition into Year 1: new beginnings... <p>Sum 2: Making personal connections: F6</p> <ul style="list-style-type: none"> • which stories are special and why? • What is your favourite story? Why? • What stories do you know about Jesus? What do you learn?
Make connections: key concepts/language	Significant figures and stories in Christianity, Judaism, Hinduism and Islam. Compare Holy texts. Significant language: God, creation, genesis, prayer, gospel, celebration salvation, incarnation (link to EYFS).		
Year 1 and 2	<p>1.2 Who do Christians say made the world?</p> <ul style="list-style-type: none"> • Retell creation from Genesis • Recognize creation at the 'big story' of the Bible • What does the story tell Christians about God? <p>Note 1: 1.3 Why does Christmas matter to Christians? Annual A2 recap. Note 2: Unit 1.1 is revised in each cycle to recap Christians belief of what God is like. Parables shared in assemblies.</p>	<p>1.4 What is the 'good news' Christians say Jesus brings?</p> <ul style="list-style-type: none"> • Explore what the gospel means • Explore ways Christians follow the teachings about forgiveness/peace • Is the 'good news' only good for Christians? Can we all learn about how to live from these stories? <p>Note 1: 1.5 Why does Easter matter to Christians? Annual Sp2 recap.</p>	<p>1.7 Who is Jewish and how do they live?</p> <ul style="list-style-type: none"> • Recognise Shema as a Jewish prayer • Retell simply stories used in Jewish celebrations (e.g., Chanukah) • How do stories remind Jews about what God is like? • What can we learn from ideas of respect and self-control? Link to 1.6 in previous cycle [muslim beliefs] <p>Note: Link to 1.8: what makes some places sacred to believers to include summer visit to different places of worship.</p>
Make connections: key concepts/language	Significant language and concepts: covenant, Trinity, Kingdom, Pentecost, values		
Year 3 and 4	<p>2.2 What is it like for Christians to follow God?</p> <ul style="list-style-type: none"> • Recap Christian views on creation and where the 'big story' fits on from 1.2. • Make clear links between the story of Noah and the idea of a covenant 	<p>2.6 What was the impact of Pentecost for Christians?</p> <ul style="list-style-type: none"> • Make clear links between the story of Pentecost and Christian beliefs about the kingdom of God on Earth • Give examples of what Pentecost means to some Christians now • Explore Acts 2, description of Pentecost. 	<p>2.7 & 2.8 What do Hindus believe God is like and what does it mean to be a Hindu in Britain today?</p> <ul style="list-style-type: none"> • Describe how Hindus show their faith within their families and their communities in Britain • Identify the terms of dharma and raise questions about this

	<ul style="list-style-type: none"> • Link creation and Noah story to how we live today <p>Note 1: 1.2 Why does Christmas matter to Christians? Annual A2 recap across school.</p> <p>Note 2: Unit 2.1 is a revision of 1.1 and is taught as a recap before 2.2.</p>	<p>Note 1: 2.3, 2.5 and 1.5 Why do Christians call the day Jesus died ‘Good Friday’? and ‘Why does Easter matter to Christians?’ is an annual Sp2 recap. across school.</p>	<p>Note: Link to 2.12: how and why do people try and make the world a better place. Revisit 2.1 when we considered Christian values linked to care for the world and each other. Can pupils recall Judaism and Muslim beliefs from previous learning?</p>
Make connections: key concepts/language	Significant language and concepts: salvation and submission, sacrifice, obedience, generosity. Authority that guides. Holy Communion		
Year 5 and 6	<p>2.4 What kind of world did Jesus want?</p> <ul style="list-style-type: none"> • Recap life and times of Jesus’ teaching. • Links between calling the disciples and following Jesus today. • Showing love for the world and other people. <p>Note 1: 1.2 Why does Christmas matter to Christians? Annual A2 recap across school.</p> <p>Note 2: L2.12 How does faith help people when life gets hard links through all our UK2 RE teaching and is a regular planned assembly link.</p>	<p>2.5 What do Christians believe Jesus did to save the world?</p> <ul style="list-style-type: none"> • How do salvation and incarnation fit together in the Bible? • Holy Communion and putting beliefs into practice. • Articulate own ideas about sacrifice <p>Note 1: 2.3, 2.5 and 1.5 Why do Christians call the day Jesus died ‘Good Friday’? and ‘Why does Easter matter to Christians?’ is an annual Sp2 recap. across school.</p>	<p>2.8 What does it mean to be a Muslim in Britain today?</p> <ul style="list-style-type: none"> • Recap prior learning of Muslim beliefs • Make links between beliefs and ibadah • Weigh up the value of submission, obedience, generosity, self-control and worship

Cycle B: Religious Education at Milton Abbot School

	Autumn	Spring	Summer
Make connections: key concepts/language	Significant figures and stories in Christianity, Judaism, Hinduism and Islam. Significant language: nativity, Bible compared to other Holy Books, festival, precious		
Early Years Foundation Stage <i>Single year group so cycles do not apply</i>	Aut 1: Christianity: F1 Why is the word ‘God’ special to Christians? <ul style="list-style-type: none"> • What does the word ‘God’ mean? • Which people believe in God? • Tell stories of God Aut 2: Christianity: F2 Why is Christmas so special for Christians? <ul style="list-style-type: none"> • What special stories about Jesus are in the Bible? • Why do Christians celebrate Jesus’ birthday? 	Spr 1: Making links: F5 - Which places are special and why? <ul style="list-style-type: none"> • Where do you feel safe? Why? • Where do you feel happy? Why? • Where is a special place for believers to go? Compare Christians, Jews and Muslims Spr2: Christianity: F3 Why is Easter special for Christians? <ul style="list-style-type: none"> • What do Christians believe happened to Jesus? • Why do Christians think this is such an important story? • Why do we have Easter eggs? • What symbols can you identify? 	Sum 1: Making connections: F4 Being special – where do we belong? <ul style="list-style-type: none"> • Share religious stories and make connections with personal experiences • Share and record occasions when things have happened that made them feel special • Christian baptism compared with other religions • Link to transition into Year 1: new beginnings... Sum 2: Making connections: F6 <ul style="list-style-type: none"> • What is your favourite story? Why? • What stories do you know about Jesus? What do you learn?
Make connections: key concepts/language	Significant festivals/celebrations and how believers share and express their faith Significant language: belief, respect, self-control. Symbolism. Tolerance.		
Year 1 and 2	1.9 Making sense of belief: How should we care for others and the world? <ul style="list-style-type: none"> • Simple account of what Genesis 1 tells Christians and Jews about the natural world • What difference does believing in God make to how people treat each other? <p>Note 1: 1.3 Why does Christmas matter to Christians? Annual A2 recap. Note 2: Unit 1.1 is revised in each cycle to recap Christians belief of what God is like. Parables shared in assemblies.</p>	1.7 Who is Muslim and how do they live? <ul style="list-style-type: none"> • Recognize words of the Shahadah and importance to muslims • Identify key muslim beliefs incl. 99 names of Allah • Link to exploration of respect and self-control from 1.7 in prev. cycle. <p>Note: Link to 1.8: what makes some places sacred to believers to include Spring/Summer visit to different places of worship. Note 1: 1.5 Why does Easter matter to Christians? Annual Sp2 recap.</p>	1.10 What does it mean to belong to a faith community? <ul style="list-style-type: none"> • Recognise that loving others is important in lots of communities • Say simply what Jesus and one other religious leader taught about loving other people • Welcome ceremony traditions and symbols for Christians, Jews and/or Muslims
Make connections: key concepts/language	Significant festivals and celebrations that allow communities and followers to share and express their faith Significant language and concepts: Trinity, disciple, worship and faith.		
Tawny Owls (3/4)	2.4 What kind of world did Jesus want? <ul style="list-style-type: none"> • Recap life and times of Jesus’ teaching. • Links between calling the disciples and following Jesus today. • Showing love for the world and other people. 	2.3 What is the ‘Trinity’ and why is it important for Christians? <ul style="list-style-type: none"> • Explore texts about baptism and Trinity • Christian worship and showing faith • Make links between Bible texts about what God is like 	2.09 & 2.10: LK2 extended study to compare how festivals and worship show what matters to a Muslim and a Jew. <ul style="list-style-type: none"> • How Muslims worship at home and in a mosque • How Jews worship at home and in a synagogue

	<p>Note 1: 1.2 Why does Christmas matter to Christians? Annual A2 recap across school.</p> <p>Note 2: L2.11 How and why do people mark the significant events of life links through all our RE teaching and is a regular planned assembly link.</p>	<p>Note 1: 2.3, 2.5 and 1.5 Why do Christians call the day Jesus died ‘Good Friday’? and ‘Why does Easter matter to Christians?’ is an annual Sp2 recap. across school.</p>	<ul style="list-style-type: none"> • Compare holy books and importance of symbolism in stories (2.9: why is the Torah so important to Jewish people?) <p>Note: Teachers are expected to consider this as an extended project and can link to English lessons. Visitors and visits should be a clear planning lead.</p>
<p>Make connections: key concepts & language</p>	<p>Significant language and concept: Theological, theist, atheist and agnostic. Humanist. Messiah. People being good without God. Different ways to interpret Bible stories.</p>		
<p>Eagle Owls (5/6)</p>	<p>2.2, 2.10 & 2.11 Why do some people believe in God and some people not? What matters most to Humanists and Christians? Creation and science: conflicting or complimentary?</p> <ul style="list-style-type: none"> • Explore evidence of how Christians can disagree about what God is like • Make links between humanists and Christians: can the two be ‘right’ about ‘good and bad’? • Weigh up how far the Genesis 1 creation narrative is in conflict, or is complimentary, with a scientific account, giving good reasons for their views <p>Note 1: Link to prior Science lessons.</p> <p>Note 2: 1.2 Why does Christmas matter to Christians? Annual A2 recap across school.</p> <p>Note 3: 2.4 & 2.12 What would Jesus do? And How does faith help people when life gets hard links through all our UK2 RE teaching and is a regular planned assembly link.</p>	<p>2.3 Why do Christians believe that Jesus is the Messiah? What kind of king was Jesus? (2.6 linked)</p> <ul style="list-style-type: none"> • Explain the place of incarnation and Messiah within the Bible • Identify gospel and prophecy texts, and make links using theological terms • How do Christians put their beliefs in Jesus as the Messiah into practice. <p>Note 1: 2.5 and 1.5 Why do Christians call the day Jesus died ‘Good Friday’? and ‘Why does Easter matter to Christians?’ is an annual Sp2 recap. across school.</p>	<p>2.1 & 2.7: Extended comparison project of Christian and Hindu views and actions: what does it mean to be ‘good’ or ‘holy and loving’?</p> <ul style="list-style-type: none"> • Explain connections between biblical texts and Christian ideas of God, using theological terms • Compare above with Hindu beliefs about dharma and karma • Give meanings to relevant stories from each religion, including the story of the man in the well