

RE at St Mary's

Staff Meeting 15.01.24



UNDERSTANDING CHRISTIANITY

Key purpose:

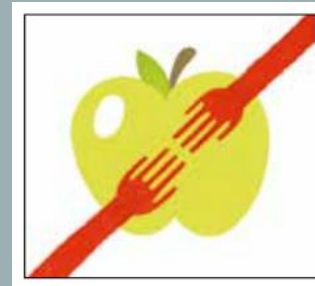
To support pupils in developing their understanding of Christianity, as a contribution to their understanding of the world and their own experience within it.

Core aims:

- To enable pupils to know about and understand Christianity as a living world faith, by exploring core theological concepts.
- To enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians.
- To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of Christianity, of religion and belief more widely, of themselves, the world and human experience.

UNDERSTANDING CHRISTIANITY

Can you identify and
order the core concepts?



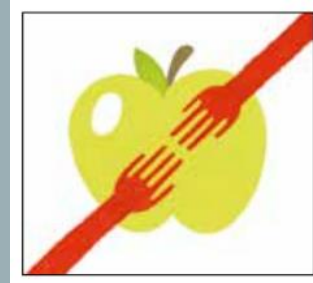
UNDERSTANDING CHRISTIANITY



God



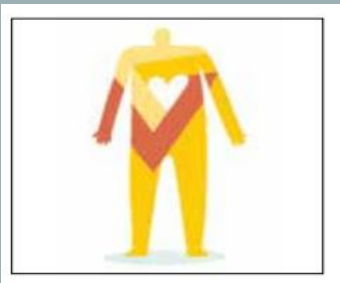
Creation



Fall



People of God



Incarnation



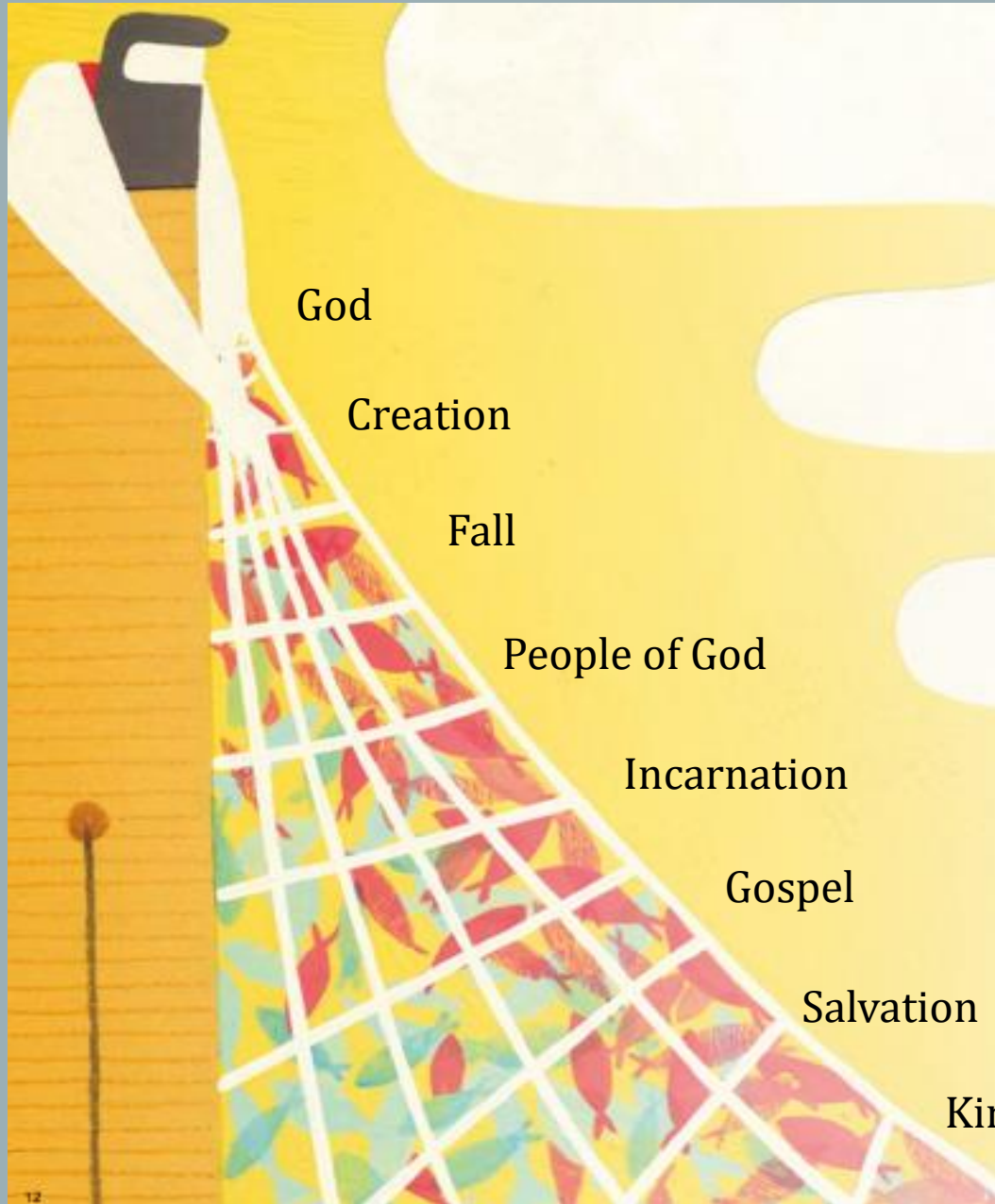
Gospel



Salvation



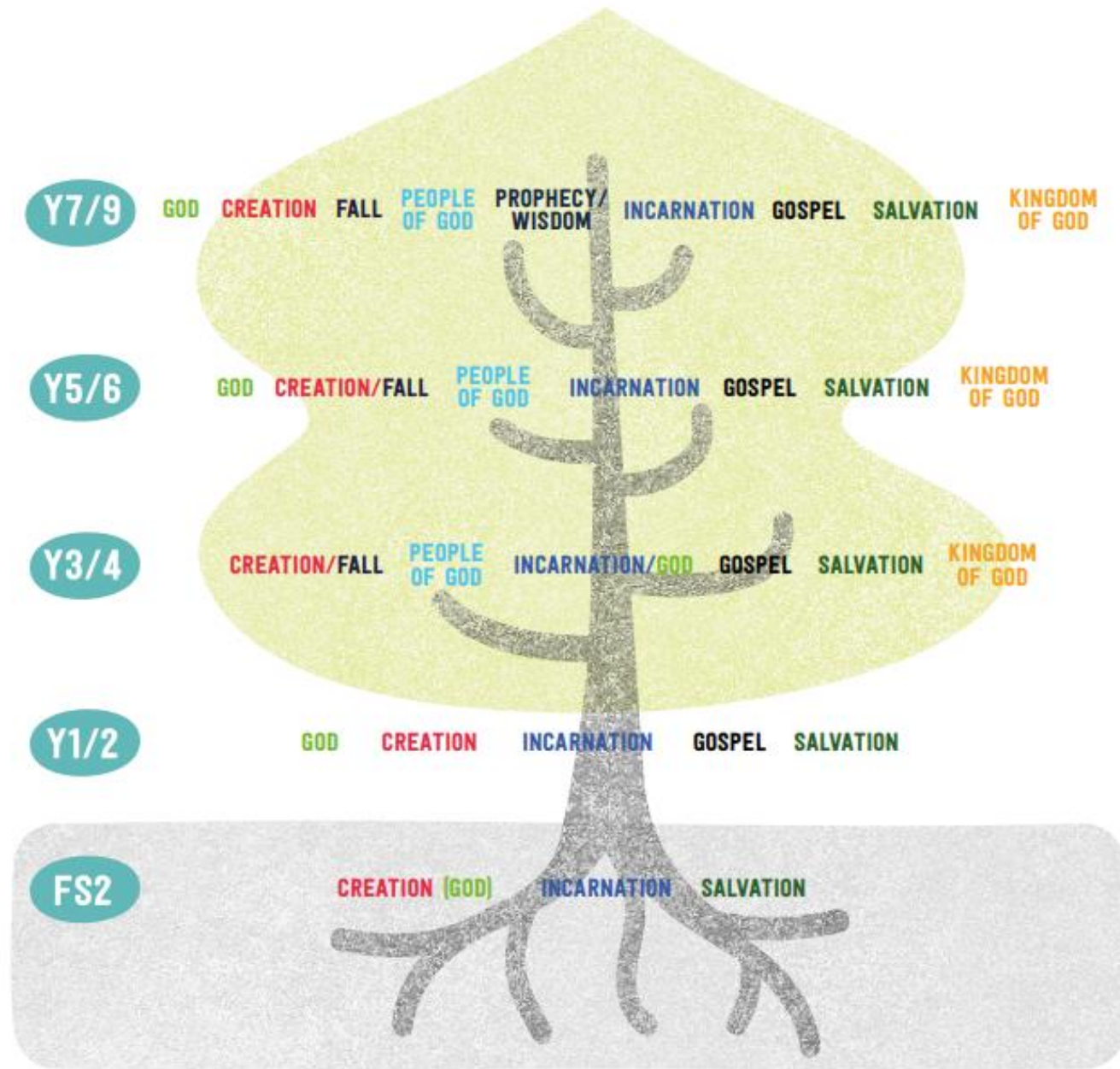
Kingdom of God



The core concepts reflect a view that the Bible tells a 'big story' of salvation.

The approach in RE is to revisit the core concepts throughout the different key stages, deepening pupils' understanding and making links to the overall 'big story' or 'salvation narrative.'

The teaching and learning approach enables pupils to engage with a variety of Bible texts in order to explore how Christians understand the core concepts.



- Spiral curriculum
- Concepts are revisited and explored in more depth as children move through the school
- Links and connections should be made between concepts during units

The Big Frieze – Emma Yarlett



Creation

Fall

People of God

Incarnation

Gospel

Salvation

Kingdom
of God

CONCEPT	FS2	Y1/2	Y3/4
GOD		1.1 What do Christians believe God is like?	(See 2a.3 Trinity/ Incarnation)
CREATION	F1 Why is the word 'God' so important to Christians?	1.2 Who made the world?	2a.1 What do Christians learn from the Creation story?
FALL			
PEOPLE OF GOD			2a.2 What is it like to follow God?

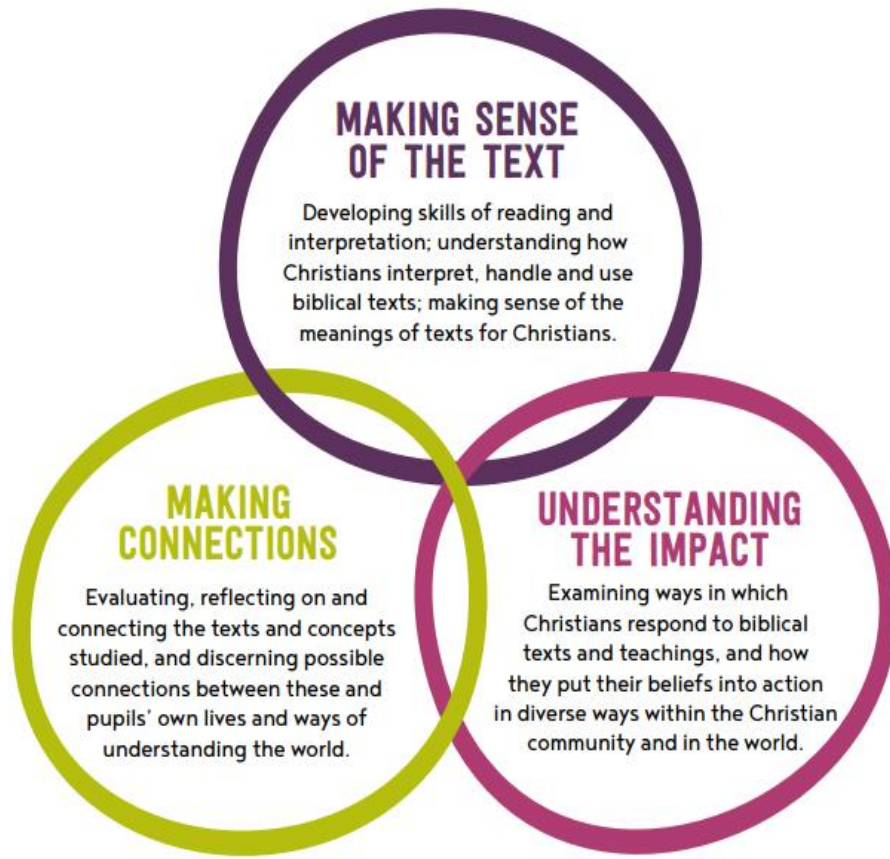
- Enquiry based approach – all units are linked to a key enquiry question
- Teacher handbook contains an overview of all units

<div>  BUILDING BLOCKS </div> <h1>CREATION AND FALL</h1>		
EYFS	End KS1 (7)	End lower KS2 (9)
<p>Children will know that:</p> <ul style="list-style-type: none"> - The word God is a name. - Christians believe God is Creator of the universe. - Christians believe God made our wonderful world and so we should look after it. 	<p>Pupils will know that Christians believe:</p> <ul style="list-style-type: none"> - God created the universe. - The Earth and everything in it are important to God. - God has a unique relationship with human beings as their Creator and Sustainer. - Humans should care for the world because it belongs to God. 	<p>Pupils will know that Christians believe:</p> <ul style="list-style-type: none"> - God the Creator cares for the creation, including human beings. - As human beings are part of God's good creation, they do best when they listen to God. - The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). - This means that humans cannot get close to God without God's help. - The Bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. - Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.

- Knowledge building blocks for each concept – use these to see what children already know.
- The building blocks are the substantive knowledge to be taught in each unit – ‘sticky knowledge.’
- Concepts are explored in increasing detail as the children progress through the school.
- Emmanuel Project – knowledge organisers outline core learning for the unit and what the children should already know.

Elements of the approach:

Understanding Christianity's approach to teaching about Christianity builds up pupils' encounters with biblical concepts through texts, placing the texts and concepts within the wider Bible story. Each unit addresses a concept, through some key questions, exploring core Bible texts, their impact for Christians, and possible implications for pupils. Each unit incorporates the three elements below:



COMPONENTS

Each of the elements contain a range of components. Not all of these will be used in all units, but will be used flexibly, to allow for a variety of teaching and learning experiences for pupils.

Making sense of the text

Exploring the context:

Where does this fit in the 'big story'?

Exploring interpretations:

Pupils' 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 ...

behind, within and in front of the texts

Understanding the impact

How, then, do Christians live...?

... in the Christian community?

Examining ways in which Church living grows out of biblical teaching

... 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 thought on 21st-century thinking and living

Making connections

Connecting texts, concepts and Christian living: Developing understanding of the bigger picture

Connecting ideas studied and pupils' 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

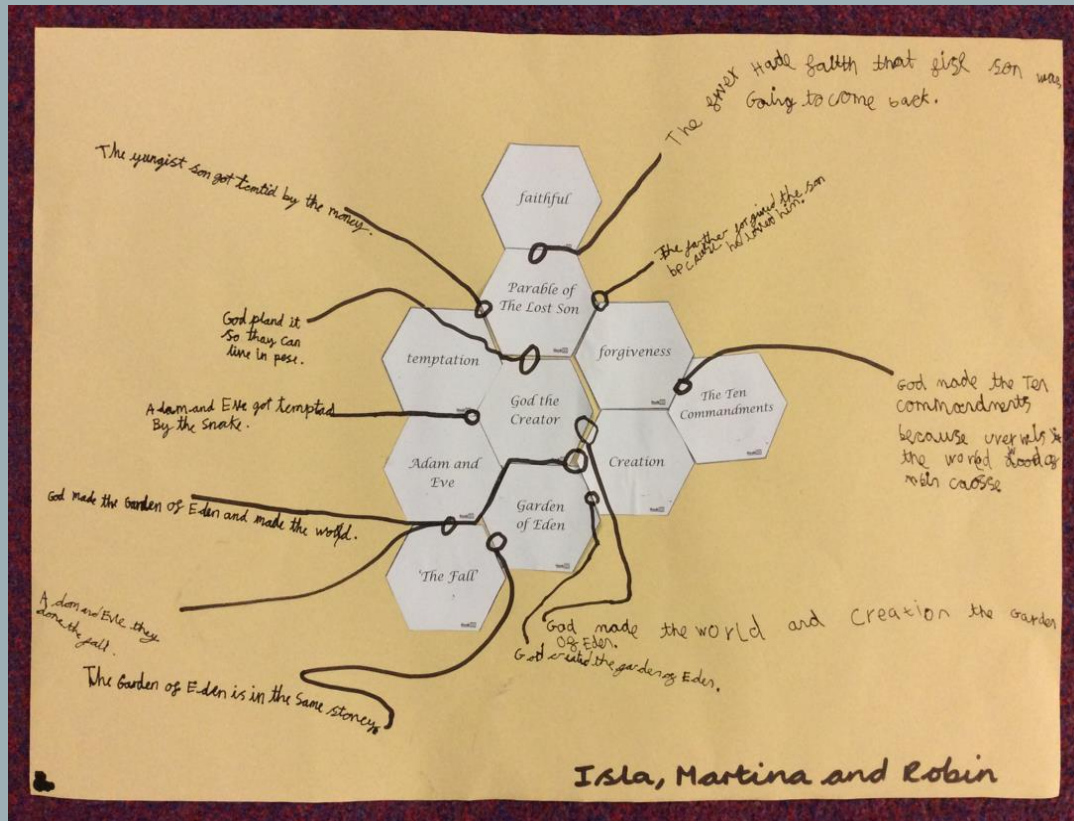
Each unit needs to contain work on all three strands.

Ten ways to get into a Bible story:

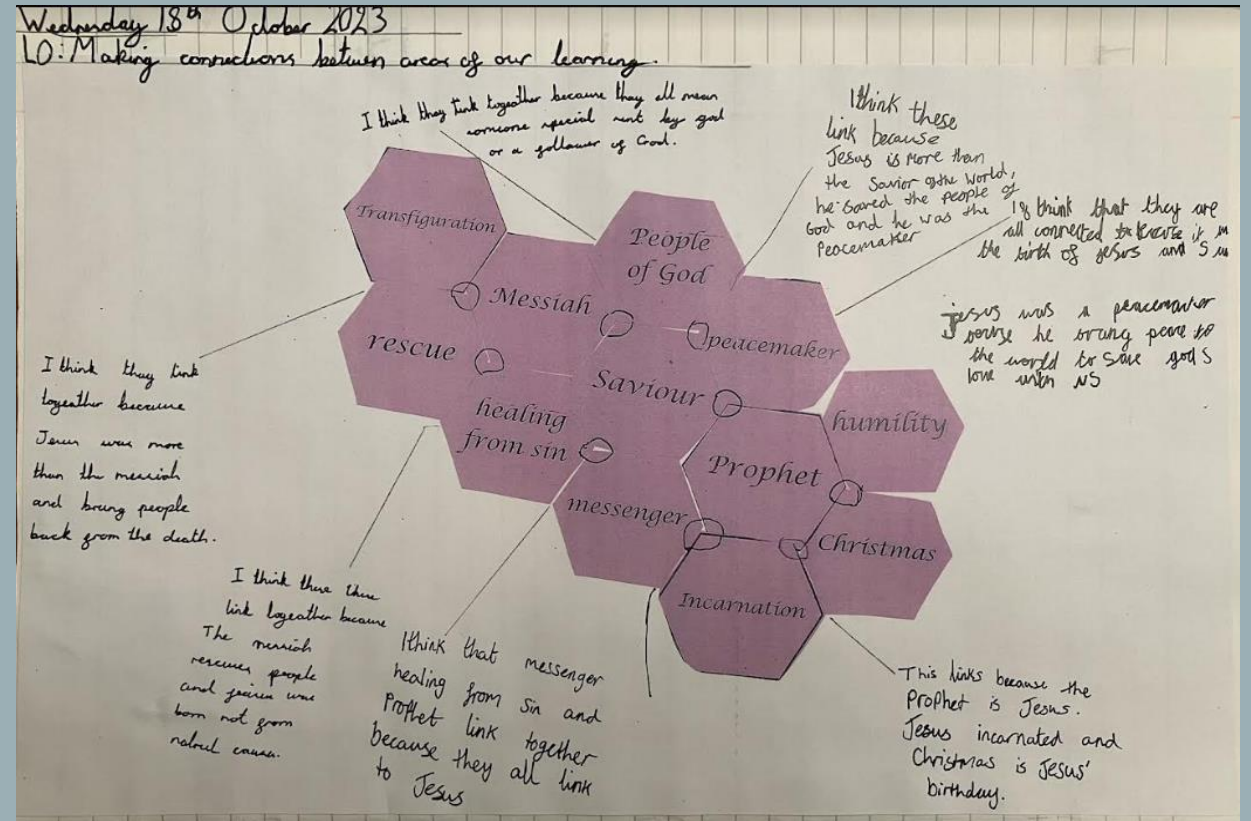
1. Sound effects
2. Sketch a story
3. Story maps
4. Props bag
5. Bubbling speech, bubbling thoughts
6. Filling in the gaps
7. Double-entry journal
8. Pardes (four layers of meaning)
9. Reciprocal reading roles
10. Putting on spectacles

Solo Taxonomy – Hexagons:

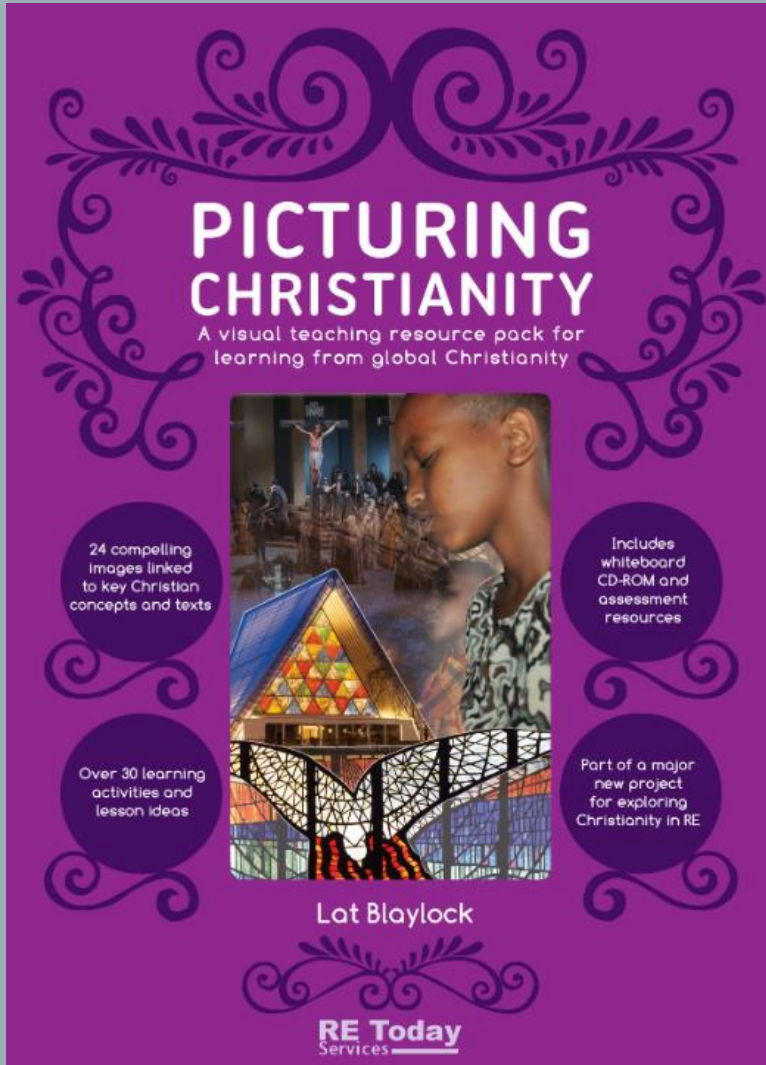
Year 4: Creation



Year 6: Incarnation



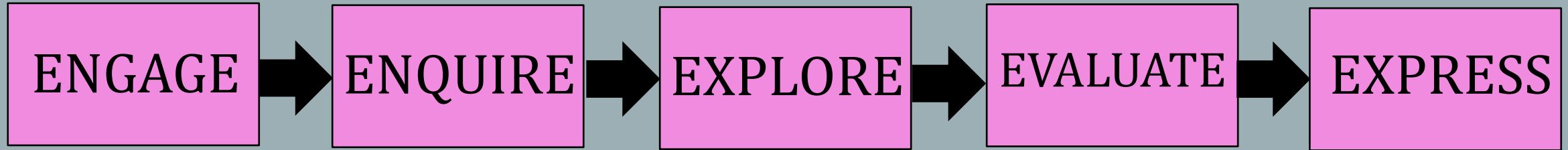
Picturing Christianity:



- Designed to support children in picturing Christianity as a global faith.
- Each picture card is linked to one of the core concepts.
- Includes areas for discussion, questions to ask children and ideas for using the images to enhance our RE teaching.

The Emmanuel Project

Each unit follows an enquiry cycle model:



Example:



Actions:

- This half term's unit should have been planned using the new curriculum map shared in December. Two units should be delivered per term, 6-7 weeks per unit to ensure sufficient depth of learning.
- Display either the Core Concepts or Big Frieze panels on your RE board. During a unit of learning, aim to make links with previously taught units and deepen children's understanding of where your unit fits within 'The Big Story.'
- Ensure that all RE planning follows our school policy – PowerPoint/Notebook slides with Rosenshine icons.
- Each child to record a mind map in their book at the start of each unit, which they will add to in blue pen to show new learning as the unit progresses.
- Use the solo taxonomy hexagons activity to assess children's learning at the end of each unit. This works well in groups of approx. 3 to allow for discussion and collaboration but groups are small enough for each child to take part.
- Use 'Picturing Christianity' resource for starters/working wall to promote discussion.
- Include regular 'Big Fat Questions' (BFQs) in planning – oral, evidenced on post-it notes/question books.
- Assessment grids to be completed half-termly and saved on staff shared.
- Please ask if you have questions or would like support with any of the above.