

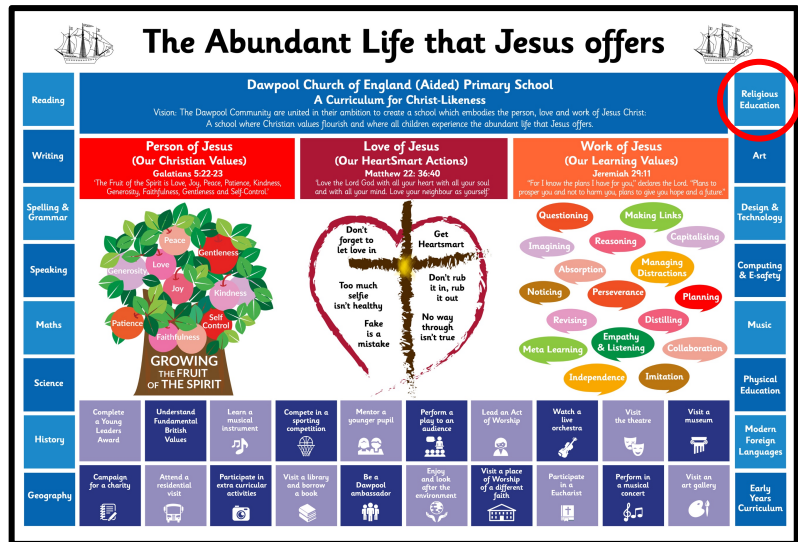


DAWPOOL

Religious
Education

Dawpool C.E. (Aided) Primary School

A Dawpool Theologian



Vision Statement

'The Dawpool community are united in their ambition to create a school which embodies the **person, love and work of Jesus Christ**: a school which enables **Christian values to flourish** and where all children may experience the **abundant life that Jesus offers**.'

'The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control' (Galatians 5: 22-23).

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Why is Religious Education Important?

A high-quality religious education (RE) curriculum is essential to meet the statutory requirement for all maintained schools to teach a broad and balanced curriculum. At the heart of RE in church schools is the teaching of Christianity, rooted in the person, love and work of Jesus Christ. There is a clear expectation that as inclusive communities, church schools encourage learning about other religions and world views fostering respect for them.

Dawpool's Vision for Religious Education

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Through a rich and varied Religious Education curriculum at Dawpool, pupils will have developed a secure understanding of Christianity and other World Faiths including Islam, Judaism and Hinduism. This understanding will be secured through the delivery of the Chester Diocesan RE scheme of work. Pupils will demonstrate religious literacy through questioning, debate and explanations supported by Biblical references. Pupils will have the opportunity to visit places of worship to further their understanding.

National Curriculum for Religious Education

Although there is not a National Curriculum for RE, all maintained schools have a statutory obligation to teach it.

Early Years Foundation Stage

Early Learning Goal: People, Culture and Communities. Children at the expected level of development will know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

- Good News:
I can say what good news is and give two examples. I can retell the 'Parable of the Good Samaritan'.
- God:
I can say what God is like for Christians. I can retell a story I have heard about God. I can say that Christians say God loves me.

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



- **Christian Community:**
I can explain the church is a place where Christians meet. I can say which church is linked to our school.
- **Incarnation:**
I can retell the Christmas story.
I can talk about how nativity plays help Christians remember and celebrate the birth of Jesus.
- **Kingdom of God:**
I can suggest what makes a good king and why Jesus might have been a good king.
- **Forgiveness:**
I can say why the words 'sorry' and 'apologise' might be important to Christians. I can say what Jesus may have been meaning when he said 'turn the other cheek'.
- **Salvation:**
I can explain what an Easter garden is and why Christians might put 3 crosses in it.
- **Resurrection:**
I can explain Good Friday is a sad day for Christians because Jesus died. I can explain Easter Day is a happy day for Christians because Jesus is alive.
- **Discipleship:**
I can describe three changes that happened to the disciples after they met Jesus.
- **Holy Spirit:**
I can say what the Holy Spirit is like. I can retell the story of Pentecost.
- **Creation:**
I can say why I think God thought the world was good in the story. I can understand that Christians believe that humans should take care of the world.

A Year 1 Theologian at Dawpool

- **Good News:**
I can describe details from a story Jesus told. I can talk about what is important to me and relate it to a parable Jesus told. I can identify good news in a parable and say why it is important to Christians.
- **God:**
I can remember and retell a Christian story. (creation) I can describe what people can learn from a Christian story about God. I can use words Christians use to describe God.
- **Christian Community:**
I can identify what happens in a church each week. I can identify some things people believe about the Bible. I can talk about what is important to Christians about the Bible.

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



- Incarnation:
I can retell almost all the parts of the Christmas story studied. I can describe several things that can be learnt about Jesus making reference to the parts of the story studied.
- Kingdom of God:
I can talk about the Kingdom of God by referring to the 'Parable of the Mustard Seed'.
I can suggest what Jesus may have been trying to teach about the Kingdom of God in the parable.
- Forgiveness:
Recall most of the details of the story of Jonah. That Jonah wanted to please God and changed his minds and actions accordingly.
- Resurrection:
I can name and explain at least 2 customs that happen at church at Easter time. I can explain Easter is a happy day for Christians because Jesus is alive. I can explain why the empty tomb is good news.
- Discipleship:
I can describe three changes that happened to the disciples after they met Jesus.
- Holy Spirit:
I can talk about the Holy Spirit and say what happened to the disciples in the Pentecost story.
- Creation:
I can say why I think God thought the world was good and how Adam and Eve were asked to keep it that way in the story. I can explain how Adam and Eve's sin spoilt the world in the story.
- World Religion: Judaism
Why is Joseph important to Jewish people?



A Year 2 Theologian at Dawpool

- **Good News:**
I can describe a story in detail about Jesus. I can talk about what is important to me and relate it to the healing stories of Jesus. I can suggest how the healing stories might be important to Christians.
- **God:**
I can remember a Christian story about God. I can tell someone what Christians believe about God. I can talk about what is important to me and to others about God.
- **Christian Community:**
I can begin to describe what visiting and belonging to the church means to a believer. I can talk about the church with respect for believers who go there. I can suggest why believers think going to church is important.
- **Incarnation :**
I can describe what people can learn from the Christmas story about Jesus the king.
- **Kingdom of God:**
I can talk about the Kingdom of God in the Lord's prayer and I can suggest what Jesus may have been trying to teach people about the Kingdom of God.
- **Forgiveness:**
I can explain what part of the Lord's prayer is about and how it might help Christians feel forgiven so they can start again.
- **Salvation:**
I can explain what Christians believe about Salvation.
- **Resurrection:**
I can explain why the resurrection story is important for Christians.
- **Discipleship:**
I can explain why promises are made at infant baptism.
- **Holy Spirit:**
I can identify some symbols that Christians use to represent beliefs about the Holy Spirit. I can talk about some things in the Bible that make people ask questions about the Holy Spirit.
- **Creation:**
I can suggest at least 2 reasons why Christians look after their local environment. I can suggest reasons why Christians say thank you at Harvest time.
- **World Religion: Judaism**
How do Jews show love for God in everyday life? Why is the escape from Egypt important to Jewish people?



A Year 3 Theologian at Dawpool

- **Good News:**
I can describe in detail two examples where the gospels encourage Christians to live as good news today.
- **God:**
I can describe what some Christians believe about God. I can make a link between my own ideas about God and those of others. I can suggest some meanings in Christian symbols about God. I can use a metaphor to describe God.
- **Christian Community:**
I can describe characteristics of 3 different Christian communities. I can talk about their differences and similarities and what it means to belong there.
- **Incarnation:**
I can compare and contrast the detail in the different stories about Jesus' birth found in the Bible. I can suggest at least two reasons which explain why there are different birth narratives.
- **Kingdom of God:**
I can describe what people can learn about the Kingdom of God from both the parables studied. I can explore some questions people ask about the Kingdom of God and compare my answers with others.
- **Forgiveness:**
I can explain the part Judas and Peter played in betraying Jesus. I can suggest why it was important for Jesus to forgive. I can describe what Christians might learn from their behaviour.
- **Salvation:**
I can explain how Jesus rescued people. I can explain how the healing stories might be important to Christians.
- **Resurrection:**
I can explain all the main details of the story. I can explain by referring to the Bible text at least 2/3 ways it may have changed Mary.
- **Discipleship:**
I can explain what might be important in the Bible for Christians to follow.
- **Holy Spirit:**
I can describe three examples where the Holy Spirit is expressed in symbolic form in art. I can describe some ideas about who the Holy Spirit is and what the Holy Spirit does.
- **Creation:**
I can suggest at least 3 ways Christians look after the wider world. I can suggest 4 reasons why Fair Trade and World Vision do the work they do.
- **World Religion: Islam**
What do Muslims say God is like? Why is Muhammad important to Muslims?



A Year 4 Theologian at Dawpool

- Good News:
I can describe in detail two examples where the gospels encourage Christians to live as good news to day.
- God:
I can describe what people can learn from a story about the kingdom found in the Bible and say why. I can suggest some good questions people ask about the Kingdom of God and compare my answers with others.
- Christian Community:
I can suggest why Christians take part in certain activities and how this might influence their lifestyle. I can suggest what influences the behaviour of Christians who take part in certain activities. I can explain why believers think going to church is important.
- Incarnation:
I can explain why Christians believe the Christmas story is seen as good news making reference to parts of the first Christmas story.
- Kingdom of God:
I can describe what people can learn from a story about the kingdom found in the Bible and say why. I can suggest some good questions people ask about the Kingdom of God and compare my answers with others.
- Forgiveness:
I can make links with the Jesus teaching on forgiveness and how it may be expressed in a Christian's life.
- Resurrection:
I can explain all the main details of the two stories. I can say how the two stories are similar and different. I can suggest one way the stories might be understood.
- Discipleship:
I can explain clearly what might be important in the Bible for Christians to follow.
- Holy Spirit:
I can explain why the Holy Spirit is important to Christians. I can describe how the Holy Spirit is involved in believers' and infant baptism.
- Creation:
I can describe what Christians might learn from the two creation stories in Genesis. I can suggest some good questions people ask about creation and compare my answers with others.
- World Religion: Hinduism
How do Hindus describe God? How important is God in Hindu family life?



A Year 5 Theologian at Dawpool

- Good News:
I can compare and contrast the good news in two stories studied with other Bible stories or teachings.
- God:
I can explain what influences and inspires local Christians to use their talents/gifts to further the Kingdom on earth. I can refer to their local activity and make links to Bible texts that may inspire them.
- Christian Community:
I can identify three differences and similarities between the communities studied. I can describe how different leaders seek to create the kind of world Jesus wants.
- Incarnation:
I can make links with the Christmas story and several titles used to describe Jesus at Christmas time. I can explain why these titles are used by Christians and suggest what they might mean.
- Kingdom of God:
I can explain what influences and inspires local Christians to use their talents/gifts to further the Kingdom on earth. I can refer to their local activity and make links to Bible texts that may inspire them.
- Forgiveness:
I can make links with the Jesus teaching on forgiveness and how it may be expressed in a Christian's life.
- Salvation:
I can use Christian works of art to learn about salvation.
- Resurrection:
I can explain how the 'Road to Emmaus' story teaches Christians about Jesus making reference to the text. I can give simple arguments for and against the resurrection.
- Discipleship:
I can explain how God made a covenant with Noah, Abraham and Moses by giving examples from the biblical texts. I can give examples of the differences between the old and new covenant suggesting why the new covenant is important to Christians.
- Holy Spirit:
I can describe the Christian practice of confirmation and suggest how the Holy Spirit might be involved.
- Creation:
I can talk about some of the different ideas Christians have about sharing world resources and give examples. I can suggest why Christians may want to share world resources and give a biblical context.
- World Religion: Islam
How does a mosque show that the idea of one community is important to Muslims?
How do Muslims show community is important in practice?
- World Religion: Judaism



Why is Passover important to Jews?

A Year 6 Theologian at Dawpool

- **Good News:**
I can compare and contrast the teaching of Jesus as 'Light of the World' with at least two other 'I am' sayings of Jesus John's gospel. I can suggest how Christians explain them as good news.
- **God:**
I can say how a belief in God as omniscient; omnipotent and omnipresent inspires and influences Christians. I can suggest some puzzling questions these beliefs raise and begin to consider answers.
- **Christian Community:**
I can identify three ways believers might live as Christians and describe the impact their life might make. I can evaluate their decisions and suggest the effect this might have on others?
- **Incarnation:**
I can explain how different artists show what is important about incarnation. I can explain how different global communities explain what is important about incarnation.
- **Kingdom of God:**
I can say how the belief in the Kingdom of God inspires and influences Christians across the world.
- **Forgiveness:**
I can make links with some Biblical teaching on forgiveness, repentance and justice and how it maybe expressed in a Christian's life through key beliefs and action. I can raise some questions about the material studied.
- **Salvation:**
I can talk about some of the things that are the same and some that are different for Christians in church life. I can describe the main features of the religious buildings I have visited with reference to signs of 'salvation' in the church building. I can explain how members of the faith community use the church & why they consider it a holy place. I can explain how Christians understand that they are rescued and suggest why this is important to them.
- **Ressurrection:**
I can describe how the resurrection and ascension of Jesus are good news for Christians. I can describe how the resurrection gives hope to Christians.
- **Discipleship:**
I can make links with Jesus' teaching on 'salt, light and riches' in the Sermon on the Mount and how it maybe expressed in a Christian's life.
- **Holy Spirit:**
I can suggest how and why the Holy Spirit has become an influence in a Christian's life after the day of Pentecost. I can explain briefly how Catholics and Pentecostals

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think differently about the Holy Spirit work today.

- Creation:
I can talk about some of the differing ideas Christians have about the origins of the world. I can explain why Christians may have differing ideas about how the origins of the world.
- World Religion: Hinduism
How does the Hindu celebration of Divali show their understanding of God?
How does a belief in reincarnation affect a Hindus' life?
- Cross Religious Theme:
How can religious communities live together in peace? What are the challenges?