



Leigh Church of England Academy Religious Education Curriculum Statement



Together, pursuing life in all its fullness' (based on John 10:10)



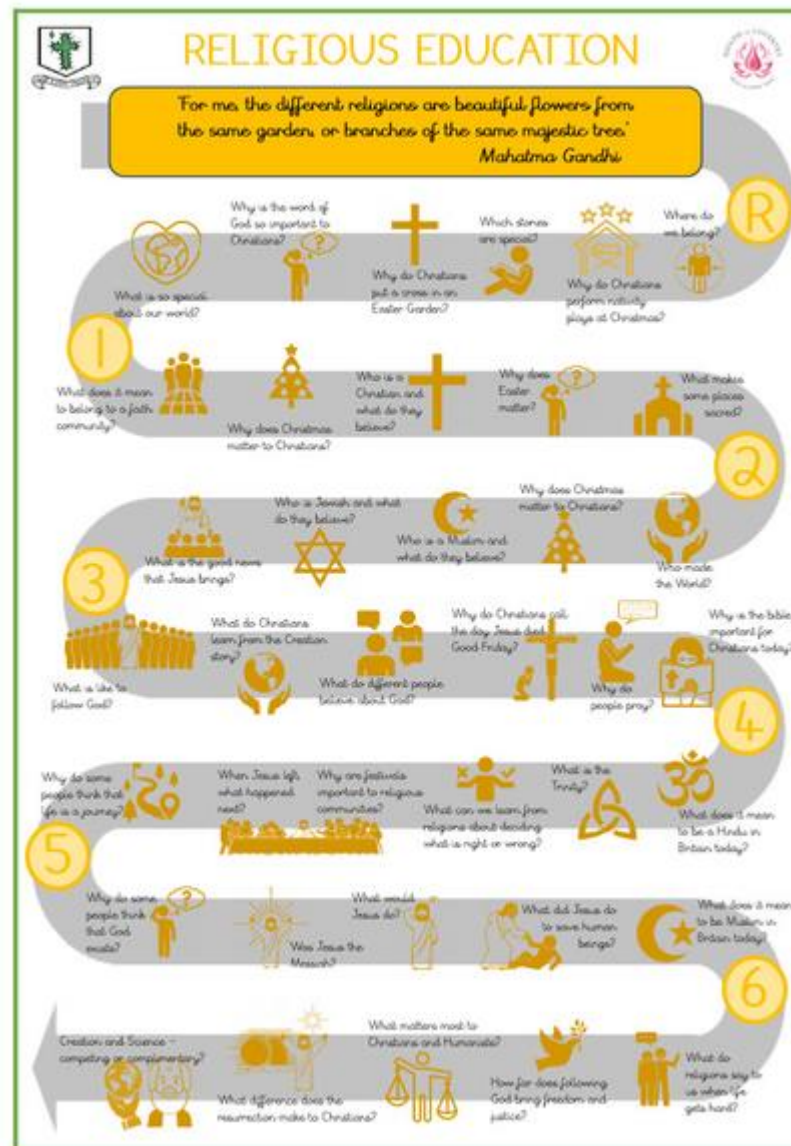
As a Church of England Academy, our vision is to provide an education of depth and quality within a Christian ethos, provided in a safe and secure, nurturing, and aspirational environment, so that our children can be the best they can be in all aspects of their development. The pupils and their families of our community are provided with an RE curriculum that enables children to acquire a rich, deep knowledge and understanding of Christian belief and practice using an approach that frequently engages with biblical text and theological ideas. We believe that Religious Education is fundamentally important in helping our children to learn about the foundations of our Christian ethos and thus ensure that Christian values are the driving force of all of learning and day to day lived experiences. The RE curriculum is intrinsic to the outworking of Leigh's Christian vision in enabling all pupils to flourish as well as contributing to the understanding of British values and the spiritual, moral, social and cultural development of our learners.

I CAN DO ALL
THIS THROUGH
HIM
WHO GIVES ME
STRENGTH

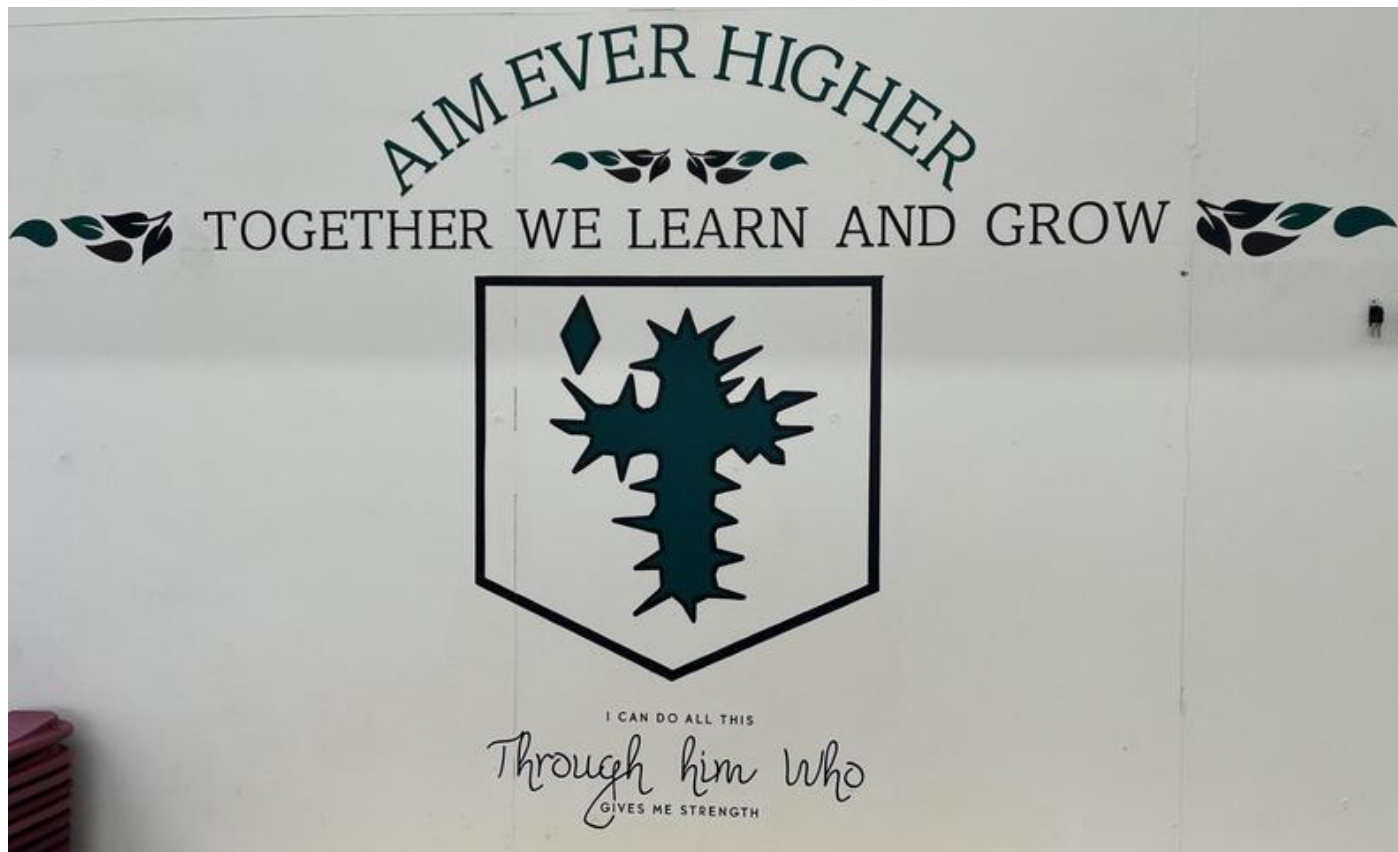
PHILIPPIANS 4:13

A deep understanding of the school's context underpins the Christian vision for aspiration and achievement for everyone. The curriculum, pastoral care, and outdoor environment all contribute to the school's aspiration for their community, and their dedication to minimising barriers to achievement and flourishing.

Our R.E. curriculum is carefully considered to ensure the development of a coherent understanding of Christian belief and know the importance of understanding and accepting the religious beliefs, attitudes and practices of world faiths. As an inclusive Academy serving a diverse community it is also vital our pupils learn about a range of religions and worldviews this enables all pupils to feel valued and to have a respect and understanding of others. Our curriculum aims to establish an environment for encountering and enquiring about religious and non-religious world views whilst exploring the diversity of belief held within them.



We want our children to be well-informed, reflective, and critical thinkers with the self-confidence to form and pursue their own valuable goals in life. They will be equipped to be ambitious, compassionate members of society who have the courage to challenge injustice and become responsible and empathetic leaders in their chosen fields. In keeping with our school motto of 'Aim Ever Higher' Our aim is for all our children to believe that there are no limits to what they can achieve and to equip them with the skills, personal qualities and understanding to nurture their own spiritual growth and to make their dreams a reality.



As a Church of England academy, the study of Christianity is a core part of our curriculum. The study of Christianity is supported by units of work from Understanding Christianity. Children also access teaching on all the major religions of the world, and examine spirituality and other world views, following the Coventry and Warwickshire Agreed Syllabus for Religious Education. Through this Learning pupils develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection.

In keeping with the Church of England's Statement of Entitlement, the staff, local churches and community will collaboratively provide children with a high-quality Collective Worship and RE curriculum, that

- explores a wide range of religions, allowing for breadth of study, as well as depth of study in Christianity
- engages critically with significant questions that religions and worldviews address about life and how to lead it well, developing the understanding and skills needed to appreciate and evaluate varied responses to these questions, and formulate their own ideas
- develop an awareness of the plurality of British life and global religious concerns, promoting community understanding and engagement, and supporting cohesion
- nurture their own personal spiritual growth, philosophical outlook, and psychological well-being in a variety of ways
- engage with the relevance of religion and world views in the modern world and how it affects people's lives locally, nationally and globally today

We provide our learners with a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging, providing opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews.

The children are a delight, because in school, they are loved and treasured for whoever they are, however complex or challenging

Who is a Christian and what do they believe? 1

Reception: We know that the Bible has stories that are special to people.

Year 1: We know that Christians are very important to Christians.

Reception: We know that the cross is a special symbol for Christians.



Key Vocabulary

Bible
The Christian Holy Book

Cross
The symbol of Christianity

Church
The Christian place of worship.

Prayer
Speaking to God

What (key texts)
In the Bible it says: "All things were made by him; and without him was not any thing made that was made." John 1:3

Who (key people)
Jesus
The man who Christians believe is the son of God. They believe he was born at Christmas, died on Good Friday and was resurrected on Easter Sunday.

Who is a Muslim and what do they believe? 2

Reception: We know that the word of God is important to people.

Year 1: We know that it is important to be part of a community.

Reception: We know that religions have stories that are important to them.

Year 1: We know that places can be sacred or important to religions.



Key Vocabulary

Islam
The religion that Muslims follow

Allah
The Arabic name for God

Five Pillars of Islam
The five things that Muslims are expected to do.

Prophets
Important people sent by Allah

Muhammad
The last prophet and the key prophet in Islam

The Qur'an
The holy book of Islam. Muslims believe that it is a record of the exact words that Allah said.

Mosque
The place where Muslims go to worship Allah.

What (key text)
The Qur'an

Where (key places)
The Kaaba in Mecca

Who
Allah

What do different people believe about God? 3

Year 1: Many different religions embrace a sense of togetherness or community.

Year 2: Muslims believe in a single God, referred to as Allah.

Year 1: Christians believe in a single God who sent his son Jesus to save humanity.

Year 2: Judaism shares the word of a single God through prophets such as Abraham and Moses.



Key Vocabulary

Monothism
The belief that there is only one God

Polytheism
The belief in or worship of more than one God

Atheism
The lack of belief in the existence of God or gods

Deities
Gods or Goddesses

Hinduism
The religion of Hindus, who believe in the supreme God Brahman

Trinitism
Three key aspects of Brahman: Brahman the Creator, Vishnu the Preserver and Shiva the Destroyer

What (key texts)
Torah, Qur'an, Bible and Vedas

Who (key individuals)
The Trinity of Father, Son and Holy Spirit
The Trimurti of Brahman, Vishnu and Shiva

What can we learn from religions about deciding what is right or wrong? 4

Year 2: Islam teaches of five pillars which Muslims in leading a good life.

Year 3: In Christianity, Jesus shared many stories or parables which helps Christians to understand how to lead a good life.

Year 1: People of different faiths support within communities to support each other in understanding ideas of right and wrong.

Reception: Many religions teach us that the world is a special gift that must be looked after.



Key Vocabulary

Commandment
A divine rule or law

Conscience
A person's moral sense of right and wrong

Moral
The concept of doing the right thing

Reason
The power of the mind to think, understand and form judgements logically

Humanist
Humanists do not believe in a god. They believe it is possible to live a good and fulfilling life without following a traditional religion

Beatitudes
The Beatitudes are eight blessings pronounced by Jesus in the Sermon on the Mount in the Gospel of Matthew

What (key text)
Man has three friends on whose company he relies. First, wealth which goes with him only while good fortune lasts. Second, his relatives; they go only as far as the grave leave him there. The third friend, his good deeds, go with him beyond the grave. A Quote from the Talmud

Who (key people)
Jesus in Matthew 7:12
Mahatma Gandhi and Martin Luther King both applied teachings from their faith into what they did

What would Jesus do? 5

Year 2: Jesus shared many stories and parables that helped people to understand how to live a good life.

Year 4: Jesus is an important part of the Trinity so is a symbol to how Christians live out what they believe.

Year 1: Christians believe that Jesus shared many teachings with humanity to help them.

Year 4: Christians believe that Jesus willingly died to save humanity.



Key Vocabulary

Mission Statement
a formal summary of the aims and values of a company, organisation, or individual

Parable
a simple story used to illustrate a moral or spiritual lesson, as told by Jesus in the Gospels

Agape love
Self-sacrificial love linked to the Christian belief that Jesus died to show his love for all humans

Moral dilemma
a situation in which a difficult choice has to be made

Crucifixion
an ancient form of execution in which a person was nailed or bound to a cross

Temptation
the desire to do something especially something wrong or unwise

Persecute
Treat someone poorly or unkindly especially because of their ethnicity, religion, or their political beliefs

What (key text)
The teachings of Jesus are shared in the Bible, within the writings of Matthew, Mark, Luke and John.
"The Spirit of the Lord is on me, because he has anointed me to proclaim good news to the poor. He has sent me to proclaim freedom for the prisoners." Luke 4:18-19
"Father, forgive them, they don't know what they are doing" Luke 23:34

Who (key people)
Made us worthy Lord. To serve our fellow humans throughout the world. Who love and die in poverty or hunger. Give them through our hands. Then they their daily bread. And by our understanding love. Give peace and joy. A Quote from Jesus' parable of the Good Samaritan

What matters most to Christians and Humanists? 6

Year 3: People can have different faiths, beliefs and priorities.

Year 4: We know that many religions help to guide people in understanding the world and what to do.

Year 5: We know that the teachings of Jesus can help people to promise and value what is important.

Year 6: We know that religion can help people when times are hard and aid them in deciding what matters.



Key Vocabulary

Code for Living
a set of principles some follow when deciding how to behave

Moral
to do with what is right and what is wrong

Humanist
Follower of the principles of humanism

Christian
the name given to a follower of Jesus and the religion of Christianity

Humanist
an advocate or follower of the principles of humanism

Values
important and lasting beliefs or ideals shared by the members of a group about what is good or bad and desirable or undesirable

What (key text)
The ten commandments (held by Moses)

Who (key people)
Immanuel Kant offered many humanist ideas
Reverend J. M. W. Wicks asked, "Peace maker or peace lover?"
The apostle Paul wrote nine letters to live by

At Leigh, Collective Worship forms an integral part of everyday school life providing children with the opportunity to experience the interconnectedness of faith, knowing that **Together we Learn and Grow**. It allows our school community to reflect on their own lives and the lives of others, explore the Christian faith in greater depth and develop a well-rounded understanding of the world in which we live. In accordance with the law for all schools and academies, at Leigh, we hold a daily act of collective worship which is of a broadly Christian character, often in conjunction with our local churches, or through the invitation of parents, carers and families. We strive to ensure that our acts of worship are inspirational, invitational and inclusive for all members of our school community.

Whilst many in the locality are underserved, this Church school generously and lovingly serves them well.



Leigh's religious education curriculum is enhanced and enriched through a wealth of first-hand experiences, including Religious Education Days, visits to a wide range of places of worship of significance, opportunities to congregate with other Christian schools and the support of local churches. We welcome visitors from a range of religious and cultural backgrounds into school in order to deepen our children's understanding of Christian distinctiveness whilst fundraising raising work - which is planned and undertaken in conjunction with our PSHE curriculum for chosen charities - supports them to appreciate the Christian values of charity and the importance of affirmative action.