

World Religions

Judaism, Christianity and Islam, the three major monotheistic religions, all originated in what is known today as the Arab World. Monotheism literally means, "the belief in only one God".

It is important the children learn about different religions, beliefs and cultures to enable them to develop their understanding of the world around them. In all aspects of RE teaching we use the enquiry approach asking big questions. As a church school, across the year, two thirds of the RE lessons are based on Christianity and one third on world religions.

Year 1, 2 and 5 – Islam Including questions such as:

- How do some Muslims show Allah is compassionate and merciful?
- In what way is Mohammed a role model for Muslims?



Year 3, 4 and 6 – Judaism Including questions such as:

- Why do Jewish families celebrate Hannukah?
- Why do Jews believe they are a chosen people?
- Why is Abraham thought to be the father of the nation?



We hope this leaflet has been helpful. However, if you would be interested in attending an RE curriculum evening to find out more, please contact the school office before 14th February 2020.

office@broadwaterce.org

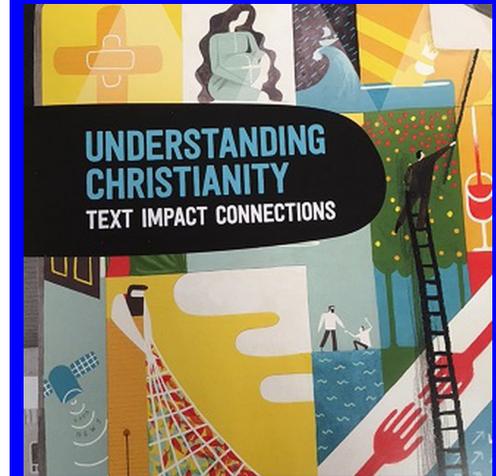


Religious Education at Broadwater C of E Primary School

The teaching of RE at Broadwater has developed over the past few years. We now have an enquiry approach encouraging the children to ask big questions. The key resource we use is "Understanding Christianity".

Within this, the children have opportunities to

- Engage
- Enquire
- Explore
- Evaluate
- Express



The purpose of RE is religious literacy, i.e the ability to hold **balanced and informed** conversations about religions and beliefs.

This can be achieved through an RE curriculum that ensures a balance of:

Theology
Philosophy
Social and Human Science



Understanding Christianity is a Church of England Education Office project. All pictures © Copyright RE Today Services 2016

Understanding Christianity

Understanding Christianity

The following core concepts are explored in the Understanding Christianity approach, as part of the 'big story' of salvation:

1. God
2. Creation
3. The Fall
4. People of God
5. Incarnation
6. Gospel
7. Salvation
8. Kingdom of God

Each core concept is explored using the following strategies:

Making sense of the text

 Developing skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of the meanings of texts for Christians.

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.

For further information visit our website

<https://www.broadwater.w-sussex.sch.uk/1720/Religious-Education>

Making Connections

Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.

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.

Understanding the impact

Examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world.

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.