

Lanercost C of E School RE Key Concepts

Guidance from <https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010> states that “Every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for RE for all registered pupils at the school, except for those withdrawn by their parents (or withdrawing themselves if they are aged 18 or over) in accordance with Schedule 19 to the School Standards and Framework Act 1998. The key document in determining the teaching of RE is the locally agreed syllabus within the LA concerned. Schools designated as having a religious character are free to make their own decisions in preparing their syllabuses.”

The Cumbria Agreed Syllabus for RE states that:

“RE aims to give pupils opportunities to develop their knowledge and understanding of religion and beliefs and to contribute to the development of their own beliefs and values” and “RE seeks to develop pupils’ awareness of themselves. RE has an important role in preparing pupils for adult life, employment and lifelong learning. It assists them to flourish individually within their communities and as citizens in a diverse society and global community. It enables pupils to appreciate their own and others’ beliefs and their impact on individuals and societies. Pupils are encouraged to reflect on their own self-worth and uniqueness as human beings. RE plays a key role in the promotion of spiritual, moral, social and cultural development in schools.”

There are 7 core Christian concepts in our RE curriculum and 5 key concepts for other faiths, beliefs and religions. They can be found on the Long-Term Plan (LTP) Over View grid and on the individual LTP for each class.

The 7 Core Christian Concepts – Substantive Knowledge

God	Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit
Creation and Fall	Christians believe the universe and human life are God’s good creation. Humans are made in the image of God. Humans tend to go their own way rather than keep their place in relation to their creator. This attitude is called sin, and Genesis 3 gives an account of this rebellion, popularly called ‘the Fall’. This describes a catastrophic separation between God and humans, between humans and each other, and between humans and the environment. This idea that humans are ‘fallen’ and in need of rescue (or salvation) sets out the root cause of many problems for humanity.
People of God	The Old Testament tells the story of God’s plan to reverse the impact of the Fall, to save humanity. It involves choosing a people who will model a restored relationship with God, who will attract all other people back to God. The Bible narrative includes the ups and downs of this plan, including the message of the prophets who tried to persuade people to stick with God. The plan appears to end in failure with the people of God exiled, and then returning, awaiting a ‘messiah’ – a rescuer.
Incarnation	The New Testament presents Jesus as the answer: The Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live amongst humans.
Gospel	Christians believe Jesus’ incarnation is ‘good news’ for all people. (‘Gospel’ means ‘good news’.) His life, teaching and ministry embody what it is like to be one of the People of God, what it means to live in relationship with God. Jesus’ example and teaching emphasise loving one’s neighbour – particularly the weak and vulnerable – as part of loving God.
Salvation	Jesus’ death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Christians believe that through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.
Kingdom of God	This does not mean that no one sins anymore! The Bible talks in terms of God’s ‘Kingdom’ having begun in human hearts through Jesus. The idea of the ‘Kingdom of God’ reflects God’s ideal for human life in the world – a vision of life lived in the way God intended for human beings. Christians look forward to a time when God’s rule is fulfilled at some future point, in a restored, transformed heaven and earth. Meanwhile, they seek to live this attractive life as in God’s Kingdom, following Jesus’ example, inspired and empowered by God’s Spirit.

These concepts develop and deepen as children move through Lanercost from EYFS to KS2.

The 5 Core Concepts for other Faiths, Beliefs and Religions – Substantive Knowledge

For example: Buddhism

Concept	KS1 Content	KS2 Content
Belief	<p>What Buddhists believe about:</p> <p>The Buddha</p> <p>Compassion: the importance of respect for all living things and the natural world.</p> <p>Wisdom</p> <p>Ways of living, values, family and social life as first steps to living with a moral code</p>	<p>What Buddhists believe about:</p> <p>The Three Jewels in which Buddhists seek refuge: the Buddha, the Dharma, the Sangha;</p> <p>Love and compassion;</p> <p>Wisdom and ignorance (fundamental confusion that misunderstands reality);</p> <p>Symbols: the Wheel of Life, the Bodhi Tree, the Lotus flower, the stupa;</p> <p>Ways of living within a moral code: Buddhist lifestyles, values, family and social life.</p>
Worship	<p>The importance of reflection and meditation, peace, tranquillity and mindfulness.</p> <p>Shrine in Buddhist temples and homes: symbolism of the statue of Buddha, lotus flowers, incense, candles, offering bowls, water, food.</p> <p>Artefacts to aid worship: prayer beads, prayer wheels, prayer flags, mandalas.</p> <p>Wesak: the festival which celebrates the birth, enlightenment and death of the Buddha.</p>	<p>Meditation-a means to make the mind familiar with, and develop, virtuous states of mind.</p> <p>The significance of the Buddhist home shrine.</p> <p>Worship practices - mala (108 beads), chanting mantras; puja (prayer service), prayer flags, prayer wheels, mandalas; retreats.</p> <p>The role of the monastery and temple: priest (Japan), guru, lama, (Tibet), teacher.</p> <p>Wesak: a festival which celebrates the birth, death and enlightenment of the Buddha.</p>
Deity	<p>The Buddha image is not worshipped.</p> <p>There is no God in the Buddhist tradition.</p>	<p>The Buddha image is not worshipped as an idol; it communicates many values such as peace, purity, compassion, and wisdom.</p> <p>There is no creator God in Buddhism.</p>
Authority	<p>Stories about the life of Prince Siddhartha showing his concern to find an answer to suffering and difficulties in life. His life as an example of perfection which Buddhists strive to copy.</p> <p>The Buddha image: the values it communicates, e.g. peace, tranquility, wisdom and compassion.</p> <p>The Jataka stories (accounts of previous incarnations of the Buddha) which demonstrate values.</p>	<p>Key features of the Buddha's life: birth and upbringing; the four sights and renunciation; his search for meaning; his enlightenment; his teaching of the middle way; (Dharma), his example, his death.</p> <p>The authority of the Buddha: one who is looked to as an example of a way to live life.</p> <p>Key teachings: the Four Noble Truths; the Eightfold Path; the Six Perfections and the Five Moral Precepts.</p> <p>People with a special role to teach. The importance of spiritual teachers - Gurus.</p>
Commitment	<p>Buddhist values of love, patience, compassion, generosity, effort, discipline, truth.</p> <p>Wisdom - knowing that how we perceive things effects how we think and act.</p> <p>Knowing what are good things to do and what are bad actions to avoid. Good actions make others happy. Bad actions make others unhappy. Avoid hurting anything, stealing, telling lies, harsh speech or gossiping.</p> <p>The Natural World: recognising the interconnectedness of humanity and the natural world; traditional Buddhist stories.</p> <p>The Buddhist community (Sangha) shows a commitment to live according to the teachings and values of the Buddha. It is made up of lay people and ordained monks and nuns. Special clothing and lifestyles are associated with a life of commitment.</p>	<p>Buddhist community (Sangha - monks, nuns and lay) in UK and around the world.)</p> <p>The importance of self-discipline; supporting the monastic Sangha; symbols associated with lifestyle.</p> <p>Living within a moral code: Buddhists promise to try not to harm living things; take what is not given; misuse the senses, e.g. over-indulgence; use wrong speech.</p> <p>Stories which exemplify values, e.g. the Monkey King; Kisagotami, Jataka stories.</p> <p>Ways of living to alleviate suffering: following the Buddha's teachings: developing compassion and wisdom, being kind to people and animals; giving generously; by example.</p>

For example: Islam

Concept	KS1 Content	KS2 Content
Belief	<p>What Muslims believe about: Allah as one and Creator. The Qur'an. Muhammad (p.b.u.h.). Ways of living, values, family and social life as first steps to understanding living within a moral code.</p>	<p>What Muslims believe about: Allah; Creation and the Natural World; Guidance-Muhammad (p.b.u.h.) and Qur'an; Duty (5 pillars of Islam); Ways of living within a moral code: Muslim lifestyles, values, family and social life.</p>
Worship	<p>Introduction to the Mosque: design, architecture, customs showing respect, e.g. removing shoes. Daily Salah (prayer) can take place almost anywhere: prayer mat/compass. Wudu (cleanliness before praying) essential - ritual washing. Ceremony: the naming of a child. Introduction to the Festival of Id-ul-Fitr, the celebration of the end of Ramadan; how the family prepares. Introduction to the Festival of Id-ul-Adha, the celebration at the end of Hajj.</p>	<p>The Mosque: the role of the Imam. Friday prayer (the Jumu'ah). Obligatory acts of worship: Wudu (washing) and Salah (prayer) - the focus on Allah as the one true God; positions within Salah and their meanings (the second pillar of Islam). Sawm (fasting) and Id-ul-Fitr. Celebration: Id-ul-Adha- festival following Hajj related to stories about Ibrahim (p.b.u.h.) and Muhammad (p.b.u.h.).</p>
Deity	<p>Allah is the Muslim name for God. Muslims believe that Allah is the One True God. He has no partners. He is the Creator who provides all good things.</p>	<p>Muslims believe Allah is the One True God who has no partners; is the Creator (signs in nature); provides all things; gives guidance through Messengers and Books; and cannot be compared. Shirk - regarding anything as being equal to, or a partner to, Allah is forbidden. The nature of Allah is revealed in the Qur'an. Introduction to the 99 names of Allah. Angels are created by Allah. The Shahadah (the first pillar of Islam): the declaration of faith in the Oneness of Allah and in the Prophet Muhammad (p.b.u.h.). Human beings as the best of Allah's creations.</p>
Authority	<p>Allah has sent guidance through the Qur'an and his Prophets. The Qur'an is the revealed book of the Muslims. Revealed by Muhammad (p.b.u.h.). It is treated with great respect. Stories from the life of the Prophet Muhammad (p.b.u.h.). Stories of other Prophets, e.g. Ibrahim (p.b.u.h.)</p>	<p>Sources of guidance include: the Qur'an which is the revealed book for Muslims and is treated with respect; the Sunnah, Hadith and Sirah; stories from the life and traditions of Prophet Muhammad (p.b.u.h.). Other Prophets associated with written revelation-Ibrahim (Abraham), Musa (Moses), Dawud (David) and Isa (Jesus) (p.b.u.h.) How the Qur'an was revealed to Muhammad (p.b.u.h.).</p>
Commitment	<p>The importance of the family and of good values. Family life: birth of a child; home life for children - respect for each other, parents, elders and children. The love and loyalty between all members of the extended family, e.g. respect for grandparents. Social life: how people greet each other; the importance of visiting, of good manners; respect and kindness to guests, the community as a family. The importance of honesty and truthfulness. Responsibility for all creation.</p>	<p>The 5 pillars: Shahadah, Salah, Sawm (fasting during Ramadan), Zakat (obligatory contribution to the community fund), Hajj (pilgrimage to Mecca). Family life: home life for children, leadership roles of father and mother; features of living in a Muslim society; respect and kindness for elders, the wise and guests, the importance of visiting. Social life - the role of the Mosque; the importance of honesty, good manners, cleanliness and patience. Birth and naming of children.</p>

Other Religions, faiths, beliefs – Eg. Hinduism, Judaism, Sikhism

Concept	KS1 Content	KS2 Content
Belief	<p>What people believe about: God Creation and the Natural World Ways of living, values, family and social life as first steps to understanding living within a moral code. Special books/ scripture Equality: all human beings are equal (Sikhism)</p>	<p>What people believe about: God Creation and the Universe (Endless cycle of Creation – Hinduism) The journey of life Symbols of belief Ways of living within a moral code: Lifestyles, values, family and social life. Special books/ scripture Humanity (Sikhism)</p>
Worship	<p>Places of worship Ceremonies and acts of worship - rituals Celebrations and festivals Special days</p>	<p>Observance of faith Symbolism and ritual in worship Places of worship Ceremonies and acts of worship Celebrations and festivals</p>
Deity	<p>Devotion to a God – different images and names Other images used in festivals and creation stories</p>	<p>One God is worshipped Complimentary attributes of deities as male and female (Hinduism) Stories of a God Wearing of certain things</p>
Authority	<p>Figures of authority in religious texts. Religious books / scrolls/ texts Stories Symbols of commitment</p>	<p>Sacred writing People with a special role to teach others. The place and significance of special books/ texts/ scrolls in the place of worship and its influence on how people should live. Contents of special texts – rules, laws, sayings and stories Founders of a religion Ceremonies</p>
Commitment	<p>The importance of the family and of good values. Family life: birth of a child; home life for children - respect for each other, parents, elders and children. Social life: how people greet each other; the importance of visiting, of good manners; respect and kindness to guests, the community as a family. The importance of honesty and truthfulness. Values and way of life Symbols of belonging</p>	<p>Religions worldwide – experience and practise in a range of cultures Importance of the family and home where values and ritual are learned. Extended family responsibilities and rules Respect for: God, other people, all forms of life Pilgrimage Moral codes Care for the world Symbols of belonging</p>

The 9 Disciplinary Concepts

There are 9 Disciplinary Concepts (Skills) that support children to learn and develop in RE:

Investigate	<ul style="list-style-type: none"> • Ask relevant questions. • Gather information from a variety of sources. • Know what is appropriate information to understand a religion.
Interpret	<ul style="list-style-type: none"> • Draw meaning from religious artefacts, symbols, stories, works of art and poetry. • Interpret religious language. • Suggest meanings of religious texts.
Reflect	<ul style="list-style-type: none"> • Consider feelings, relationships, experience, ultimate questions, beliefs and practices. • Think and speak carefully.
Empathise	<ul style="list-style-type: none"> • Consider thoughts/feelings/experiences/beliefs/values of others. • See the world from different perspectives. • Develop power of the imagination to identify feelings.
Apply	<ul style="list-style-type: none"> • Apply what has been learnt from/about a religion to a new situation.
Evaluate	<ul style="list-style-type: none"> • Draw conclusions based on sound reasoning. • Debate issues of religious significance.
Analyse	<ul style="list-style-type: none"> • Draw out essential ideas. • Distinguish key features of different faiths. • Distinguish between opinion, belief and fact. • Recognise similarities and differences
Synthesise	<ul style="list-style-type: none"> • Link significant features of religion together coherently. • Make links between religion and human experience his includes the ability to: • Make connections between ideas and different aspects of religions.
Express	<ul style="list-style-type: none"> • Explain concepts, rituals and practices. • Identify and express matters of deep concern by using a variety of means - not only through words. • Respond to religious issues through a variety of media.