Intent

The aim of Religious Education teaching at Swindon Academy Primary is

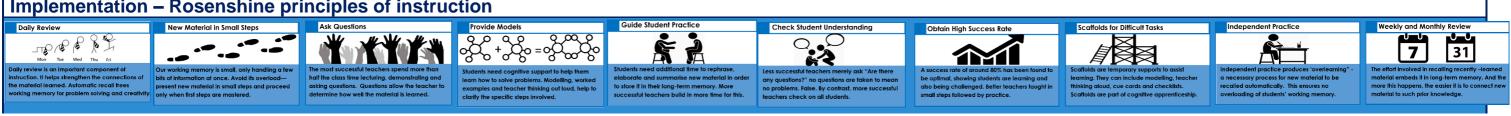
- to foster personal and intellectual development of our pupils
- help them to develop knowledge and understanding of the religious traditions and worldviews represented in Swindon
- prepare them to encounter the diversity of beliefs and values present nationally and globally.

How?

By engaging with challenging questions about the meaning and purpose of life, and learn to articulate their personal beliefs, values and ideas. -

- through opportunities for reflection, discussion, debate and dialogue, where they will **develop confidence in their own views** and **respect for the views of others**. RE offers opportunities to build knowledge, understanding and skills that are essential for life in modern Britain. The Swindon Agreed Syllabus provides a framework of academic rigour, within which young people will gain a combination of knowledge, skills and attitudes that will help equip them for future study, employment and development as engaged citizens. To achieve this Swindon Academy follows the Swindon Agreed Syllabus for Religious Education.

Implementation – Rosenshine principles of instruction



YR	Which stories are special and why?	Which people are special and why?	Which places are special and why?	Which times are special and why?	Where do we belong?	What is special about our world?
Y1	Who is a Christian and what do they believe? (1.1)	Who is a Christian and what do they believe? (1.1)	What makes some places sacred? (1.5)	What makes some places sacred? (1.5)	What does it mean to belong to a faith community? (1.7)	How and why do we celebrate special and sacred times? (1.6)
¥2	Who is a Muslim and what do they believe? (1.2)	Who is Jewish and what do they believe?(1.3)	What can we learn from sacred books?(1.4)	What can we learn from sacred books? (1.4)	How should we care for others and the world, and why does it matter? (1.8)	How should we care for others and the world, and why does it matter? (1.8)
¥3	What do different people believe about God? (L2.1)	What do different people believe about God? (L2.1)	Why is the Bible important for Christians today? (L2.2)	What does it mean to be a Christian in Britain? (L2.7)	Why are festivals important to religious communities? (L2.5)	Why are festivals important to religious communities? (L2.5)
¥4	Why is Jesus inspiring to some people? (L2.3)	Why do people pray? (L2.4)	Why do some people believe life is a journey? (L2.6)	What does it mean to be a Hindu in Britain today? (L2.8)	What can we learn from religions when deciding what is right and wrong? (L2.9)	What can we learn from religions when deciding what is right and wrong? (L2.9)
¥5	Why do some people believe God exists? (U2.1)	Why do some people believe God exists? (U2.1)	What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) (U2.2)	What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) (U2.2)	If God is everywhere, why go to a place of worship? (2.4)	What does it mean to be a Muslim in Britain today? (U2.6)
¥6	What do religions say to us when life gets hard? (U2.3)	What do religions say to us when life gets hard? (U2.3)	Is it better to express your religion in arts and architecture or in charity and generosity? (2.5)	Is it better to express your religion in arts and architecture or in charity and generosity? (U2.5)	What matters most to Christians and Humanists? (U2.7)	What difference does it make to believe in Ahimsa (harmlessness), Grace, and Ummah (community)? (U2.8)