

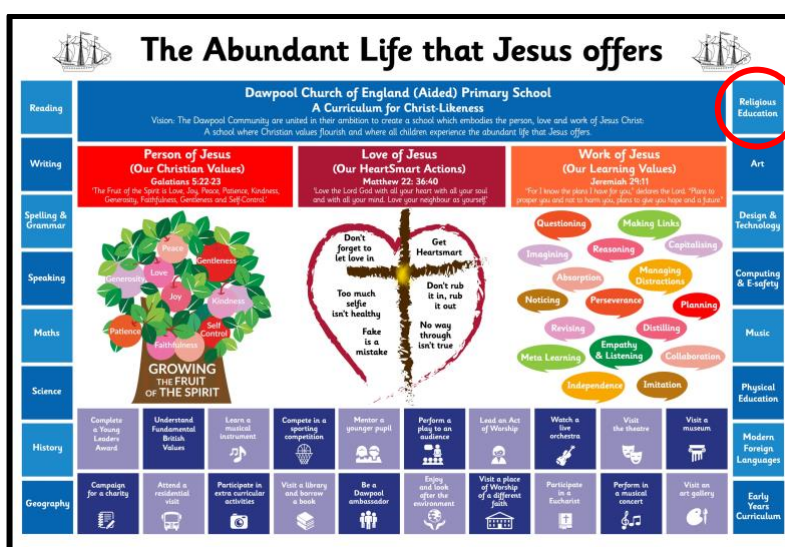


DAWPOOL

Dawpool C.E. (Aided) Primary School

A Dawpool Theologian

Religious
Education



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).

Dawpool C.E (Aided) Primary School
School Lane
Thurstaston
Wirral
CH61 0HH

0151 648 3412

schooloffice@dawpool.wirral.sch.uk

www.dawpool-ce.eschools.co.uk

@DawpoolCofE



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How does Religious Education contribute to the 'Abundant Life'?

Religious education is important because, like every other subject, it provides a particular set of materials through which pupils come to understand important things about the world and themselves. It is the study of religion and beliefs and it stands in the curriculum as a set of ideas and practices which have shaped and continue to shape our world. The business of religious education is an exploration of the influence of the religions and beliefs on individuals, culture, behaviour and national life.

Dawpool's Vision for Religious Education

At the heart of RE at Dawpool is the teaching of Christianity, rooted in the person, love and work of Jesus Christ. There is a clear expectation that, as an inclusive community, Dawpool will encourage learning about other religions and world views fostering respect for them.

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 and sacred texts. 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.



Foundation Stage Religious Education

Foundation Stage RE	
Class	Development Matters Statements
	Understanding the World – People Culture and Communities
Foundation 1	<ul style="list-style-type: none"> Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Foundation 2	<ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries.
Early Learning Goals	<ul style="list-style-type: none"> 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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps

Term	Topic	Activities which may be included. Please note the nature of the EYFS means planning changes daily.
Autumn Term	Getting to Know You	<ul style="list-style-type: none"> Children in F2 follow the Chester Diocese RE scheme of work. They have a set RE lesson once a week. Children in F1 are introduced to small elements of this scheme of work again on a weekly basis. We ensure the cultures and religions of all class members are represented in the classroom through stories, signs, toys and books. We discuss types of celebrations that may take place and think about how different families may celebrate them.
Spring Term	Superheroes	
Summer Term	Disney Around the World	

‘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)



		<ul style="list-style-type: none">• As well as Christianity, throughout the year we dedicate a weeks' worth of activities and lessons to the following celebrations.• Judaism – Hanukkah – 28th November 2021• Buddhism - Vesak – 15th May 2022• Islam - Eid Al-Fitr 2nd May 2022• Hinduism - Diwali – 4th November 2021• Holi – 17th March 2022• Chinese New Year – 2nd February 2022
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A Foundation Stage Theologian

- 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.
- 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:

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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.

- 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?

good news	parable	God	create
creator	Old Testament	New Testament	gospel
Bible	magi	Son of God	Christ
Shepherd	angel	king	kingdom
repentance	forgiveness	resurrection	tomb
new life	change	Jesus	tax collector
Zacchaeus	trinity	wind	Holy Spirit
Pentecost	creation	sin	Adam
Eve			

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.

'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)



- **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?**

Good News	God	Christian Community	Incarnation
Good news, healing: inside and outside, Jesus	God, Jesus, Parable, Bible, Samaritan, foundation, Israelites, Egypt	font, pulpit, lectern, church, minister, priest, vicar	king, gold, frankincense, myrrh, magi
Kingdom of God	Forgiveness	Salvation	Resurrection
king/queen, God's Kingdom	love, forgiveness, reconciliation, confessing, owning up,	God, salvation, rescue, parable, sin, forgive	resurrection, salvation, forgiveness
Discipleship	Holy Spirit	Creation	Judaism
baptism, promises	Pentecost, Holy Spirit, symbol, represent, disciples, Christians	creation, stewardship, harvest, thankful, environment	Shabbat, Kippah Challah, Kiddush, Torah, mezuzah, tefillin

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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?



Eucharist	Communion	Mass	Anglican
Baptist	Methodist	Last Supper	Sacrifice
Remembrance	Creation	Justice	Injustice
Poverty	Wealth	Rules	Commandments
Trust	Forgiveness	Judas	Betrayal
Loyalty	Gethsemane	Jerusalem	Trinity
Holy Spirit	Jesus	God the Father	Symbol
Creator	Sustainer	Spirit	'Three in One'
Tax Collector	Parable	Godhead	Trefoil and triangle
Icon	Celtic cross	Advent	Nativity stories
Kingdom of God	Kingdom of Heaven	Resurrection	Tomb
Mary	Last Supper	Maundy Thursday	Good Friday
Sacrifice	Salvation	Repentance	Rescue
Islam	Allah	Muhammad	Prophets
Pillars of Islam	Fast	Mosque	Mecca
Ramadan	Qur'an	Crescent	

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

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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?

salvation	incarnation	resurrection	good news
kingdom	community	forgiveness	saviour
discipleship	Hinduism	Bible	God
Jesus	teaching	parable	chapter
church	verse	worship	Holy Spirit
follow	prayer	reflect	sing



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?

Beatitudes	paralysed	Pharisee	God
Lost sheep	community	Archbishop	vicar
Pastor	Lay leaders	Cathedral	Taize
Iona	Incarnation	Emmanuel	The Word
talent	Kingdom of God	Sin	absolution
confession	forgiveness	reconciliation	tomb
Road to Emmaus	evidence	resurrection	covenant
promise	confirmation	Bishop	candidate
Creation	resources	Eco-friendly	Global-warming
sustainable	Solar energy	Eco-community	justice
stewardship	poverty	Wealth	Muslim
Tawhid	Umma	Adhan	Mosque
Shahadah	Wudu	Sawm	Zakah
Hajj	Allah	Jewish	Passover
Exodus	Seder	Freedom	Israel

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.

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- 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 may be 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.

- Resurrection:

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 may be 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 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?

metaphoric/metaphor	justice	naval	Pentecost
symbol/symbolic	Freedom	pulpit	Holy Spirit
omnipresent	values	chancel	reincarnation
omnipotent	Christingle	disciple	Ramayana
omniscient	salvation	Sermon (on the Mount)	Trimurti: Brahma, Vishnu, Shiva
commandment	denomination	ascension	names of gods

Archived (2021-22): Education Recovery in Religious Education

In response to the COVID-19 pandemic, we have identified 3 overarching improvement priorities for education recovery:

- *Reading across the curriculum*
- *Teachers' subject, pedagogical and pedagogical content knowledge*
- *Quality First Teaching*

A focus on these 3 priorities will ensure that all pupils can access the full curriculum which is central to the '**Abundant Life that Jesus offers.**' In addition to these 3 priorities, we have taken a **subject-specific approach** when prioritising what to teach.

In determining what to prioritise in the **Religious Education (RE)** curriculum, we have focused on our vision for RE which outlines our aspirations for pupils in this subject. We have also considered the [guidance](#) produced by the DfE. The main aim of education recovery at Dawpool is to teach pupils what they need in order to make sense of later work in the curriculum. We have therefore identified the following priorities for the RE curriculum.

Pupils will:

- *Maintain a breadth of study in religious education.*

'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)



- *Cover objectives linked to other religions (for example Islam, Judaism and Hinduism) as well as Christianity.*
- *Encounter other faiths and beliefs within the curriculum through visits and visitors.*
- *Demonstrate religious literacy through questioning, debate and explanation.*