

Dudley  
Agreed Syllabus  
2023-2028

Dudley Metropolitan Borough Council

# RE



## Our RE Curriculum



***“Dingle Community Primary School,  
where every child has a V.O.I.C.E”***





Differences were meant not to  
divide but to enrich.

— *J. H. Oldham* —

AZ QUOTES









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## Key concepts

Through collaboration with subject leaders, specialists and our local Dudley RE Hub, our school community have developed key concepts for each subject. These key concepts are the skills and knowledge essential to pupils achieving and exceeding standards in Religious Education. They are subject specific and allow children to progressively build skills throughout their Dingle Primary School journey. When pupils encounter a key concept, they will revisit other topics where they learnt about the same concept to enable them to make connections and build the schema they need.

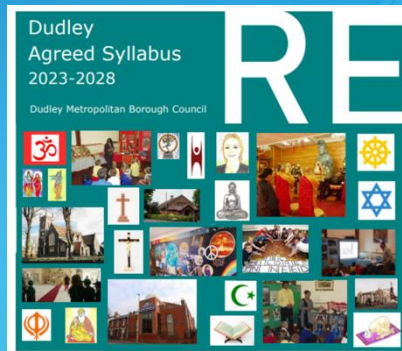
### Religious Education

					
Philosophy	Theology	Human and Social Science	Tradition	Belief	Concepts



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## Key concepts

Dingle Community Primary follows the Dudley Agreed Syllabus for Religious Education. Young people are growing up in a world where there is increasing awareness of the diversity of religious and other worldviews and the impact this diversity can have on individuals and society. Our RE curriculum aims to provoke challenging questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human.

Children will:

- Know about and understand religions and worldviews through the disciplines of Theology, Philosophy and Social Sciences
- Express ideas and insights about the nature, significance and impact of religion through a multidisciplinary approach whilst engaging critically with them
- Gain and deploy skills taken from the disciplines of Theology, Philosophy and Social Sciences to enhance learning about religion.

**Pupils will have a broad, inclusive Religious Education, including studies of religious communities and non-religious worldviews.**

At all key stages more time will be spent on **Christianity** than on any other religion or worldview 'to reflect the fact that the religious tradition in Great Britain are in the main Christian' (Education Act 1988) **Principle religions** in Great Britain are usually regarded as: **Buddhism, Islam, Judaism, Sanatana Dharma (Hinduism), Sikhi.**







**Disciplinary Concepts**-Ways of Knowing-Theology, Philosophy and Human and Social Science

**Substantive Concepts**- Tradition, Belief and Concepts



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 <p>Philosophy</p>	<p>Through this we will think, discuss, debate and ask questions.</p>
 <p>Theology</p>	<p>This explores beliefs and concepts-where they have come from and how they have changed over time. Through this we will interpret. This will include drawing meaning from resources, symbols, religious stories and language. We will give ideas and suggestions about the meanings of religious texts.</p>
 <p>Human and Social Science</p>	<p>This explores how people practise their beliefs and looks at individuals and the wider community. Through this we will observe, interview, look at artefacts, explore data and survey information.</p>
 <p>Tradition</p>	<p>This includes exploring a range of religious traditions and understanding the significance these traditions hold within the faith.</p>
 <p>Belief</p>	<p>Belief is the way in which different faiths show commitment to their religion and the reasons why they do this.</p>
 <p>Concepts</p>	<p>This will make connections between religious beliefs. The following concepts are:  Dharma  Incarnation  Salvation  Gospel.</p>

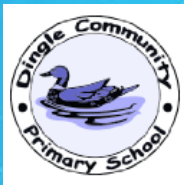


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# Our Curriculum Overview

We are World Citizens	Autumn	Spring	Summer
<p>Reception</p> 	<p><u>Why is the word God so important to Christians?</u> (Creation) </p> <p><u>What is Christmas Special for Christians? Why do Christians perform nativity plays?</u> Christmas (incarnation)  </p>	<p><u>Where do we belong?</u> Being Special</p> <p><u>Why is Easter special to Christians?</u> Christianity (salvation)  </p>	<p><u>Which stories are special and why?</u> Stories </p> <p><u>What makes places special?</u> Special places </p>



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## Year 1



Who do Christians say made the world?

Christianity Creation

Why does Christmas matter to Christians?

Incarnation

Christianity



Who is Jewish and how do they live?

Judaism (God, Torah, the people)

What do Christians believe God is like?

Christianity (God)



What does it mean to belong to a faith community?

How should we care for the world and for others, and why does it matter?



## Year 2



What is the good news Christians believe Jesus brings?

Gospel.

Christianity



Who is a Muslim and how do they live (part 1)?

(Tawhid/Ibadah/Iman)

Islam



Why does Easter matter to Christians?

Salvation

Christianity



Who is a Muslim and how do they live (part 2)?

(Tawhid/Ibadah/Iman)

Islam



What makes some places special to believers?



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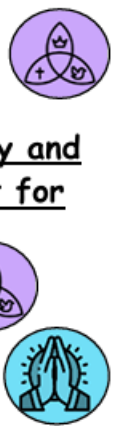
**Year 3**



What is it like for someone to follow God?

(People of God)  
What is the Trinity and why is it important for Christians?

Christianity  
 (Incarnation/God)



How do festivals and worship show what matters to a Muslim?

Islam (Ibadah)  
How do festivals and family life show what matters to Jewish people?

(Judaism God, The Torah, The People)



What do Christians learn from the creation story?

Christianity  
 (Creation/Fall)  
How and why do people try to make the world a better place?



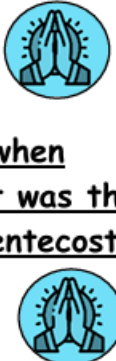
**Year 4**



What kind of world did Jesus want?

Christianity  
 (Gospel)  
For Christians, when Jesus left; what was the impact of the Pentecost?

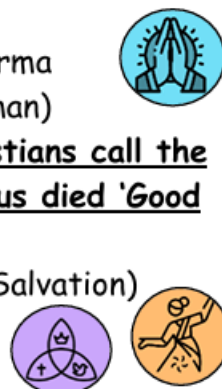
Christianity  
 (Kingdom of God)



What do Hindus believe God is like?

Sanatana Dharma  
 (Brahman, atman)  
Why do Christians call the day that Jesus died 'Good Friday'?

Christianity (Salvation)



What does it mean to be a Hindu in Britain today?

Hinduism (Dharma)

How and why do people mark the significant events of life?



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**Year 5**



What does it mean if Christians believe God is holy and loving?

Christianity (God)



What does it mean to be a Muslim in Britain today?

Islam (Tawhid, Iman, Ibadah)



Why is the Torah so important to Jewish people?

Judaism (God/Torah)



Creation and science, conflicting or complementary?

Creation/Fall



How can following God bring freedom and justice? People of God



What matters most to Humanists and Christians?

Christianity and Humanism



**Year 6**



Christians and how to live: what would Jesus do?

Christianity (Gospel)



Why do Christians believe that Jesus was the Messiah?

Christianity (Incarnation)



Why do Hindus want to be good?

(Karma, Dharma, Samsara, Moksha)



What difference does the resurrection make to Christians?

Christianity (Salvation)



For Christians, what kind of king is Jesus?

Christianity (Kingdom of God)



How does faith help people when life gets hard?



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# Our Dingle Values

“Dingle Community Primary School, where every child has a V.O.I.C.E”

V – be Valued for who we are

O – have Opportunities to grow, thrive and make a difference

I – Feel Included with a sense of belonging

C – Care for and be part of our community.

E - have high Expectations of ourself and others

“A child who feels heard becomes a child who dares to dream”



We show **inclusivity** and **respect** for all religions and celebrate our different beliefs and practices.

We **respect** the views of our classmates and enjoy having open, non-judgmental conversations and debates.

We enjoy reading and learning about many religious leaders and role models who have been **ambitious** and encountered challenges, showing **resilience**.

We aim high in every lesson and enjoy challenging ourselves in our learning.



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We are incredibly proud to be working towards our Rights Respecting Schools award.

Rights are becoming an essential part of our curriculum and articles are therefore referenced in all our subjects.



Democracy



Rule of Law



Individual Liberty



Respect & Tolerance

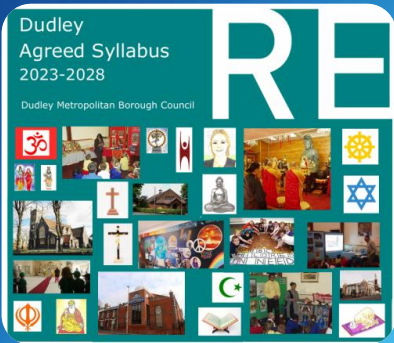
British Values are an integral part of our curriculum, and we purposefully plan many opportunities to help our children understand and celebrate life in modern Britain.

Sustainability and caring for our world is another area of significance to our curriculum. We therefore ensure the Global Goals for Sustainable Development are also considered and shared with our pupils.



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**Dudley Agreed Syllabus**

**Our Intent Documentation**

**Please visit our RE Curriculum webpage to find more information**



**Examples of festivals, trips and our work**

**How we support SEND in RE**



**Progression Documentation**



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