



Vision, Values, Spirituality and the RE curriculum 10.09.25

Shine as Lights in the World

Welcome

Our Theologically Rooted Christian Vision

At St Mary's CE School, our core purpose is to enable all to 'shine as lights in the world'.

Through our inclusive Christian values, we empower the school community to be thoughtful human beings by showing **respect** for themselves, for others and for the world around us. We strive for all to have the **integrity** to achieve our full potential through **resilient** endeavours.



Shine as Lights in the World

"You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead, they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven."

Matthew 5:14-16



Values

Respect Integrity Resilience



Spirituality

“Spirituality is like a bird; if you hold it too tightly it chokes; if you hold it too loosely, it flies away.” Rabbi Hugo Gryn





Church of England Vision for Education

"Our vision embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people." A core desire that we have found expressed in many ways is for 'life in all its fullness' (John 10:10). It is about 'educating the whole person',

Spirituality at SMA

Spirituality is not something we can see; it is something that we feel inside ourselves. The language of spirituality begins from a Christian understanding that everyone and everything is a valued creation, individually and uniquely made by God. At St Mary's we believe spirituality is about:

- Being aware of ourselves and the world around you
- Promoting awe and wonder – the wow factor
- Values and beliefs - the big questions
- Emotions

Spirituality is the heartbeat of our school. It is how we understand ourselves and our place in the world: recognising strengths, weaknesses and having the confidence to challenge ourselves. We care for the local and global community and our Christian values underpin our learning and encourage our children to ask and answer 'big questions'.

Windows, Mirrors and Doors



Window – Beauty

Like looking through a window. Looking at the world in new ways.



Mirrors – Self

Like looking in a mirror...Think about ourselves and how we feel about things.



Doors – Others

Like opening a door to welcome people in... We encourage you to 'go through the door' and respond to the things you see.



RE Curriculum



The disciplinary lenses

- 'Beliefs and questions' units focus on theology;
- 'Community and identity' units focus on human and social science and history;
- 'Reality and truth' units focus on philosophy and ethics.



The SMA Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Community - Family/friends Hinduism -Diwali	Christianity – Christmas story Church visit		Christianity – Easter story		Christianity – Bible stories (Good Samaritan)
EYFS Framework	<ul style="list-style-type: none"> • <i>Recognises and explores special times and events for them and others, understanding that people have difference beliefs and celebrate special times in different ways.</i> • <i>Understands that some places are special to members of their community. Compares and contrasts story characters from different religions.</i> • <i>Recognises similarities and differences between their life and others.</i> 					
Knowledge Progression	Christian Worldview Who am I and where do I belong? Explore the different groups that people belong to, including the religious ones. Find out about Christian signs of belonging	Christian Worldview Who are Christians and what do they believe? Focus on some of the stories from the Bible that show what Christians believe. Establish that Christians live all over the world.	Christian Worldview What is the church and who goes there? Variety of church buildings and the things that happen in a church. Find out about vicars and bishops. Look at Sundays, seasons, and festivals.		World Views What do people celebrate and why? Multi-religious and multi-secular perspective.	World Views Are all families the same? Worldview Each of these questions takes one of the themes form the Christian units and expands on them from a multi-religious and multi-secular perspective. These and the Christian units can and should be woven through continual provision
Understanding Christianity	What makes every single person unique and precious? Incarnation (UF2)	How is the birthday of Jesus celebrated in Church and Society? Incarnation (UF2)	Why do Christians put a cross in an Easter Garden? Salvation (UF3)			
	All three UC units for FS2 could be taught here instead of the scheme units.					
Festivals	Harvest Festival	Christmas Diwali Hanukkah	Chinese New Year Candlemas	Palm Sunday Easter Passover	Ascension Pentecost	Trinity Sunday

Key Stage 1

Bucks Agreed Syllabus	<p>Over the course of KS1, pupils will explore:</p> <ul style="list-style-type: none"> • Christianity plus one other Abrahamic religion in depth (the syllabus recommends Judaism) • With reference to one Dharmic tradition and non-religious perspectives (NB: not necessarily a specific non-religious worldview). 					
Year 1	<p>Belief and questions Christian Worldviews</p> <p>Why do most Christians call God 'creator'?</p> <p><i>Genesis 1 – 2, Psalms 8, 19 etc. Link to care for creation.</i></p>	<p>Community and identify- Christian Worldviews</p> <p>What do most Christians celebrate together?</p> <p><i>Focus on festivals such as Christmas and Easter, but also communion if appropriate.</i></p>	<p>Reality and truth - Christian Worldviews</p> <p>What questions do the parables of Jesus and/or stories in the Bible make us want to ask?</p> <p><i>This becomes an introduction to questions about truth, reasoning and meaning. It will allow pupils to wonder and realise that different opinions are acceptable.</i></p>	<p>Community and identify- Christian Worldviews</p> <p>Why does Easter matter to Christians?</p> <p><i>Focus on festivals such as Christmas and Easter, but also communion if appropriate.</i></p>	<p>Community and Identity – Jewish Worldview</p> <p>How and why is Shabbat important to some Jewish people in Britain?</p> <p><i>Shabbat laws and rituals and the ways that it separates them from but unites them. Link to God as Creator and day of rest</i></p>	<p>Reality and Truth- Worldviews</p> <p>How do people know how to behave?</p> <p><i>Focus on 10 commandments and Jewish food laws; also look at different days of rest in different religions. Introduce the Golden Rule.</i></p>
Bucks Syllabus enquiries	Q7, Q6	Q8, Q6, Q5, Q2	Q6, Q1	Q8, Q6, Q5, Q2	Q8, Q2, Q5	Q8, Q1, Q2, Q3
Year 2	<p>Belief and questions- Christian Worldviews</p> <p>How do Christians find out what God is like?</p> <p><i>Explore the character and attributes of God and Jesus as revealed through the Bible, both Old and New testaments, God as Father, Son and Spirit.</i></p>	<p>Reality and Truth - Worldviews</p> <p>What are the best reasons for following a leader?</p> <p><i>Focus on authority of text, person and place, testing whether ideas make sense and testing their reliability.</i></p>	<p>Reality and Truth – Christian Worldviews</p> <p>How do Christians decide what is right?</p> <p><i>Explore the role of conscience, leaders and teachers in interpretation Focus on authority of text, person and place, testing whether ideas make sense.</i></p>	<p>Community & Identity - Christian Worldviews</p> <p>Why do many Christians meet together regularly and what do they do?</p> <p><i>Focus on weekly worship and the work of the church community – teaching, prayer and service, weekly church services. Easter Focus</i></p>	<p>Belief and question – Jewish Worldviews</p> <p>What does Torah mean for Jewish people?</p> <p><i>Look at scroll, understand what is in there, rules and stories, history of the Jewish people. In Hebrew, sacred language for prayers</i></p>	<p>Community & Identity – Jewish Worldviews</p> <p>In what ways is the synagogue important to Jewish people?</p> <p><i>Central place of community to come together for learning, fellowship, prayer, and service. Place to store Torah.</i></p>
Bucks Syllabus enquiries	Q8, Q6, Q5, Q2	<u>Q3</u>	Q6, Q2, Q5	Q8, Q2, Q3, Q4	Q2	Q5, Q4, Q3

Lower Key Stage 2						
Bucks Agreed Syllabus	<p>Over the course of LKS2, pupils will explore: <i>Christianity plus one different Abrahamic religion and one Dharmic tradition in depth. (The syllabus recommends Islam and Hindu Dharma.)</i> <i>With reference to one other religious tradition and non-religious perspectives.</i></p>					
Year 3	<p>Belief and questions – Christian Worldviews</p> <p>How are different people inspired by the teachings of Jesus? Concept of Gospel and explore how Jesus treated people – discipleship, followers, love.</p>	<p>Community and Identity- Christian Worldviews</p> <p>How does the worldwide Christian family celebrate, worship and mark key events? <i>Christmas around the world for the most part but introduce baptism and/or weddings.</i></p>	<p>Belief and questions – Hindu Dharma Worldviews</p> <p><i>How do Hindus understand God (Brahman)?</i> <i>One God in many forms, God in everything, part of everything, different symbols for the attributes of God – and some of the stories linked to Vishnu, Shiva, Ganesha etc.</i></p>	<p>Reality and Truth – Christian Worldviews</p> <p>What is 'good' about Good Friday? Should religious people be sad when someone dies? Do sacred texts have to be 'true' to help people understand their religion? Can the arts help communicate religious beliefs? (Believing)</p>	<p>Community and Identity- Worldviews</p> <p><i>What role does worship play in the life of a Hindu?</i> <i>Arti and Puja, home shrine and Mandir, ritual and celebrations.</i></p>	<p>Reality and Truth – Worldviews</p> <p>How and why do people argue that some places can be spiritual? Focus on Christian and Hindu beliefs about spiritual places, but also the fact that for some people place doesn't matter. This will bring in the philosophical concept of whether spirit resides in people, or places or doesn't exist.</p>
Bucks Syllabus enquiries	Q3, Q4, Q5	Q6, Q4, Q1, Q2	Q6	Q6	Q3, Q4, Q1, Q2	Q2
Year 4	<p>Belief and questions – Christian World views</p> <p>Who do Christians believe Jesus is? Exploration of incarnation and Jesus as son of God. Look at various names for Jesus and explore concept of Messiah</p>	<p>Reality and Truth – Worldviews</p> <p><i>Does it matter if a story is true or not?</i> <i>Focus on deeper truths, perception and evidence. Explore proverbs and sayings, including non-religious ones.</i> <i>This could begin to bring in real philosophy, such as Plato's cave</i></p>	<p>Belief and questions – Islamic Worldviews</p> <p>What do Muslims believe about God and where did Islam start? Tawhid, Muhammad, Night of Power, monotheism in a polytheistic culture. 99 names of Allah.</p>	<p>Reality and Truth – Christian Worldviews</p> <p>Does prayer make a difference and how do Christians know? Find out what Christians pray (e.g., Lord's prayer) and explore what people do because they have prayed. How does prayer change things for a Christian?</p>	<p>Community and Identity – Islamic Worldviews</p> <p><i>What is the Qur'an and why do many Muslims try to learn it by heart?</i> <i>Angel Jibril dictated the very words of God; therefore, they are important. Use Arabic and become Hafiz.</i></p>	<p>Community and Identity – Christian Worldviews</p> <p>How and why has Christian practice changed over time? Early church was Jewish and as more non-Jews were added adaptations happened; Christians believe God still speaks, role of sanctified common sense. Perhaps include story of Peter at the house of Simon the Tanner Acts 10.</p>

Upper Key Stage 2

Bucks Agreed Syllabus	<p>Over the course of UKS2, pupils will explore:</p> <ul style="list-style-type: none"> Christianity plus one other Abrahamic religion and Dharmic tradition. These could be a continuation of LKS2, or different. (The syllabus recommends continuing with Islam and Hindu Dharma). With reference to Humanism and other religious traditions as appropriate. 					
Year 5	<p>Beliefs and Questions – Hindu Dharma Worldviews</p> <p>What is the significance of Karma and Moksha for a Hindu? Explore the concepts of Samsara, Karma and Moksha looking at the impact on the life of Hindus. Read the stories that expound this teaching</p>	<p>Community and Identity – Christian Worldviews</p> <p>How do rites of passage shape the lives of different Christians? Focus on Baptism and the symbolism, particularly looking at denominational differences – Baptist, Anglican and Orthodox</p>	<p>Reality and Truth – Christian Worldviews</p> <p>Does wisdom look the same for everyone? Define wisdom and knowledge. Explore the way the Bible teaches wisdom, using explicit teaching, proverbs and parables.</p>	<p>Beliefs and Questions – Christian Worldviews</p> <p>What do Christians believe about the death of Jesus? Crucifixion, salvation, sin, atonement, focus on Good Friday. Also see that Jesus predicted his death and consider how he understood it</p>	<p>Community and Identity – Hindu Dharma Worldviews</p> <p>What might a Hindu gain from a pilgrimage to India? Hinduism - Dharma, Puja and Pilgrimage How does most Hindu's beliefs affect the way they live? Sadhu and re-incarnation Consider the spiritual impact and the sense of community that a pilgrimage might give a believer</p>	<p>Reality and Truth – Worldviews</p> <p>What does it mean to live a good life? Ensure that non-religious views are considered here. This unit introduces some explicit Humanist teaching, looking at the Golden Rule in particular. Some of the philosophical ideas of Socrates, Plato, Aristotle and AC Grayling are explored. Bring in The Phillipa Foot and the Trolley problem and the Golden Mean.</p>
Bucks Syllabus	Q3, Q5,	Q3, Q1,	Q6	Q4	Q3 Q5	Q6, Q3
Year 6	<p>Reality and truth Humanism</p> <p>Do we need a deity to be committed to creating a better world? <i>Exploring the background of a deity and what is a better world? Does the beliefs of others matter?</i></p>	<p>Community and Identity – Christian Worldviews</p> <p>How and why do Christians try to make the world a better place? Explore a range of Christians charities and the teachings that underpin them – such as Christian Aid – 'we believe in life before death'; consider whether this is the logical outworking of a faith in Jesus</p>	<p>Reality and Truth – Christian Worldviews</p> <p>How do people make valid judgements about how and why the world is as it is? Consider the different types of questions that science and religion ask and seek to answer. Look at the different types of evidence that they use as a basis for their answers. Study the lives of some Christian scientists</p>	<p>Beliefs and Questions – Islamic Worldviews</p> <p>Why is it important to Muslims that Muhammad is known as the Seal of the prophets? Find out about the Muslim view of the prophets of the Old Testament, Jesus, and the role the Muhammad plays in the concept of Prophethood</p>	<p>Community and Identity – Islamic Worldviews</p> <p>How far does the mosque contribute to the Muslim concept of Ummah? Understanding the worldwide community of Islam, and the role of the mosque. Explore other ways that ummah is expressed.</p>	<p>Beliefs and Questions – Christian Worldviews</p> <p>How far is belief in the resurrection important to Christians today? Consider the centrality of the resurrection to Christian belief and what this tells Christians about Jesus</p>
Bucks Syllabus	Q4,	Q5, Q3	Q6, Q3, Q5	Q3, Q2	Q4	Q1, Q6, Q5



Any Questions?