

Fulbridge Academy

Faith and Belief Curriculum

Repeating themes and curricular links

To ensure that students at Fulbridge Academy build interconnected schemata in Faith and Belief lessons, our curriculum contains ten **key concepts** that repeat throughout the curriculum. These provide lenses through which to compare and contrast different religions and philosophical views and to thus understand each to a greater degree. (In brackets, you will see other [important related concepts](#).)

attributes of God/gods ([omnipotence](#), [omnipresence](#), [omniscience](#), [incarnation](#))

creation ([creation stories](#))

holy texts

laws and ethics ([commandments](#), [charity](#), [tolerance](#))

relationships with God/gods ([covenant](#))

rituals and celebrations ([pilgrimage](#), [festival](#))

sacrifice and redemption

theism and atheism ([monotheism](#), [polytheism](#), [atheism](#), [deism](#))

transcendence ([dharma](#), [enlightenment](#), [reincarnation](#), [sacredness](#))

worship ([prayer](#), [places of worship](#), [leaders in worship](#))

In addition, each learning episode contains explicit links to prior learning and other areas of the curriculum. This ensures that each episode is seen as contributing to a larger curricular 'narrative'

- Where new learning is based on prior learning, the block starts with a revision session of that prior learning.
- Each topic and lesson structured around an enquiry question
- Balance between substantive and disciplinary knowledge of geography (specifically relating to practical skills and fieldwork)
- Overview includes learning points/objectives that need to be covered
- The lesson-by-lesson knowledge may be taught and learned more flexibly than is exactly specified in the curriculum document to ensure responsive teaching
- New vocabulary to be taught is given, along with previously taught vocabulary
- Key concepts (and related concepts) to be discussed across a block are shown

Overview

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Christianity and Islam

Hinduism and Sikhism

Judaism and Understanding of Abrahamic Religions

Buddhism and Humanism

Pedagogy

- Please use the **religious artefacts** as a form as **explicit teaching** for each religion. Each phase has a box of religious artefacts for the religions that they cover situated in their phase cupboards.
- Each series has a section on **Repeating Themes and Links**. Please use the **repeating themes** to highlight the similarities and differences with the religion that you are teaching, with other religions previously taught. Please teach explicitly the **links** to prior learning of religions already taught.
- In each lesson please encourage the children in the **light of their learning about religion, express their responses and insights** in response to their **own identity and belonging, the meaning and the purpose of life, their values and commitments**.
- Each series has a section on **Links to Stories**. Please plan some episodes that is ‘underpinned’ by a religious story. When planning episodes with **stories**: ‘underpin’ the lesson with the religious story by starting the episode reading the story to the children, then give the children opportunity to talk about the story, highlight the vocabulary in the story/the religious concepts in the story, look at some religious art associated with this religious story, listen to some music associated with this religious story to see what children’s responses are to the music. The children could also be given the opportunity to complete a ‘free write’ about the story/art/music.