



World faiths

AT St Teresa's, in preparation for the new RED, we have adopted the sixth lens (encounter) to deliver our World faiths curriculum.

The sixth lens: Encounter

In addition to understanding what the Church teaches about its relationship to other faiths, religions, and worldviews, pupils are also expected to engage in a discrete study of other faiths, religions and worldviews. This is partly because of the Church's own commitment to dialogue, partly also because to love our neighbour is also to respect and esteem his or her culture, and finally because to enter into dialogue is a means of learning how to live peaceably with difference.

'For "In him we live and move and have our being"' (Acts 17:28).

In this branch, pupils will learn how Christians work together with people of different religious convictions and all people of goodwill towards the common good, respecting the dignity of all humanity. They will also encounter other pathways of belief drawing on the teaching of the Church about intercultural dialogue.

Therefore, as they progress through school, pupils will study:

- Other Christian denominations
- Judaism
- Islam
- Dharmic religions and pathways
- Other religions and worldviews, including non-religious worldviews.

2.3.6 Encounter

Expected outcomes

Ages 5-7	
Correctly use religious words and phrases to recognise features of Jewish religious life and practice (e.g. including specific vocabulary about the Jewish belief in one God and the special clothes some Jewish people wear each day).	U1.6.5
Make simple links and connections between some Jewish religious laws, beliefs, worship, and life (e.g. keeping the Sabbath day holy and how this is celebrated in the synagogue and in Jewish homes).	U2.6.3
Talk about respecting the beliefs of people from different communities in their local area.	U2.6.4
Ages 7-9	
Make links between Exodus (12:1-8, 15-20, 13:3) and the account of the Last Supper in Luke (22:14-23).	U3.6.1
Simply describe how Jewish people celebrate the Passover in Britain today, making links with the Exodus account, correctly using specialist vocabulary to describe symbols and actions in the meal.	U3.6.2
Make simple links and connections between some Islamic religious laws, beliefs, worship, and life (e.g. what the holy month of Ramadan means to British Muslims and the importance of fasting in Islam).	U3.6.3
Describe the five pillars of Islam and why they are an important part of Islamic faith and religious practice for British Muslims today.	U4.6.4
Ages 9-11	
Recognise that the Tanakh uses different names for God that reveal aspects of his nature.	U5.6.4
Use specialist vocabulary to describe some Jewish beliefs expressed in the Shema prayer.	U5.6.5
Recognise links and simple connections between some Dharmic beliefs, practices, and ways of life, making links between them.	U6.6.4

EARLY YEARS:

Branch 6 Dialogue and encounter	
Dialogue	<p>Friends of Jesus: Hear a simple life of St Peter and St Paul, friends of Jesus (linking to their feast day). Invite someone in from the local parish to talk about their faith and why it matters to them to be a friend of Jesus.</p> <p>Explore a range of pictures of Jesus from a non-European tradition.</p>
Encounter	<p>Invite someone into the class from the local area or a school community member to talk about their local (faith) community and why it matters to them. Develop opportunities to engage children in a broad sensory curriculum about the music, food, smells, tastes, and specific clothing worn, to enrich understanding.</p>