

## **Vision**

At Oatlands Junior School, Religious Education encourages pupils to explore their own beliefs, values and traditions and those of others in meaningful and engaging ways. Pupils share their diverse range of experiences and grow individually and together with sensitivity and respect towards people of all faiths and none. Through high quality learning experiences, we enable children to explore beliefs, investigate moral and ethical issues, appreciate diverse viewpoints and celebrate diversity (SMSC).

## **OJS Curriculum Threads**

Our curriculum vision is based upon our knowledge of our pupils and community. Our three curriculum threads are:

- Promote Equality and Diversity
- Provoke Curiosity
- Embed Safe Behaviours



These threads are woven through each subject, alongside individual subject pedagogy, to ensure our learners benefit from a purposeful curriculum.

## **Curriculum Aims**

The curriculum for RE aims to ensure that all pupils:

1. Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- appreciate and appraise varied dimensions of religion.

3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

## **Planning and Resources**

At OJS, we follow the North Yorkshire Agreed Syllabus as a foundation for our RE planning. We then bespoke our planning by using NYCC Agreed Syllabus for Religious Education and RE Today support documentations. RE is taught as part of a weekly rotation by one of the year group teachers. Our close links with Oatlands Infants School and our local secondary schools ensure that our RE curriculum is both fluid and progressive.

## **Fundamental British Values**

- Democracy
- Rule of Law
- Individual Liberty



# RE Long Term Plan

*Understanding beliefs across the world.*



## -Respect and Tolerance

The RE curriculum is inclusive and promotes respect, tolerance and appreciation of equality and diversity through its pedagogical approaches (see Curriculum Handbook). Children are immersed in interesting and engaging topics, that develop lively, enquiring minds. Children are encouraged to make links through well-connected knowledge and celebrate diversity. Links to Spiritual, Moral, Social and Cultural & FBV are made in Year Group OJS Passports and the wider curriculum offer in RE.

### **Wider Offer**

In RE, our wider offer within the school day is: visitors during assembly time, handling artefacts linked to the six main religions, opportunities to visit places of worship. We celebrate RE through weekly Achievement Awards and Scarth's Celebrations, as well as celebrating national religious events such as Christmas and Easter and learning about religious events throughout the world such as Diwali and Ramadan.

### **Pupil Voice Groups**

Through the pupil voice groups, School Council and our House Captains, we gather pupil feedback about RE when monitoring and evaluating our RE curriculum offer.

### **Links to other documents:**

- Curriculum Handbook
- OJS Passport
- Teaching and Learning Policy
- Assessment and Reporting policy
- Key Knowledge Progression
- RE Policy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p><b><u>What does it mean to be a Christian in Britain today?</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).</li> <li>• Describe some ways in which Christians express their faith through hymns and modern worship songs (A2).</li> <li>• Suggest at least two reasons why being a Christian is a good thing in Britain today, and</li> </ul>		<p><b><u>Why are festivals important?</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</li> <li>• Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).</li> <li>• Identify similarities and differences in the way festivals are celebrated within and between religions (A3).</li> </ul>		<p><b><u>What do people believe about God?</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).</li> <li>• Ask questions and suggest some of their own responses to ideas about God (C1).</li> <li>• Suggest why having a faith or belief in something can be hard (B2).</li> <li>• Identify how and say why it makes a difference in people's lives to believe in God (B1).</li> </ul>	

# RE Long Term Plan

*Understanding beliefs across the world.*

- two reasons why it might be hard sometimes (B2).
- Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).
  - Give examples of how and suggest reasons why Christians use the Bible today (B1).

### Wider Offer

- Use of Bibles within lessons.
- Exposure and use of artefacts linked to the Christian faith.
- Assemblies led by local Church Leader.

### Curriculum Threads

Pupils will look closely at how religions (Christianity) operate in Britain today.



Pupils will understand what Christianity looks like in Britain today, and what is considered as respectful to followers of the faith.



### British Values

**Tolerance and respect** – learning about Christian beliefs.

**Rule of law** – following guidelines.

- Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).
- Make links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people (A3).
- Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities (B1).
- Explore and suggest ideas about what is worth celebrating and remembering for Jewish people, and in pupils' own lives (C1).

### Wider Offer

- Assemblies led by a range of different faith leaders.
- Use of artifacts from religions being studied.

### Curriculum Threads

Pupils will make connections between a variety of religious festivals across a variety of religions.



Pupils will understand the reasoning behind festivals and how they are celebrated in religious communities.



### British Values

**Tolerance and respect** – learning about different religions and beliefs.

- Describe some ways Christians say what God is like, with examples from the Bible, using different forms of expression (A1).

### Wider Offer

- Use of artifacts from religions being studied.

### Curriculum Threads

Pupils will look at two religions side by side to compare similarities and differences.



Pupils to look at the different understanding and representations of God.



Pupils will learn how to talk respectfully about God in accordance with others' religious views.



### British Values




**Tolerance and respect** – learning about different religions and beliefs.

**Individual liberty** – the right to choose what to believe.



# RE Long Term Plan

Understanding beliefs across the world.

		Individual liberty – the right to choose what to celebrate.					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<p><b><u>What does it mean to be a Hindu in Britain today?</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1).</li> <li>Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).</li> <li>Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</li> <li>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</li> <li>Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).</li> </ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>Virtual visit to a Mandir.</li> <li>Visitors to talk about celebration of Diwali.</li> </ul> <p><b>Curriculum Threads</b></p> <p>Pupils will look closely at how religions (Hinduism) operate in Britain today.</p> 	<p><b><u>Why is Jesus inspiring?</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Make connections between some of Jesus' teachings and the way Christians live today (A1).</li> <li>Describe how Christians celebrate Holy Week and Easter Sunday (A1).</li> <li>Identify the most important parts of Easter for Christians and say why they are important (B1).</li> <li>Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).</li> <li>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).</li> <li>Make connections between stories of temptation and why people can find it difficult to be good (A2).</li> <li>Give examples of ways in which some inspirational people have been guided by their religion (B1).</li> <li>Discuss their own and others' ideas about how people decide about right and wrong (C3).</li> </ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>Assemblies from religious leaders.</li> </ul>	<p><b><u>What does it mean to be a Humanist in Britain today?</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>Recall three or more key facts about Humanists and their worldview (A1)</li> <li>Give at least one reason why Humanists believe in humanity and why they don't believe in God (A1)</li> <li>Identify some ceremonies and celebrations of Humanists (A3)</li> <li>Ask questions about Humanists and Humanism, and listen thoughtfully to the answers (B1)</li> <li>Make simple links between Humanist ideas and values and their own ideas and values (B2).</li> <li>Give their own ideas about questions to do with Humanism simply (C1)</li> <li>Identify some values important to Humanists: e.g. truth, honesty, cooperation, thoughtfulness and compassion (C3).</li> </ul> <p><b>Curriculum Threads</b></p> <p>Pupils will look closely at how religions (Hinduism) operate in Britain today.</p>  <p>Pupils will understand what Humanism looks like in Britain today, and what is considered as respectful to followers.</p> 				

	<p>Pupils will look in depth in a religion that the majority of our pupils do not follow.</p> <p>Pupils will understand what Hinduism looks like in Britain today, and what is considered as respectful to followers of the faith.</p> <p><b>British Values</b>  <b>Tolerance and Respect</b> – learning about Hindu beliefs.  <b>Rule of law</b> – following guidelines.</p>		<p><b>Curriculum Threads</b></p> <p>Pupils will understand how to talk about views respectfully.</p> <p>Pupils will explore key figures and how their faith influenced their decisions.</p> <p>Pupils will make connections between stories and what followers believe.</p> <p><b>British Values</b>  <b>Individual liberty</b> - Understanding that some people choose to follow a faith, or not.  <b>Rule of Law</b> - Learning that fundamental values of right and wrong such as not hurting others, are inherent in faiths and societal law.</p>		<p><b>British Values</b>  <b>Tolerance and Respect</b> – learning about Hindu beliefs.  <b>Rule of law</b> – following guidelines.</p>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p><b>Why do people think God exists?</b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</li> <li>• Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2).</li> <li>• Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).</li> <li>• Present different views on why people believe in God or not, including their own ideas (C1).</li> </ul>		<p><b>What does it mean to be a Muslim in Britain today?</b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</li> <li>• Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).</li> <li>• Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</li> <li>• Make connections between the key functions of the mosque and the beliefs of Muslims (A1)</li> </ul>		<p><b>Green religion? What do religious and nonreligious worldviews teach about caring for the Earth?</b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Make connections between beliefs about the earth and activist behaviour in different religions (A1).</li> <li>• Understand the challenges facing the planet and responses from different religions (B2).</li> <li>• Discuss their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth' (C3).</li> </ul>	

# RE Long Term Plan

Understanding beliefs across the world.

- Make connections between how believers feel about places of worship in different traditions (A3).
- Select and describe the most important functions of a place of worship for the community (B3).
- Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).
- Present ideas about the importance of people in a place of worship, rather than the place itself (C1).

### Wider Offer

- Virtual tours of places of worship.

### Curriculum Threads

Pupils will understand and learn about others' views and why they have them. Pupils will learn what places of worship look like and what they mean to followers of different religions.



Pupils will learn how to be respectful of others' views even when they are not the same as their own.



Pupils will understand how places of worship are used by the followers of those religions.

Pupils will look at a variety of places of worship, including from religions that are not their own.



### Wider Offer

- Use of Islamic Artefacts.
- Virtual tour of a Mosque.

### Curriculum Threads

Pupils will look closely at how religions (Islam) operate in Britain today.



Pupils will look in depth in a religion that the majority of our pupils do not follow.



Pupils will understand what Islam looks like in Britain today, and what is considered as respectful to followers of the faith.



### British Values

**Respect and Tolerance** – Understanding the Muslim faith

**Rule of Law** – The Five Pillars of Islam

**Individual Liberty** – Choice of clothing

### Curriculum Threads

Pupils will look closely at how religious and nonreligious people care for the environment.



Pupils will encounter a range of views and how people will work together to protect the environment.




### British Values

**Respect and Tolerance** – Understanding the viewpoint of others.

**Rule of Law** – what religions say and what societal laws are for protecting the environment.


**Individual Liberty** – Choice of what you believe.

British Values					
Individual Liberty – Choice of whether to attend places of worship and right to choose what you believe.					
Respect and Tolerance – Understanding why some people attend places of worship and some do not and accepting others’ right to believe or not.					
Autumn 1		Autumn 2		Spring 1	
Autumn 1		Autumn 2		Spring 2	
Summer 1		Summer 2			
<b>Year 6</b>	<p style="text-align: center;"><b><u>What matters most to Christians and Humanists?</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Describe what Christians mean about humans being made in the image of God and being ‘fallen’, giving examples (A2).</li> <li>• Describe some Christian and Humanist values simply (B3).</li> <li>• Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3).</li> <li>• Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).</li> </ul> <p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>• Assemblies from religious leaders.</li> </ul> <p><b>Curriculum Threads</b></p> <p>Pupils will compare the ideas of two different groups and the views that they hold.</p>	<p style="text-align: center;"><b><u>Is it better to express your religion in arts and architecture or in charity and generosity?</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Describe and make connections between examples of religious creativity (buildings and art) (A1).</li> <li>• Show understanding of the value of sacred buildings and art (B3).</li> <li>• Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).</li> <li>• Apply ideas about values from scriptures to the title question (C2).</li> <li>• Make connections between beliefs and behaviour in different religions (A1).</li> <li>• Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2).</li> <li>• Make connections between belief in ahimsa, grace and ummah, teachings and sources of wisdom in the three religions (A1).</li> <li>• Consider similarities and differences between beliefs and behaviour in different faiths (B3).</li> </ul>	<p style="text-align: center;"><b><u>What do religions say to us when life gets hard?</u></b></p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Express ideas about how and why religion can help believers when times are hard, giving examples (B2).</li> <li>• Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).</li> <li>• Explain some similarities and differences between beliefs about life after death (B2).</li> <li>• Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</li> <li>• Describe examples of connections between antiracism and religion (A1).</li> <li>• Understand the challenges racism presents to human communities and consider different religious responses (B2).</li> <li>• Discuss their own and others’ ideas about reducing racism and prejudice, informed by rich knowledge of case studies (C3).</li> </ul>		
					



# RE Long Term Plan

*Understanding beliefs across the world.*

	<p>Pupils will make comparisons about the views of two different groups. </p> <p>Pupils will be respectful of both groups and the views that they possess. </p> <p><b>British Values</b>  <b>Respect and Tolerance</b> – understanding the different viewpoints of others.  <b>Individual Liberty</b> – right to choose what you believe in.</p>	<p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>• Use of religious artifacts.</li> <li>• Virtual visits to places of worship.</li> </ul> <p><b>Curriculum Threads</b>  Pupils will explore religions other than their own in depth. </p> <p>Pupils will be able to make comparisons across the religious groups being studied. </p> <p>Pupils will learn about the respect Muslims show in their place of worship. Pupils will show respect for each of the religions when talking about their beliefs and values. </p> <p><b>British Values</b>  <b>Respect and Tolerance</b> – understanding the different viewpoints of others.  <b>Individual Liberty</b> – right to choose what you believe in.</p>	<p><b>Wider Offer</b></p> <ul style="list-style-type: none"> <li>• Use of current world and national events in learning.</li> </ul> <p><b>Curriculum Threads</b>  Pupils will look at comparing religions that are/maybe different to their own. </p> <p>Pupils will make comparisons about the views of different groups. </p> <p>Pupils will be respectful of both groups and the views that they possess. Pupils will understand how to reduce racism and prejudice in own communities. </p> <p><b>British Values</b>  <b>Respect and Tolerance</b> – understanding the different viewpoints of others.  <b>Individual Liberty</b> – right to choose what you believe in.  <b>Rule of Law</b> – know what is right and wrong and the consequences of actions in society.</p>
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