



## Religious Education (R.E)

*“There is always light. Only if we are brave enough to see it. Only if we are brave enough to be it.” Amanda Gorman*

To be read in conjunction with ODST RE Policy.

### INTENT

At Blewbury School, we believe that an understanding of, and empathy and respect for religious practices from around the world will support pupil’s learning across much of the rest of the curriculum (art/design/history/music etc) and support them in growing into respectful members of our society. The aim is to develop curiosity in pupils and equip them for future learning about, as well as enabling them to make sense of, the complex world of religious and non-religious worldviews. Through first hand experiences and encounters with real individuals, pupils will be able to reflect upon and develop their own beliefs and values.

By the time pupils leave Blewbury Primary School, we aim for them to be able to:

1. Have a clear understanding and knowledge of different religious beliefs and practises and stories.
2. Be able to express their own opinions and beliefs and discuss and debate thoughtfully and respectfully.
3. Understand that people can have beliefs that are different to our own and be tolerant and respectful of all.
4. Have an understanding of how different religious beliefs and practises relate to their own lives and culture and the lives and culture of others.
5. Reflect on their own values, beliefs and spirituality

### IMPLEMENTATION

We are implementing the Oxfordshire locally agreed [Syllabus](#) 2023-2028.

Teaching of RE is whole class based, supported by appropriate scaffold and challenge. Throughout their RE education, children will experience working independently, in pairs, in small groups or as a whole class. This collaborative approach allows children to begin to develop the skills of tolerance and respect from an early age.

We teach RE in a variety of different creative ways:

- Drama
- Visits– to places of worship
- visitors - so that they may talk to people inspired by their faith
- Artistic Expression – such as music and art
- Hands on Experiences - such as meals and festivals

Depth will be developed largely, but not exclusively, through the teaching of Christian worldviews whilst also developing pupils’ knowledge of key concepts of religious beliefs and practices of other world faiths.

At Blewbury we use both floor books and individual RE journals for pupils to record their learning. Floor books are used to record whole class discussions, activities and experiences. Individual journals will include personal reflections and long written piece where applicable. Teachers use a range of assessment methods, including both formative and summative. Insight is used to record end of year attainment and track pupils' progress through the school.

### IMPACT

Pupils will know more and be able to give an age-appropriate, coherent account of Christianity and the other worldviews covered. They will be able to ask questions, use a range of sources and skills to explore the traditions taught and have developed curiosity about how and why people think and act. They will know that there is more to learn about religious and nonreligious worldviews and have developed the skills to research further. Pupils will understand that there are different ways of interpreting texts, and that different people reach different conclusions about what is true, good, right, and wrong.

Pupils will be able to reflect deeply on the 'core questions' and have confidence to successfully discuss an idea; they will listen respectfully and share their views with others in a thoughtful way. Pupils will be able to reflect on their own experiences and as a result leave the school as members of society who are knowledgeable and respectful about world beliefs and confident to share their own opinions.

### Curriculum Coverage

<b>EYFS</b>	
<b>Understanding The World/ Communication and Language/ Expressive arts and design</b>	
<ul style="list-style-type: none"> <li>❖ Understand that some places are special to members of their community.</li> <li>❖ Recognise that people have different beliefs and celebrate special times in different ways</li> <li>❖ Know some similarities/ differences between different religious and cultural communities in this country and life in other countries.</li> <li>❖ Listening, speaking and comprehending</li> <li>❖ Being creative, imaginative and expressive</li> </ul>	
<p><a href="#">Who am I and where do I belong?</a> Explore the different groups that people belong to, including the religious ones. Find out about Christian signs of belonging</p> <p><a href="#">Who are Christians and what do they believe?</a> Focus on some of the stories from the Bible that show what Christians believe. Establish that Christians live all over the world.</p> <p><a href="#">What is the church and who goes there?</a> Variety of church buildings and the things that happen in a church. Find out about vicars and bishops. Look at Sundays, seasons, and festivals. <a href="#">Visit local Church</a></p>	<p><a href="#">What do people celebrate and why?</a> <i>(Across the school year)</i></p> <p><a href="#">Are all families the same?</a></p> <p>Each of these questions takes one of the themes from 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. At EYFS the divisions between the themes are less emphasised and the philosophical elements are woven through all units</p> <p><a href="#">Does everyone believe in God?</a></p>

<b>Key Stage 1</b>
<p><b>Core Questions:</b></p> <ul style="list-style-type: none"> <li>• How does our background influence who we are?</li> <li>• How does belonging to a religion or group affect people's lives?</li> </ul>

- How should we behave and treat others and the world?

**Enquiry Questions** (referencing back to the core questions):

1. What does it mean to be me?
2. How important is belonging to a group for people?
3. What makes some people important?
4. Why are some places important?
5. What makes some things sacred to some groups of people?
6. What makes some stories so important to different people?
7. Why is it important to look after our world?
8. Why do people celebrate important occasions?

Theme:	Beliefs & questions		Community & Identity		Reality and truth	
Term	T1	T 2	T3	T4	T5	T6
Year A Judaism and Christianity	<p><a href="#">Why do most Christians call God 'creator'?</a> <i>Genesis 1 – 2, Psalms 8, 19 etc. Link to care for creation.</i></p>	<p><a href="#">What do different Jewish people believe about God?</a> <i>God as creator, choosing Abraham; rescuing them and also the Shema; cultural/secular Jewish people with no belief.</i></p>	<p><a href="#">What do most Christians celebrate together?</a> <i>Focus on festivals such as Christmas and Easter, but also communion if appropriate.</i> Father Jason to visit and lead communion</p>	<p><a href="#">How and why is Shabbat important to some Jewish people in Britain?</a> <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> Making Challah bread</p>	<p><a href="#">What questions do the parables of Jesus and/or stories in the Bible make us want to ask?</a> <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><a href="#">How do people know how to behave?</a> <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>
EQ link	Q7, Q6	Q2, Q5, Q6	Q8, Q6, Q5, Q2	Q8, Q2, Q5	Q6, Q1,	Q1, Q2, Q3
Year B Judaism and Christianity	<p><a href="#">How do Christians find out what God is like?</a> <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><a href="#">What does Torah mean for Jewish people?</a> <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><a href="#">Why do many Christians meet together regularly and what do they do?</a> <i>Focus on weekly worship and the work of the church community – teaching, prayer and service, weekly church services. Include Christmas or Easter as appropriate.</i></p>	<p><a href="#">In what ways is the synagogue important to Jewish people?</a> <i>Central place of community to come together for learning, fellowship, prayer, and service. Place to store Torah.</i> Synagogue Visit</p>	<p><a href="#">How do Christians decide what is right?</a> <i>Explore the role of conscience, leaders and teachers in interpretation</i> Focus on authority of text, person and place, testing whether ideas make sense.</p>	<p><a href="#">What are the best reasons for following a leader?</a> <i>Focus on authority of text, person and place, testing whether ideas make sense and testing their reliability.</i></p>

EQ link	Q3, Q6,	Q6, Q2, Q5	Q8, Q2, Q3, Q4	Q4, Q2, Q5	Q2, Q6, Q3	Q1, Q2, Q3
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### Lower Key Stage 2

#### Core Questions

- What is most important in life?
- How do different religions show what is most important to them?
- How does this affect their attitudes and behaviour towards themselves, other people, and the world around them?

#### Enquiry Questions (referencing back to the core questions)

1. How and why do people worship?
2. Are places of worship really needed?
3. What holds communities together?
4. How do religions express their beliefs about God?
5. Why are sacred texts and holy books so important?
6. What do celebrations show about what we think is important in life?

Theme:	Beliefs & questions		Community & Identity		Reality and truth	
Term	T1	2	3	4	5	6
A. Christianity and Islam	<p><a href="#">How are different people inspired by the teachings of Jesus?</a> Concept of Gospel and explore how Jesus treated people – discipleship, followers, love.</p>	<p><a href="#">What do Muslims believe about God and where did Islam start?</a> Tawhid, Muhammad, Night of Power, monotheism in a polytheistic culture. 99 names of Allah.</p>	<p><a href="#">How does the worldwide Christian family celebrate, worship and mark key events?</a> Christmas and Easter around the world for the most part but introduce baptism and/or weddings.</p>	<p><a href="#">What is the Qur'an and why do many Muslims try to learn it by heart?</a> Angel Jibril dictated the very words of God; therefore, they are important. Use Arabic and become Hafiz. Mrs Bhatti to visit class and share her experiences.</p>	<p><a href="#">Does art help with understanding stories?</a> Parables, especially those about the Kingdom of Heaven and forgiveness.</p>	<p><a href="#">Does it matter if a story is true or not?</a> Focus on deeper truths, perception and evidence. Explore proverbs and sayings, including non-religious ones. This could begin to bring in real philosophy, such as Plato's cave</p>
EQ link	Q3, Q4, Q5	Q3, Q4, Q5	Q6, Q4, Q1, Q2	Q5, Q4, Q3	Q4, Q3, Q2, Q5	Q5, Q3

B. Christianity and Hinduism	<a href="#">Who do Christians believe Jesus is?</a> <i>Exploration of incarnation and Jesus as son of God. Look at various names for Jesus and explore concept of Messiah</i>	<a href="#">How do Hindus understand God (Brahman)?</a> <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>	<a href="#">How and why has Christian practice changed over time?</a> <i>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.</i>	<a href="#">What role does worship play in the life of a Hindu?</a> <i>Arti and Puja, home shrine and Mandir, ritual and celebrations.</i>	<a href="#">Does prayer make a difference and how do Christians know?</a> <i>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?</i>	<a href="#">How and why do people argue that some places can be spiritual?</a> <i>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.</i>
	EQ link	Q5, Q4	Q4, Q5, Q6	Q1, Q2, Q3, Q4, Q6	Q1, Q2, Q3, Q4	Q1, Q4, Q5

### Upper Key Stage 2

#### Core Questions:

- What do people believe about life, the world and the good life?
- Where do these beliefs, attitudes and ways of living come from?
- How are these expressed in the lives of individuals and communities?

#### Enquiry Questions (referencing back to the core questions):

1. Why do religions or non-religious groups celebrate important moments in life?
2. Why is pilgrimage so important to some religious communities?
3. Do all members of a religious or non-religious community believe and live in the same ways?
4. How did the religions and other worldviews begin?
5. How do our beliefs influence the way we treat the world?
6. What do the religions and other worldviews suggest about how people should live their lives?

Theme:	Beliefs & questions		Community & Identity		Reality and truth	
Term	T1	2	3	4	5	6

Year A Islam, Christianity, and Humanism	<u>What do Christians believe about the death of Jesus?</u> <i>Crucifixion, salvation, sin, atonement, focus on Good Friday. Also see that Jesus predicted his death and consider how he understood it</i>	<u>Why is it important to Muslims that Muhammad is known as the seal of the prophets?</u> <i>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</i>	<u>How do rites of passage shape the lives of different Christians?</u> <i>Focus on Baptism and the symbolism, particularly looking at denominational differences – Baptist, Anglican and Orthodox</i>	<u>How far does the mosque contribute to the Muslim concept of Ummah?</u> <i>Understanding the worldwide community of Islam, and the role of the mosque. Explore other ways that ummah is expressed</i>	<u>Does wisdom look the same for everyone?</u> <i>Define wisdom and knowledge. Explore the way the Bible teaches wisdom, using explicit teaching, proverbs and parables.</i>	<u>What does it mean to live a good life?</u> <i>Ensure that non-religious views are considered here too. Bring in The Phillipa Foot and the Trolley problem. Aristotle and the Golden Mean.</i>
EQ link	Q4,	Q4,	Q3, Q1,	Q2, Q3	Q6,	Q6, Q3
Year B Christianity, Hinduism and Humanism	<u>How far is belief in the resurrection important to Christians today?</u> <i>Consider the centrality of the resurrection to Christian belief and what this tells Christians about Jesus</i>	<u>What is the significance of Karma and Moksha for a Hindu?</u> <i>Explore the concepts of Samsara, Karma and Moksha looking at the impact on the life of Hindus. Read the stories that expound this teaching</i>	<u>How and why do Christians try to make the world a better place?</u> <i>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</i>	<u>What might a Hindu gain from a pilgrimage to India?</u> <i>Find out about the range of places that Hindus might visit in India; interview people who have done a pilgrimage. Consider the spiritual impact and the sense of community that a pilgrimage might give a believer</i>	<u>How do people make valid judgements about how and why the world is as it is?</u> <i>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</i>	<u>How does a worldview help people decide what is important?</u> <i>Using the experience of RE so far, explore what influence beliefs of all kinds have on the choices people make. Syllogism: reasoning and false reasoning Bring in The Phillipa Foot and the Trolley problem.</i>
EQ link	Q4	Q3, Q5	Q5, Q3	Q2, Q3, Q1	Q6, Q3, Q5	Q1, Q6, Q5

### Colour Code

Red – visits

Blue – Hand on experiences

Visitors