Religious Education

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| Subject Lead | | | |
| Joe Ottaway | | | |
| **Year group(s)** | **Autumn 1** | **Autumn 2** | **Spring 1** | | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 1** | Christianity  God  Belonging | Christianity  Harvest  Christmas  Celebration | Christianity / Judasim  Creation | | Christianity  Jesus  Leaders  Rabbi and Vicars | Christianity / Judaism  Old Testament  Moral stories | Judasim  Synagogue  Community  Symbols |
| **Year 2** | Christianity / Judaism  Moses  Old Testamant | Christianity / Judaism  Symbols  Christmas | Christianity/ Judaism  New Year  Rosh Hashanah | | Christianity  Easter  Holy Week | Christianity / Judaism  Old Testament stories | Judaism  Shabbat |
| **Year 3/4 Cycle A** | Christianity  Worship  Communion | Hindu / Christianity  Judaism Advent  Divali  Chanukah | Judaism / Hindu  Belief  Commandments | | Judaism / Christianity  Freedom | Christianity  Authority | Christianity  Truth  Story |
| **Year 3/4 Cycle B** | Hindu  Art  Symbol  God | Christianity  Mary  Worship | Hindu / Christianity  Pilgrimage | | Christianity  Lent | Christianity  Miracles | Christianity  Hindu  Prayer |
| **Year 5/6 Cycle A** | Sikhism  Sacred text  Gurus | Christianity  Peace  Christmas | Islam  Sacred Places  Mosque | | Christianity  Sacrifice  Sin  Redemption | Christianity  Holy Spirit  Inspiration | Christianity  Islam  Charity  Zakat |
| **Year 5/6 Cycle B** | Christianity  Saints | Christianity  Incarnation  Emmanuel | Sikhism  Khalsa  5Ks | | Christianity  Eternal life | Christianity  Islam  Hindu | Multi faith  Creation  Care for world |

Credit: Adapted from Oxford Diocesan Board of Education KS1 and KS2 Long Term RE Plans (Oxfordshire Agreed Syllabus)

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| **Why we learn RE at Ewelme C.E. Primary School** | **Cultural Capital** |
| At Ewelme C.E. Primary School we aim for our RE Curriculum to:   * Reflect and enhance the school’s Christian character and values. * Make the children aware of the beliefs held by people following a religion. * Broaden children’s understanding about Christianity as well as other major religions within Britain. * Allow children to delve deeper into other main religions of the world, such as Judaism, Hinduism and Sikhism. * Develop children’s critical thinking skills through using enquiry-based learning. * Ensure children have knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise. * Understand the idea that children are free to make their own choices and decisions concerning religion and belief. * Ask a key question for enquiry each term. * Make children more aware of the beliefs of others around the world. | During the year each class will have the opportunity to:   * Visit a place of worship related to the religion they are studying such as a Church, Mandir, Mosque or Synagogue. * Meet a religious leader related to the religion they are studying. * Be involved in assemblies led by a religious leader. * Have opportunities to use drama to explore religious events and festivals * All Year groups will have the opportunity to visit one of 4 churches of Christianity. * Assemblies highlighting the other religious events happening throughout the world. |

**Year 1 – Overview of the year:**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Overarching Learning Objective** | **To explore how and why people choose to belong to groups and religions and the difference that makes to their lives.** | **To explore and compare reasons for celebrating Harvest and Christmas**  **To learn that not everyone celebrates the same festivals** | **To understand Christian and or Jewish beliefs about Creation and the character of God** | **To explore the reasons why people follow Jesus, with reference to the Easter story** | **To explore some Old Testament stories and find what can be learned from them** | **To explore the significance and role of the synagogue for Jews; become aware of the role of the home for Jews** |
| **Big Question** | **Is everybody special?** | **Should we celebrate Harvest or Christmas?** | **Does Creation help people understand God?** | **Should everyone follow Jesus?** | **Are some stories more important than others?** | **Do we need shared special places?** |
| **Other key questions** | What do people believe about God, humanity and the natural world?  What do we get out of belonging to different groups and how do we show that we belong?  What makes me special? | What makes some stories special in religion?  How and why are celebrations important in religion? | What do people believe about God, humanity and the natural world?  What makes some stories special in religion? | What makes some teachers and leaders special for religious people?  What makes some stories special in religion? | What makes me special?  What do people believe about God, humanity and the natural world?  What makes some stories special in religion? | How and why do symbols express religious meaning?  What do we get out of belonging to different groups and how do we show that we belong?  What makes me special? |
| **Faith(s) studied** | Christianity | Christianity | Christianity and Judaism | Christianity | Christianity and Judaism | Judaism |
| **Other themes covered** | God  Belonging | Harvest  Christmas  Celebration | Creation | Jesus,  Leaders,  Rabbi,  Vicars | Old Testament  Moral stories | Synagogue  Community  Symbols |
| **Additional guidance and resources** | ODBE RE scheme of work KS1, Y1 Aut 1 Unit 1 Mid-Term Planning | ODBE RE scheme of work KS1, Y1 Aut 2 Unit 2 Mid-Term Planning | ODBE RE scheme of work KS1, Y1 Spr 1 Unit 3 Mid-Term Planning | ODBE RE scheme of work KS1, Y1 Spr 2 Unit 4 1 Mid-Term Planning | ODBE RE scheme of work KS1, Y1 Sum 1 Unit 5 Mid-Term Planning | ODBE RE scheme of work KS1, Y1 Sum 2 Unit 6 Mid-Term Planning |

Credit: Adapted from Oxford Diocesan Board of Education KS1/Y1 Long and Mid-Term RE Plans (Oxfordshire Agreed Syllabus)

**Year 2 – Overview of the year:**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Overarching Learning Objective** | **To find out about religious leaders and how and why they are followed**  **To learn some stories about religious leaders and their significance for believers.** | **To explore the variety of ways people can express beliefs by what they wear**  **To explore the different meanings behind symbols** | **To explore the ways that different people and different faiths celebrate New Year** | **To explore how and why the church celebrates Easter** | **To explore the way that Old Testament and New Testament stories influence readers and listeners and the reasons for the inclusion of stories.** | **To explore the practice of observing Shabbat and the implications for Jewish believers and children.** |
| **Big Question** | **Who should you follow?** | **Do religious symbols mean the same to everyone?** | **Does everyone celebrate the New Year?** | **How should the Church celebrate Easter?** | **Can stories change people?** | **How should you spend the weekend?** |
| **Other key questions** | What makes some teachers and leaders special for religious people?  What makes some stories special in religion? | What do people believe about God, humanity and the natural world?  What makes me special?  How and why do symbols express religious meaning? | What do people believe about God, humanity and the natural world?  How and why are celebrations important in religion? | What makes some teachers and leaders special for religious people?  What makes some stories special in religion?  How and why are celebrations important in religion? | What makes some teachers and leaders special for religious people?  What makes some stories special in religion? | What do we get out of belonging to different groups and how do we show that we belong?  How and why are celebrations important in religion?  How and why do symbols express religious meaning? |
| **Faith(s) studied** | Christianity and Judaism | Christianity  Judaism | Christianity  Judaism | Christianity | Christianity  Judaism | Judaism |
| **Other themes covered** | Moses  Old Testament | Symbols  Christmas | New Year  Rosh Hashanah | Easter  Holy Week | Old Testament stories | Shabbat |
| **Additional guidance and resources** | ODBE RE scheme of work KS1, Y2 Aut 1 Unit 1 Mid-Term Planning | ODBE RE scheme of work KS1, Y2 Aut 2 Unit 2 Mid-Term Planning | ODBE RE scheme of work KS1, Y2 Spr 1 Unit 3 Mid-Term Planning | ODBE RE scheme of work KS1, Y2 Spr 2 Unit 4 1 Mid-Term Planning | ODBE RE scheme of work KS1, Y2 Sum 1 Unit 5 Mid-Term Planning | ODBE RE scheme of work KS1, Y2 Sum 2 Unit 6 Mid-Term Planning |

Credit: Adapted from Oxford Diocesan Board of Education KS1/Y2 Long and Mid-Term RE Plans (Oxfordshire Agreed Syllabus)

**Year 3/4 Cycle A – Overview of the year:**

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Overarching Learning Objective** | **To explore the ritual of communion and other ways of belonging to the church** | **To understand the significance of light as a symbol of belief** | **To explore the impact Hindu and Jewish beliefs have on the life of a child; Hindu and Jewish family life and worship in the home; to explore the consequences of actions and choices.** | **To explore the connections between Passover and Easter, particularly the Last Supper** | **To explore the life and teachings of Jesus from the perspective of his authority; to examine the authority that Jesus has for Christians today** | **To explore how Jesus taught truths through story and why he chose to do this** |
| **Big Question** | **Do Christians have to take communion?** | **Is light a good symbol for celebration?** | **Is a Jewish /Hindu child free to choose how to live?** | **Does Easter make sense without Passover?** | **Does Jesus have authority for everyone?** | **Can made-up stories tell the truth?** |
| **Other key questions** | How do religious families and communities practice their faith and how is this seen in local communities?  How are religious and spiritual ideas expressed and why is literal language not adequate?  In what different ways do people worship and what difference does this make in their lives? | In what different ways do people worship and what difference does this make in their lives?  What makes some occasions in life significant and how and why are these recognised and celebrated?  How do religious families and communities practice their faith and how is this seen in local communities? | How do people’s beliefs about and attitudes towards God, the universe and humanity act as a guide through life?  How should people’s religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?  How do religious families and communities practice their faith and how is this seen in local communities? | What do different sacred texts teach about life and how do they influence people differently?  What makes some occasions in life significant and how and why are these recognised and celebrated?  What is it about key religious figures that make them inspirational for religious believers? | What is it about key religious figures that make them inspirational for religious believers?  How should people’s religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this? | How do people’s beliefs about and attitudes towards God, the universe and humanity act as a guide through life?  What do different sacred texts teach about life and how do they influence people differently? |
| **Faith(s) studied** | Christianity | Hindu  Christianity  Judaism | Judaism  Hindu | Judaism  Christianity | Christianity | Christianity |
| **Other themes covered** | Worship  Communion | Advent  Divali  Chanukah | Belief  Commandments | Freedoms | Authority | Truth  Parable  Fable  Myth |
| **Additional guidance and resources** | ODBE RE scheme of work KS2, Y3 Aut 1 Unit 1 Mid-Term Planning | ODBE RE scheme of work KS2, Y3 Aut 2 Unit 2 Mid-Term Planning | ODBE RE scheme of work KS2, Y3 Spr 1 Unit 3 Mid-Term Planning | ODBE RE scheme of work KS2, Y3 Spr 2 Unit 4 1 Mid-Term Planning | ODBE RE scheme of work KS2, Y3 Sum 1 Unit 5 Mid-Term Planning | ODBE RE scheme of work KS2, Y3 Sum 2 Unit 6 Mid-Term Planning |

Credit: Adapted from Oxford Diocesan Board of Education KS2/Y3 Long and Mid-Term RE Plans (Oxfordshire Agreed Syllabus)

**Year 3/4 Cycle B – Overview of the year:**

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Overarching Learning Objective** | **To explore how Hindus express their beliefs through images of deities and symbols** | **To explore the role of Mary in Christian life and in the Christmas story in particular** | **To explore the holy journeys made by believers; the reasons and impact for such journeys** | **To explore Lent and its significance for Christian belief and practice** | **To explore at least two miracles of Jesus and evaluate them from the view of a believer and a sceptic** | **To explore the reasons why believers pray and what they believe the results are** |
| **Big Question** | **Do Murtis help Hindus understand God?** | **Does the Christmas narrative need Mary?** | **Is a holy journey necessary for believers?** | **Should believers give things up?** | **Did Jesus really do miracles?** | **Does prayer change things?** |
| **Other key questions** | How do people’s beliefs about and attitudes towards God, the universe and humanity act as a guide through life?  How are religious and spiritual ideas expressed and why is literal language not adequate?  How should people’s religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this? | In what different ways do people worship and what difference does this make in their lives?  How do religious families and communities practice their faith and how is this seen in local communities? | How should people’s religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?  How do religious families and communities practice their faith and how is this seen in local communities?  How are religious and spiritual ideas expressed and why is literal language not adequate?  In what different ways do people worship and what difference does this make in their lives? | In what different ways do people worship and what difference does this make in their lives?  How should people’s religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?  How do religions and beliefs influence the way people respond to global issues such as human rights, social justice and the environment? | What do different sacred texts teach about life and how do they influence people differently?  What is it about key religious figures that make them inspirational for religious believers? | Do religious people lead better lives?  Is it possible to hold religious beliefs without trying to make the word a better place? |
| **Faith(s) studied** | Hinduism | Christianity | Hinduism  Christianity | Christianity | Christianity | Christianity |
| **Other themes covered** | God  Brahman  Trimurti  Murtis  Avatars | Mary  Worship | Hindu  Christianity  Pilgrimage  Worship (Muslim pilgrimage – Hajj if desired) | Lent | Miracles | Prayer (sin/salvation/miracle) |
| **Additional guidance and resources** | ODBE RE scheme of work KS2, Y4 Aut 1 Unit 1 Mid-Term Planning | ODBE RE scheme of work KS2, Y4 Aut 2 Unit 2 Mid-Term Planning | ODBE RE scheme of work KS2, Y4 Spr 1 Unit 3 Mid-Term Planning | ODBE RE scheme of work KS2, Y4 Spr 2 Unit 4 1 Mid-Term Planning | ODBE RE scheme of work KS2, Y4 Sum 1 Unit 5 Mid-Term Planning | ODBE RE scheme of work KS2, Y4 Sum 2 Unit 6 Mid-Term Planning |

Credit: Adapted from Oxford Diocesan Board of Education KS2/Y4 Long and Mid-Term RE Plans (Oxfordshire Agreed Syllabus)

**Year 5/6 Cycle A – Overview of the year:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Overarching Learning Objective** | **To explore different ways of showing belief with special reference to Sikhism** | **To understand the Christmas story from a Biblical viewpoint** | **To explore how the Gurdwara influences the life and belief of Sikhs** | **To explore the significance of death of Jesus at Easter for Christians** | **To explore the person and work of the Holy Spirit; to find out what inspires Christians in the past and today** | **To explore how and why believers help others through charity and service** |
| **Big Question** | **Do Sikhs need the Guru Granth Sahib?** | **Does God communicate with humans?** | **Does the community of the Gurdwara help Sikhs lead better lives?** | **Was the death of Jesus a worthwhile sacrifice?** | **Are you inspired?** | **What is best for our world?**  **Does religion help people decide?** |
| **Other key questions** | Do Sacred texts have to be true to help people understand their religion?  Does participating in worship help people feel closer to God or their faith community? | Do Sacred texts have to be true to help people understand their religion?  Is religion the most important influence and inspiration in everyone’s life? | Is religion the most important influence and inspiration in everyone’s life?  Does participating in worship help people feel closer to God or to their faith community? | Should religious people be sad when someone dies?  Is religion the most important influence and inspiration in everyone’s life? | Do religious people lead better lives?  Is religion the most important influence and inspiration in everyone’s life? | Do religious people lead better lives?  Is it possible to hold religious beliefs without trying to make the word a better place? |
| **Faith(s) studied** | Sikhism | Christianity | Sikhism | Christianity | Christianity | Christianity  Islam |
| **Other themes covered** | Sacred text  Gurus | Sacred text  Prophecy  Revelation  Incarnation | Gurdwara  Community | Sacrifice  Sin  Redemption | Christ  Holy Spirit  Inspiration  Pentecost | Inspiration  Charity  Zakkah |
| **Additional guidance and resources** | ODBE RE scheme of work KS2, Y5 Aut 1 Unit 1 Mid-Term Planning | ODBE RE scheme of work KS2, Y5 Aut 2 Unit 2 Mid-Term Planning | ODBE RE scheme of work KS2, Y5 Spr 1 Unit 3 Mid-Term Planning | ODBE RE scheme of work KS2, Y5 Spr 2 Unit 4 1 Mid-Term Planning | ODBE RE scheme of work KS2, Y5 Sum 1 Unit 5 Mid-Term Planning | ODBE RE scheme of work KS2, Y5 Sum 2 Unit 6 Mid-Term Planning |

Credit: Adapted from Oxford Diocesan Board of Education KS2/Y5 Long and Mid-Term RE Plans (Oxfordshire Agreed Syllabus)

**Year 5/6 Cycle B – Overview of the year:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Overarching Learning Objective** | **To explore reasons behind the persecution of saints/believers; to compare the saints to the person and persecution of Jesus** | **To explore the concept of incarnation in the Christmas story; to compare the Biblical narrative with a traditional Christmas story** | **To explore how clothing rules can express belief and give people a sense of identity** | **To explore the resurrection of Jesus, the Easter narrative and concepts of life after death** | **To explore different views of God and how some people believe they can know God or know about God and why some do not believe at all** | **To explore different views of creation and consider the consequences of holding certain beliefs** |
| **Big Question** | **Are the saints encouraging role models?** | **Is “God made man” a good way to understand the Christmas story?** | **Do clothes express beliefs?** | **Is the resurrection important to Christians?** | **Can we know what God is like?** | **Does it matter what we believe about creation?** |
| **Other key questions** | Do all religious beliefs influence people to behave well towards others?  Do religious people lead better lives? | Do sacred texts have to be true to help people understand their religion?  Can the arts help communicate religious beliefs? | Does living out parents’ religious beliefs/traditions take away someone’s freedom or add to his/her sense of identity?  Do religious people lead better lives? | Should religious people be sad when someone dies?  How well do funeral and mourning rituals tell you about what a religion believes about life after death? | Is religion the most important influence and inspiration in everyone’s life?  Do sacred texts have to be true to help people understand their religion? | Is it possible to hold religious beliefs without trying to make the world a better place?  Do religious people lead better lives? |
| **Faith(s) studied** | Christianity | Christianity | Sikhism | Christians | Islam | Multi faith |
| **Other themes covered** | Persecution  Saints  Commitment | Christ  Incarnation  Emmanuel | Khalsa  5Ks | Resurrection  Reincarnation  Funeral  Heaven | God  Prayer  Faith  Shahadah | Creation  Care for the world |
| **Additional guidance and resources** | ODBE RE scheme of work KS2, Y6 Aut 1 Unit 1 Mid-Term Planning | ODBE RE scheme of work KS2, Y6 Aut 2 Unit 2 Mid-Term Planning | ODBE RE scheme of work KS2, Y6 Spr 1 Unit 3 Mid-Term Planning | ODBE RE scheme of work KS2, Y6 Spr 2 Unit 4 1 Mid-Term Planning | ODBE RE scheme of work KS2, Y6 Sum 1 Unit 5 Mid-Term Planning | ODBE RE scheme of work KS2, Y6 Sum 2 Unit 6 Mid-Term Planning |

Credit: Adapted from Oxford Diocesan Board of Education KS2/Y5 Long and Mid-Term RE Plans (Oxfordshire Agreed Syllabus)