

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.



RE Long Term Plan

Understanding beliefs across the world.



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 style="text-align: center;"><u>What does it mean to be Christian in Britain today?</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). Describe some ways in which Christians express their faith through hymns and modern worship songs (A2). Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). Discuss links between the actions of Christians in helping others and ways in 	<p style="text-align: center;"><u>What do different people belief about God?</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> Describe some of the ways in which Christians, Hindus and/or Muslims describe God (A1). Ask questions and suggest some of their own responses to ideas about God (C1). 	<p style="text-align: center;"><u>Why are festival important to religious communities? (Christianity and Islam focus)</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> Make connections between stories, symbols, and beliefs with what happens in at least two festivals (A2). Ask questions and give ideas about 	<p style="text-align: center;"><u>Why do people pray?</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> Describe the practise of prayer in the religions studied (A2). Make connections between what people believe about prayer and what they do when they pray (A3). Describe ways in which prayer can 	<p style="text-align: center;"><u>Why is the Bible so important for Christians today?</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> Make connections about stories in the bible and what Christians believe about creation, the Fall and salvation (A2). Give examples of how and suggest reasons why 	

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which people of other faiths and beliefs, including pupils themselves, help others (C2).

Key Vocabulary

- Crucifix
- Priest
- Vicar
- Pastor
- Communion

Wider Offer

- Use of Bibles within lessons.
- Exposure and use of artefacts linked to the Christian faith.
- Assemblies led by Church leader – John Bentley.

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.



- Suggest why having a faith or belief in something can be hard (B2).
- Identify how and say why it makes a difference in people's lives to believe in God (B1).

Key Vocabulary

- The Holy Trinity
- The Trimurti
- Brahma
- Vishnu
- Shiva
- Pentecost

Wider Offer

- Use of artefacts from key religions being studied.

Curriculum Threads

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



what matters most to believers in festivals (e.g. Easter, Eid)(B2).

- Identify similarities and differences in the way festivals are celebrated within and between religions.
- Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).

Key Vocabulary

- Eid
- The last supper
- Holy Week

Curriculum Threads

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

comfort and challenge believers (B2).

- Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.

Key Vocabulary

- First Surah
- Lord's Prayer
- Gayatri Mantra
- Atheists

Curriculum Threads

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



Pupils will learn about what prayer means to followers of different religions and how to be respectful of the different ideas.

Christians use the Bible today (B1).

- Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1).
- Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).

Key Vocabulary

- Bible – Books, Chapter, Verse
- Gospel
- Creation, the fall, incarnation, salvation.

Wider Offer

- Use of Bibles within lessons.

Curriculum Threads

Pupils will have the opportunity to use real

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			<p>Pupils to look at the different understanding and representations of God.</p> <p>Pupils will learn how to talk respectfully about God in accordance with others' religious views.</p>	<p>Pupils will understand the reasoning behind festivals and how they are celebrated in religious communities.</p>		<p>Bibles and understand how they are used.</p> <p>Pupils will learn how to use and treat the Bible with respect.</p>				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2				
Year 4	<p style="text-align: center;"><u>What does it mean to be a Hindu in Britain today?</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> 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) Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). 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). 		<p style="text-align: center;"><u>What can we learn from religions about deciding what is right and wrong?</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). 		<p style="text-align: center;"><u>Why is Jesus inspiring to some people?</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> Make connections between some of Jesus' teachings and the way Christians live today (A1). Describe how Christians celebrate the Holy Week and Easter Sundays (A1). 		<p style="text-align: center;"><u>Why are festival important to religious communities? (Hindu and Judaism focus)</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> Make connections between stories, symbols, and beliefs with what happens in at least two festivals (A2). 		<p style="text-align: center;"><u>Why do some people think that life is like a journey and what significant experiences mark this?</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). 	

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- 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).

Key Vocabulary

- Brahman
- Moksha
- Karma
- Dharma
- Mandir
- Puja
- Murti

Wider Offer

- Visit to a Mandir (in person or virtual).

Curriculum Threads

Pupils will look closely at how religions (Hinduism) 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 Hinduism looks like in Britain today, and what is considered as respectful to followers of the faith.

- Make connections between stories of temptation and why people can find it difficult to be good (A2).
- Give examples of ways in which some inspirational people have been guided by their religion (B1).
- Discuss their own and others ideas about how people decide right and wrong (C3).

Key Vocabulary

- The Ten Commandments
- 'The Golden Rule'

Wider Offer

- Assemblies led by Church leader – John Bentley.

Curriculum Threads

Pupils will explore key figures and how their

- Identify the most important parts of Easter for Christians and say why they are important (B1).
- Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate then with events from Holy Week and Easter (A2).

Key Vocabulary

- Holy Spirit
- Holy Week
- Maundy Thursday, Palm Sunday, Good Friday.

Curriculum Threads

Pupils will understand how to talk about Christians views respectfully.



- Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid)(B2).
- Identify similarities and differences in the way festivals are celebrated within and between religions.

Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).

Key Vocabulary

- Passover
- Seder Plate
- Hanukkah
- Diwali

Wider Offer

- Use of artefacts for all of the religions studied.
- Create rangoli patterns.

- Describe what happens in Christian, Jewish and or Hindu ceremonies of commitment and say what these rituals mean (A3).
- Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2).
- Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).

Key Vocabulary

- Bar/bat mitzvah
- Reincarnation
- Confirmation

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			<p>faith influenced their decisions.</p> <p>Pupils will make connections between stories and what followers believe</p> <p>Pupils will learn how to be respectful of others' views</p>		<p>Curriculum Threads</p> <p>Pupils will make connections between a variety of religious festivals across a variety of religions.</p> <p>Pupils will understand the reasoning behind festivals and how they are celebrated in religious communities.</p>	<p>Curriculum Threads</p> <p>Pupils will look at two religions side by side to compare similarities and differences.</p> <p>Pupils will compare how different religions celebrate a variety of milestones</p>
	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
<p>Year 5</p>	<p><u>What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> Outline Jesus' teaching on how his followers should live (A2). 	<p><u>Why do some people think that God exists?</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). 	<p><u>What does it mean to be a Muslim in Britain today?</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> Make connections between Muslim practice of the Five Pillars and their beliefs about God and the prophet Muhammad (A2). Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). Describe the forms of guidance a Muslim uses and compare them to forms of guidance experience by the pupils (A2). 		<p><u>If God is everywhere, why go to a place of worship?</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> 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). 	

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- Offer interpretations of two of Jesus' parables and say what they might teach Christians about how we live (B3).
- Explain the impact Jesus' example and teachings might have on Christians today (B1).
- Express their own understanding of what Jesus would do in relation to a moral dilemma for the world today (C3).

Key Vocabulary

- Parables
- Ten Commandments

Wider Offer

- Use of Bibles within lessons.

- 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).
- Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).
- Present different views on why people believe in God or not, including their own ideas (C1).

Key Vocabulary

- Theist
- Agnostic
- Benevolent
- Omnipotent
- Omniscient

Curriculum Threads

Pupils will understand and learn about others'

- Make connections between the key functions of the mosque and the beliefs of Muslims (A1).

Key Vocabulary

- Imam
- Hajj
- Muezzin
- Halal
- Hijab
- Salat
- Minaret

Wider Offer

- Use of Islamic artefacts, including viewing a Qur'an and prayer mat.

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.

- 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).

Key Vocabulary

- Anglican and Baptist
- Orthodox and Reform
- Pilgrimage

Curriculum Threads

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



Pupils will learn what places of worship look like and what they mean to followers of different religions



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



	<p>Curriculum Threads Pupils will carefully consider how the teachings of Jesus have impacted our world today</p> 	<p>views and why they have them</p>  <p>Pupils will learn how to be respectful of others' views even when they are not the same as their own</p> 				
	<p>Autumn 1</p>	<p>Autumn 2</p>				
<p>Year 6</p>	<p><u>Is it better to express your religion in arts and architecture or in charity and generosity?</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> Describe and make connections between examples of religious creativity (building and art) (A1). Show understanding of the value of sacred 	<p><u>What difference does it make to believe in Ahimsa (harmlessness), Grace, and Ummah (community)?</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> Make connections between beliefs and behaviour in different religions (A1). Outline the challenges of being a Hindu, Christian 	<p><u>What matters most to Christians and Humanists?</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). Describe some Christian and Humanist values simply (B3). 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). Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2). <p>Key Vocabulary</p> <ul style="list-style-type: none"> Code of living 		<p><u>What do religions say to us when life gets hard?</u></p> <p>Key Learning Objectives</p> <ul style="list-style-type: none"> Express ideas about how and why religion can help believers when times are hard, giving examples (B2). Outline Christian, Hindu and/or non-religious beliefs about life after death (A1). Explain some similarities and differences between beliefs about life after death (B2). Explain some reasons why Christians and Humanists have different ideas about the afterlife (B3). <p>Key Vocabulary</p> <ul style="list-style-type: none"> Judgement Salvation Life after Death 	

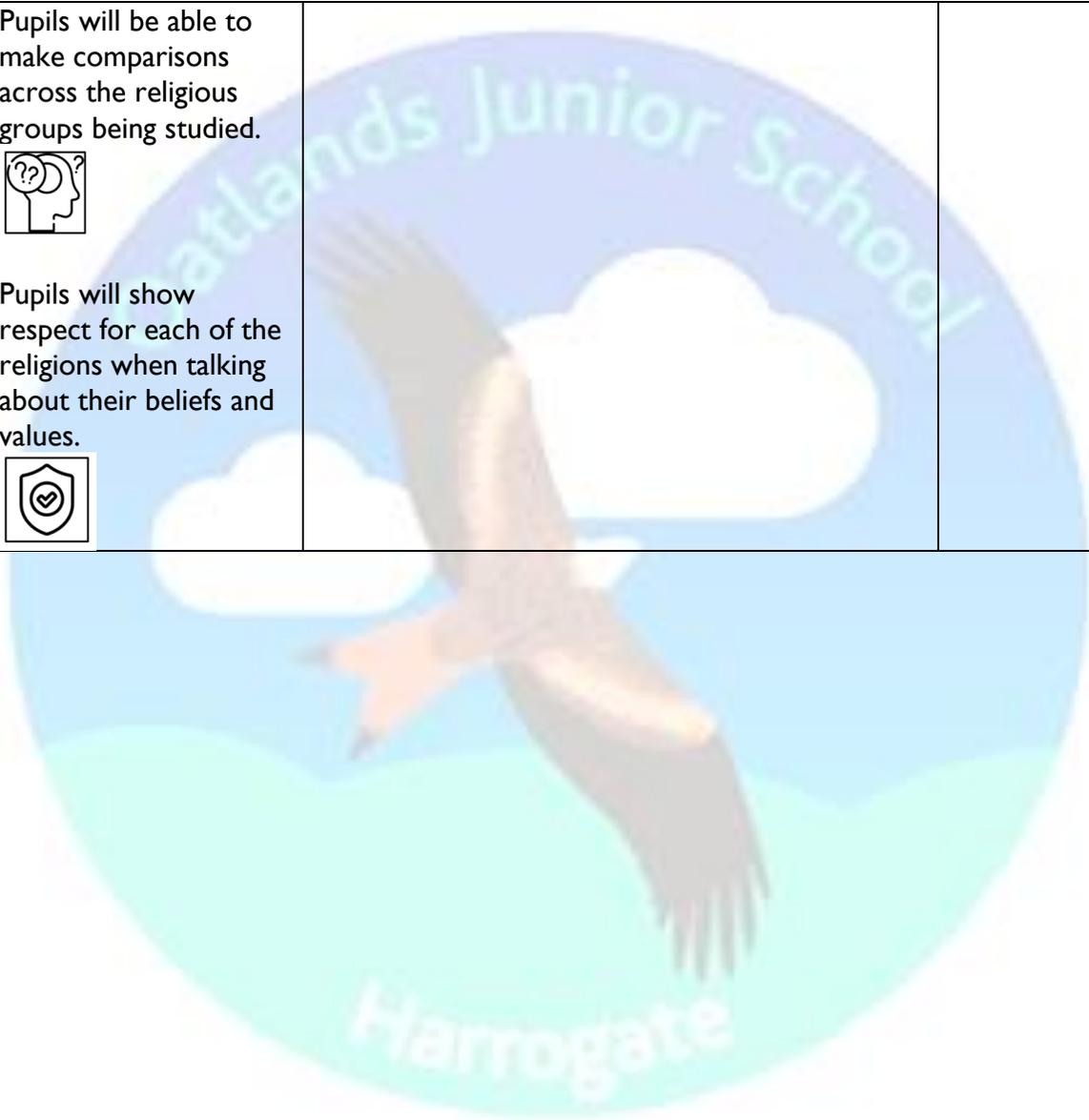
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	<p>building and art (B3).</p> <ul style="list-style-type: none"> Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). Apply ideas about values and from scripture to the title question (C2). <p>Key Vocabulary</p> <ul style="list-style-type: none"> Scripture Architecture <p>Wider Offer</p> <ul style="list-style-type: none"> Visit a Mosque (in person or virtually) Use of religious artefacts. <p>Curriculum Threads</p> <p>Pupils will explore religions other than their own in depth</p> 	<p>or Muslim in Britain today (B2).</p> <ul style="list-style-type: none"> Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1). Consider similarities and differences between beliefs and behaviour in different faiths (B3) <p>Key Vocabulary</p> <ul style="list-style-type: none"> Ahimsa Grace Ummah Zakat <p>Curriculum Threads</p> <p>Pupils will have the opportunity to look at a range of religions</p> 	<ul style="list-style-type: none"> Most important commandments. <p>Curriculum Threads</p> <p>Pupils will compare the ideas of two different groups and the views that they hold.</p>  <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>Curriculum Threads</p> <p>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.</p> 
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	<p>Pupils will have the chance to visit a Mosque</p>  <p>Pupils will learn about the respect Muslims show in their place of worship</p> 	<p>Pupils will be able to make comparisons across the religious groups being studied.</p>  <p>Pupils will show respect for each of the religions when talking about their beliefs and values.</p> 		
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