

# Religious Education.



& Worldviews

# R.E specifications:

- \* In accordance with the Standing Advisory Council for Religious Education (SACRE)  
Agreed syllabus
  - \* In practice that schools are expected to allocate:
    - • 4-7s: 36 hours of tuition per year (e.g. 50 minutes a week)
    - • 7-11s: 45 hours of tuition per year (e.g. an hour a week)
- \* OGPS are to achieve this through R.E days (and where applicable IPC sessions) which should be scheduled for the final week of half term (Although this can be flexible).
  - \* The majority of R.E taught should reflect the community we live in.
  - \* Themed curriculum approach is advantageous as pupils get a deeper and more continuous experience of RE. Presenting opportunities to learn both through experience and from faiths and beliefs.
    - \* There should be a progression of ideas.

# Aims of R.E:

(As agreed by the SACRE and OFSTED)

- Promote community cohesion.
- Develop moral awareness and social understanding in a diverse community.
- Develop knowledge and understanding of the major religions and beliefs that form our society.
- Be well informed about religions in Britain and around the world.
- Develop the ability to make reasoned and informed judgements about religious and moral issues.
- Recognise the right of people to hold different beliefs within a religiously diverse society.
- Understand the place of world religions.

# Curriculum Map

Themed curriculum approach is advantageous as pupils get a deeper and more continuous experience of RE.

Oxford Gardens Literacy/IPC Curriculum Map 2019/20



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	All Dressed Up	Freeze it	The Magic Toymaker	I'm Alive!	People of the past	Hooray - Let's Go On Holiday
	<i>How do different faiths celebrate? What clothes do you wear when you celebrate a special day? Why? (Eid, Christmas, Purim etc. secular; birthdays, new year etc.)</i>	<i>What religious festivals do people celebrate throughout the year? (Link to seasons, the harvest, Easter, Eid)</i>	<i>Special objects and religious narratives behind them. Why are they special? What makes them important? (Symbols, jewellery, clothing, instruments of prayer...)</i>	<i>How should we treat other people?</i>	<i>*Significant religious figures from the past.</i>	<i>What makes a place special? (Pilgrimage, religious buildings, secular favourite places.)</i>
2	From A to B		Super Humans	Time travellers		SATS revision Flowers and insects
	<i>What makes a place special? (Pilgrimage, religious buildings, secular favourite place.)</i>	<i>Religious places of worship.</i>	<i>Miracles linked to significant religious figures.</i>	<i>*Significant religious figures from the past.</i>	<i>Faiths in our community. (Explore the many faith and beliefs that are in our own community.)</i>	<i>How are flowers used in religion? Christianity, Buddhism, Hinduism and Taoism.</i>
3	Footprints from the past		Active Planet		Land, Sea and Sky	
	<i>Who created the dinosaurs? Creationism; various religious views and secular atheist views.</i>	<i>*Significant religious figures from the past.</i>	<i>Different religions across the planet.</i>		<i>How should we treat the planet? Various religious, philosophical and scientific beliefs. Are they any similarities?</i>	<i>Diaspora-Multi faith communities, sharing beliefs and traditions. How do different faiths have common ideas?</i>
	Building a village		They Made a Difference		Island life	How Humans work

If something links to Global learning & the UN Class Charter add it!

## Continuity and Progression in R.E

The questioning that enables a rich dialogue and discussion of ideas and practices is key in ensuring progression in R.E throughout the key stages.

For example: **Shabbat (Sabbath)**

**EYFS: What makes a Shabbat a celebration?**

*(explore celebrations, food, family, a common theme of consideration. What usually happens at celebrations. link back to shabbat )*

**KS1: Is it important to have a day off every week?**

*(Build on the idea of a celebration and having time off for yourself, explore what shabbat is and the meaning of it. Discuss why it is important to Jews)*

**LKS2: Why is Shabbat so important? How does this link to Jewish beliefs.**

*(Build on the idea of celebration, family and friends getting together, having time off. Explore the reasoning in more detail. Debate it's importance.)*

**UKS2: Is Shabbat the most important festival in the Jewish calendar? How is it linked to Mass on a Sunday?**

*(Draw on children's prior knowledge of a range of different Jewish festivals Hanukah, Purim, Yom Kippur, Rosh Hashanah, Passover but also their own festivals. Link to Mass on Sunday. Debate both sides of IS it the most important Jewish festival. )*



# Easter

## **EYFS: What is the Easter story?**

*(Explore the key figures and events in the Easter story)*

## **KS1: Why is Easter so important to Christians?**

*(Link the easter story to the core Christian belief of the sacrifice Jesus made and why it is so important to Christians )*

## **LKS2: Why is Easter so important? What does each special person in the story represent to Christians?**

*(Think about key figures in the story such as Jesus, Mary, Pontius Pilate, Judas, what do they represent? How do Christians learn from this story? Who should we like? Sacrifice, forgiveness, new life etc...)*

## **UKS2: Why is resurrection, new life and sacrifice a core belief in the Christian faith? Are these the most important themes in Christianity?**

*(Explore the terminology and message behind each idea and why it is fundamental to the Christian faith and debate whether these are the most important concepts.)*

# Presenting opportunities to learn both through experience and from faiths through effective questioning:

## Christmas

EYFS:

KS1:

LKS2:

UKS2:

## Special people

EYFS:

KS1:

LKS2:

UKS2:



## Local places to visit:

 <p>Al Manaar, the Muslim Cultural Heritage Centre. Address: 244 Acliam Rd, London W10 5YG Phone: 020 8964 1496</p>
 <p>Central Gurdwara (Khalsa Jatha) Sikh Temple Address: 62 Queensdale Rd, London W11 4SG Phone: 020 7603 2789</p>
 <p>Saint Helen's Church, North Kensington Address: St Helens Gardens, London W10 6LP Phone: 020 8968 7807</p>

 <p>Our Lady of the Holy Souls Roman Catholic Church Address: 68 Hazelwood Crescent, London W10 5DJ Phone: 020 8969 2660</p>
 <p>Carmelite Monastery Carmelite Convent, 87 St Charles Square, London W10 6EA Website: <a href="http://carmelitesnottinghill.org.uk/">http://carmelitesnottinghill.org.uk/</a></p>
 <p>Holland Park Synagogue Address: 8 St James's Gardens, London W11 4RB Phone: 020 7603 7961</p>

 <p>BAPS Shri Swaminarayan Mandir (Neasden Temple) Address: 105-119 Brentfield Rd, London NW10 8LD Phone: 020 8965 2651</p>
 <p>West London Buddhist Centre Address: Royal Oak House, Porchester Rd, London W2 5DP Phone: 020 7727 9382</p>



[Leading](#)
[Learning](#)
[Knowing](#)
[Assessing](#)
[Supporting](#)

Why RE >

How RE

What RE >

16+ Ethics

16+ Philosophy

16+ Religion

Baha'i

Buddhism

Christianity

Hinduism

Humanism

Islam

Jainism

Judaism

Sikhism

Zoroastrianism

What RE

This is a subject knowledge resource covering core areas relating to the ten belief traditions listed in the most influential National Framework for RE as well as Post 16 ethics, philosophy and religion. The belief traditions have been sorted by the six strands for RE, and all sections have been written by experts in each area. Have fun exploring!

16+ Ethics

16+ Philosophy

16+ Religion

Baha'i

Buddhism

Christianity

Hinduism

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Jainism

Judaism

Sikhism

Zoroastrianism

The resources contained in the list of subjects to the right are a basic introduction to the facts and beliefs of Buddhism. They are a portal or window into the world Buddhism and by following the websites and bibliographies, an enquirer may discover more and more about this faith.

Pali is the language of the texts of the Theravada school, whilst Sanskrit is used for general Mahayana. Out of respect for these two traditions, we will use Pali and then the Sanskrit.

Use the menu on the right to navigate through

R.E. online - <http://www.reonline.org.uk/>  
 BBC religion - <http://www.bbc.co.uk/religion/02/>  
 Go-givers - <http://www.go-givers.org/>  
 Email [donoraction@compuserve.com](mailto:donoraction@compuserve.com)  
 Download CD-ROM

BRAC - <http://www.ama.org.uk/Content.asp?MainID=1204>  
BRAC - Express website

Woodlands junior - <http://www.woodlandsjunior.kent.sch.uk/homepage/index.html>

Discriminability

[illegible]

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[http://www.sikhwiki.org/index.php/Main\\_Page](http://www.sikhwiki.org/index.php/Main_Page)  
<http://www.sikhs.org/topics.htm>

- Beliefs, Teachings, Wisdom, Authority
- Ways of Living
- Ways of Expressing Meaning
- Identity, Diversity and Belonging
- Meaning, Purpose and Truth
- Values and Commitments

<http://www.silnet.com/>

[http://www.elsevier.net/locate/ChaosTheory&Y2011\\_12subject/Chaos.html](http://www.elsevier.net/locate/ChaosTheory&Y2011_12subject/Chaos.html)

<http://resources.wendland-junior-hart-zoo.uk.thamesvalley.ac.uk/thamesvalley.ac.uk>  
<http://www.bbc.co.uk/thamesvalley/thamesvalley/>

### Buddhism

<http://resources.worldagro-journal.net/uk/resources/religion/buddhism.htm>  
<http://www.bbc.co.uk/religion/religions/buddhism/>  
<http://www.buddhanet.net/e-learning/3index.htm>  
<https://thebuddhacharya.com/buddhism>

## Introduction

<http://www.woodlands-junior.hart.nhs.uk/home/religion/religion.htm>  
<http://www.bbc.co.uk/religion/religion/religion.shtml>  
<http://www.bbc.co.uk/religion/religion/religion/religion.shtml>

SmartForm calendar

<http://www.interfaithdialogue.org/>

# RE

[News archive](#) [Lesson routes](#)

## Faiths

Understanding religions and beliefs

LONDON  
GRID FOR LEARNING



**Buddhism**



**Christianity**



**Hinduism**



**Islam**



**Judaism**



**Sikhism**



## Evidence:

How ever you record the children's work during R.E days (Posters, free responses, drama, reflections...) can you select a few and keep them safe as a record of what was learnt that day.

