



## **RE scheme of work (from Sep 2021) -**

**Christian values underpinning learning:** Together we love and respect. We are creative, we are determined, we are confident, we are kind.

### **Intent**

As a church of England School we follow the guidelines for religious Education in Church Schools – please see appendix 1.

Religious education in a Church school should enable every child to flourish and to live life in all its fullness (John 10:10). It will help educate for dignity and respect encouraging all to live well together

*Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect the integrity of other religious traditions (and worldviews) and for the religious freedom of each person*

RE at St Blaise should:

- Be engaging and interesting – we want children to enjoy RE sessions – it should be creative and exploratory
- Prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain ( linking to British Values)
- Teach pupils to talk about the world around them and ask challenging and difficult questions
- Teach pupils to respect and appreciate other people’s viewpoints, traditions, customs and beliefs
- Form their own thinking, reflecting on their own beliefs discussing without fear

### **Implementation**

A high quality sequential religious education (RE) programme has been developed – we have adopted the Oxfordshire RE Scheme of work. Central to religious education is the study of Christianity as living and diverse faith, focused on the teaching of Jesus and the Church. The



scheme teaches a range of religions and worldviews. RE is taught by class teachers weekly or as a unit block. We have RE days and weeks when appropriate. The scheme is flexible with regard to celebrations and festivals taking into account the calendar.

Trips and visitors are encouraged during units of work. We have strong links with St Blaise Church and Milton Methodist Church who regularly support the teaching of RE. We work with the Islamic Studies Centre in Oxford <https://www.oxcis.ac.uk/> and the Oxford Synagogue <http://www.ojc-online.org/>

Class work is often discussion based although classes do create RE floor books to reflect the learning that has taken place

### Key questions and themes to be studied

Year group	Term 1	Term 2	Term 3
Reception Oak	People who are special to me, School as family, Harves  Festivals - light, special food and clothes Diwali, Ramayana, Christmas	Places that are special to me, Looking after our world. Chinese new year, St Blasie day  Easter - signs of spring and new life, Mothering Sunday	Places of worship - The church. Ramadan  Jesus the storyteller, Stories Jesus told - parables
A - Poplar class (2021-2022) (Year 1)	Is everybody special? <b>Christianity/God/Belonging</b>  Should we celebrate Christmas? <b>Christianity/celebrations Church visit</b>	Does creation help people understand God? <b>Christianity/Judaism</b>  Should everyone follow Jesus? <b>Christianity/Judaism</b>	Are some stories more important than others? <b>Christianity/Judaism</b>  Do we need shared special places? <b>Judaism/Synagogue trip</b>
B- Poplar class (Year 2)	Who should you follow? <b>Christianity/Judaism</b>  Do religious symbols mean the same to everyone? <b>Christianity/Judaism</b>	Does everyone celebrate the new year? <b>Christianity/Judaism/Chinse New Year</b>  How should the Church celebrate Easter? <b>Christianity</b>	Can stories change people? <b>Christianity/Judaism</b>  How should you spend the weekend? <b>Judaism</b>
Beech class (Year 3)	Do Christians have to take communion? <b>Christianity – Church visit</b> Is light a good symbol for celebration?	Is a Jewish/Hindu child free to choose how to live? <b>Judaism/Hindu</b> Does Easter make sense without Passover?	Does Jesus have authority for everyone? <b>Christianity</b> Can made-up stories tell the truth?



	Hindu/Christianity/Judaism	Judaism/Christianity	Christianity
Willow class (Year 4) (However, Willow will need to follow Beech for 2021-22, due to expansion from 2 year cycle)	Do Murtis help Hindus understand God? Hinduism – Temple visit Does the Christian narrative need Mary ? Christianity	Is a holy journey necessary for believers? Hindu/Christianity Should believers give things up? Christianity	Did Jesus really do miracles? Christianity Does prayer change things? Hindu/Christianity
A – Maple Class (Year 5)	Do Muslims need the Qur'an? Islam Does God communicate with man? Christianity	Does the community of the Mosque help Muslims lead better lives? Islam Was the death of Jesus a worthwhile sacrifice? Christianity	Are you inspired? Christianity What's the best for our world? Does religion help people decide? Christianity and Islam
B – Maple class (Year 6)	Are Saints encouraging role models/ Christianity Is 'God made man' a good way to understand the Christmas story? Christianity	Do clothes express beliefs? Islam/Sikh Is the resurrection important to Christianity? Christianity	Can we know what God is like? Christianity/Islam/Hindu Does it matter what people believe about creation? Multi faith

At the beginning of a unit of work/theme/topic children input ideas about what they want to learn and find out; often through brainstorming questions or bringing in artefacts and resources. Where possible we engage parents in supporting the initial resourcing of projects as well as offering them show case style events that promote the learning that has taken place.

All unit plans are found on the Google Drive  
Recp follow the FS – Discovery planning  
Y1-6 follow the Oxfordshire Scheme of Work



## **Impact**

Long term:

The school has a SIAMS inspection every five years – this gives a judgement on the teaching of RE

Assessment through:

- Pupil voice – to check understanding, understanding of key techniques, progression, confidence in discussing history
- Displays and books – opportunity to practice skills, varied and engaging curriculum, showcased final pieces, clear progression in skills
- Floor books –assessment evidence to ensure progression

Role of the co-ordinator:

- Celebrate successes
- Moderate class books
- Collate appropriate evidence over time – this should show that pupils know and remember more over time
- Monitor the standards in the subject to ensure that outcomes are at expected levels – books, learning walks and discussion
- Ensure that resources including trips and visits are of a high quality and promote good teaching
- Provide ongoing support/ signposting

