



## **RE scheme of work (from Sep 2022) -**

**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 regarding 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 floor books to reflect the learning that has taken place. In KS2 the children also have individual exercise books to record any written work.

### 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, Harvest  Festivals – exploring light, Diwali, Christmas	Looking after our world. Chinese new year  Easter - signs of spring and new life, Mothering Sunday	Places that are special to me Places of worship - The church. Ramadan  Jesus the storyteller, Stories Jesus told - parables
Poplar class Year 1 (2022 –2023) Year B	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>
Ash class Year 2 (2022 –2023) Year B	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/Chinese 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>



<p>Beech class Year ¾ mix) (2022- 2023) (Year B - Year 4)</p>	<p>Do Murtis help Hindus understand God? Hinduism – Temple visit Does the Christian narrative need Mary ? Christianity</p>	<p>Is a holy journey necessary for believers? Hindu/Christianity Should believers give things up? Christianity</p>	<p>Did Jesus really do miracles? Christianity Does prayer change things? Hindu/Christianity</p>
<p>Beech class Year ¾ mix (Year A - Year 3) (2023 – 2024)</p>	<p>Do Christians have to take communion? Christianity – Church visit Is light a good symbol for celebration? Hindu/Christianity/Judaism</p>	<p>Is a Jewish/Hindu child free to choose how to live? Judaism/Hindu Does Easter make sense without Passover? Judaism/Christianity</p>	<p>Does Jesus have authority for everyone? Christianity Can made-up stories tell the truth? Christianity</p>
<p>Maple class (Year 5/6 mix) (Year B – Year 6) (2022 – 2023)</p>	<p>Are Saints encouraging role models/ Christianity Is ‘God made man’ a good way to understand the Christmas story? Christianity</p>	<p>Do clothes express beliefs? Islam/Sikh Is the resurrection important to Christianity? Christianity</p>	<p>Can we know what God is like? Christianity/Islam/Hindu Does it matter what people believe about creation? Multi faith</p>
<p>Maple class (Year 5/6 mix) (Year A – Year 5) (2023 – 2024)</p>	<p>Do Muslims need the Qur’an? Islam Does God communicate with man? Christianity</p>	<p>Does the community of the Mosque help Muslims lead better lives? Islam Was the death of Jesus a worthwhile sacrifice? Christianity</p>	<p>Are you inspired? Christianity What’s the best for our world? Does religion help people decide? Christianity and Islam</p>

All unit plans are found on the Google Drive  
Y1-6 follow the Oxfordshire Scheme of Work

## Impact

3  
June 2022



### 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
- Individual books (KS2) – assessment evidence

### 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

