RE scheme of work (2026-27)

Our Vision

At St Blaise, our vision *"Exploring and achieving as we grow together"* is at the heart of everything we do. It reflects our commitment to creating a rich, nurturing environment where every child and adult is encouraged to flourish—spiritually, academically, socially, and emotionally. We chose this vision because we are a growing school—both in number and in diversity. As our community expands, we want to celebrate the uniqueness of every individual. We are building a school where everyone feels they belong, and where growth—personal, academic, and spiritual—is shared, supported, and valued.

Our vision is rooted in the Bible verse:
"The Lord God made all kinds of beautiful trees grow there and produce good fruit with seed in it according to their kinds, and God saw that it was good."
Inspired by Genesis

This verse reminds us that God delights in diversity and growth. Just as He created many kinds of trees—each bearing its own fruit—we believe every member of our school community is uniquely created. Everyone has the potential to grow, to flourish, and to make a positive difference. This theological foundation inspires us to nurture a school where growth is celebrated, differences are embraced, and goodness is shared.

Intent

As a church of England School, we follow the Church of England Statement of Entitlement (2026)– 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, creative, and exploratory, fostering enjoyment and curiosity in learning about religion and worldviews.
- Prepare pupils for life in modern Britain, linking learning to British Values and enabling them to participate fully in a diverse society.
- Encourage pupils to ask challenging and thought-provoking questions, deepening their understanding of the world around them.
- Promote respect and appreciation for different beliefs, cultures, customs, and traditions, nurturing empathy and tolerance.
- Support pupils to form, express, and reflect on their own beliefs in a safe space where they can discuss ideas without fear.

Implementation

A high-quality, sequential Religious Education (RE) programme is being developed at St Blaise, following the Oxfordshire Agreed Syllabus for Religious Education 2023. This programme enables pupils to develop a coherent understanding of Christian worldviews alongside a broad range of other religions and worldviews.

Understanding Christianity

At the heart of our RE curriculum is the study of Christianity as a living and diverse faith, centred on the life and teachings of Jesus and the Church. Christianity is taught using the Understanding Christianity resource. Each year group studies three units from this scheme, supporting theological depth and progression.

Oxfordshire Diocese Scheme of Work

To ensure breadth, St Blaise has adopted units from the New Oxfordshire Diocese Scheme of Work to explore a variety of other religions and worldviews. This scheme is flexible and responsive, allowing additions or adaptations as needed.

The curriculum is concept-driven and structured around three core strands:

- Beliefs and Questions – Theological exploration of key beliefs, texts, symbols, and teachings within religious and non-religious worldviews.
- Community and Identity – Human and social science approach, examining religious practices and expressions through data, lived experience, and cultural context.

- Reality and Truth – Philosophical and ethical inquiry into how people discern truth and reliability, drawing on studied worldviews.

Teaching Approach

RE is taught weekly by class teachers, or in blocks where appropriate. We also plan RE days and weeks to mark special festivals or enhance thematic learning.
The curriculum is designed to be flexible, responding to seasonal events and celebrations in the religious calendar.
Enrichment Opportunities

To deepen understanding and promote real-world engagement, we organise visits and invite visitors during relevant units. We maintain strong links with St Blaise Church, and work closely with local faith communities including:

- Oxford Centre for Islamic Studies
- Oxford Synagogue and Jewish Community Centre

Recording and Assessment

- In KS1, RE is taught in single year groups, with learning captured through a class floor book featuring discussion notes, drama, artwork, research, and more.
- In KS2, RE is also taught in single year groups. In years 3 and 4 the children learning is captured through a class floor book. In upper KS2, most pupils also use individual exercise books for written RE work alongside the class floor book.

Scheme of work 2026 – 2027

	Autumn Term 1 a and b		Spring Term 2 a and b		Summer Term 3 a and b	
	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Reception Oak	Are all families the same? Me and my family Festival – Harvest Including non-religious worldviews	Why and how do people celebrate Christmas and Diwali? Exploring festivals and light? (Refer to UC unit F2 Why do Christians perform Nativity plays at Christmas?) Christianity and other religions – Hinduism, Buddhism	How and why do we care for the world? Caring for our world Chinese new year Christianity and non- religious worldviews	How and why do people celebrate Easter? (Refer to UC unit F3 Why do Christians put a cross in the Easter Garden?) Christianity	What places are Special to people? Special places Church and other places of worship Trip to St. Blaise church Eid Christianity, places of worship from other religions Islam – Eid Non- religious worldviews	What stories did Jesus tell? Jesus the storyteller Exploring parables from the bible – linked to school values. Christianity
Year 1 Poplar	UC unit 1.2 (core) Who made the world? Christianity	UC unit 1.3 (core) Why does Christmas matter to Christians? Christianity	What do different Jewish people believe about God? Judaism Community and identity: Social science	UC unit 1.5 (Core) Why does Easter matter to Christians? Christianity	How and why is shabbat important to some Jewish people in Britain? Judaism Community and identity: Social science	How do people know how to behave? Judaism and non-religious worldviews

						Reality and truth: Philosophical
Year 2 Ash	What are the best reasons for following a leader? Christianity, Judaism and non-religious worldviews Reality and truth: Philosophical	UC unit 1.1 (core) What do Christians believe God is like? Christianity	What does Torah mean for Jewish people? Judaism Beliefs and questions: theological.	UC unit 1.5 (Digging Deeper) Why does Easter matter to Christians? Christianity	UC unit 1.4 (Core) What is the good news that Jesus brings? Christianity	In what ways is the synagogue important to Jews? Trip to synagogue Judaism Community and identity: Social science
Year 3 Beech	What do Muslims believe about God and where did Islam start? Islam Beliefs and questions: theological.	UC Unit 2a.4 (core) What kind of world did Jesus want? Christianity	What is the Qur'an and why do many Muslims try to learn it by heart? Islam Community and identity: Social science	UC Unit 2a.5 (core) Why do Christians call the day Jesus died Good Friday? Christianity	UC Unit 2a.6 (core) When Jesus left, what was the impact of Pentecost? Christianity	Does it matter if a story is true or not? Religious and non-religious worldview Reality and truth: Philosophical

Year 4 **Willow**	**How do Hindus understand who God is (Brahman)?** **Hinduism** **Beliefs and questions: theological.**	**UC Unit 2a.3 (core)** **What is the Trinity?** **Christianity**	**What role does worship play in the life of a Hindu?** **Hinduism** **Trip to Hindu temple** **Community and identity: Social science**	**UC Unit 2a.5 (Digging deeper)** **Why do Christians call the day Jesus died Good Friday?** **Christianity**	**UC Unit 2a.2 (core)** **What is it like to follow God?** **Christianity**	**How and why do people argue that some places can be spiritual?** **Christianity, Hinduism and Non-religious worldviews** **Reality and truth: Philosophical**
Year 5 **Hazel**	**How far does the mosque contribute to the Muslim concept of Ummah?** **Trip to mosque** **Islam** **Community and identity: Social science**	**UC Unit 2b.4 (core)** **Was Jesus the Messiah?** **Christianity**	**What does it mean to live a good life?** **Humanism** **Reality and truth: Philosophical**	**UC Unit 2b.6 (core)** **What did Jesus do to save human beings?** **Christianity**	**Why is it important to Muslims that Muhammad is known as the Seal of the prophets?** **Islam** **Beliefs and questions: theological.**	**UC Unit 2b.3 (core)** **How can following God bring freedom and justice?** **Christianity**
Year 6 **Maple**	**What is the significance of Karma and**	**UC Unit 2b.5 (core)** **What would Jesus do?**	**What might a Hindu gain from a pilgrimage to India?**	**UC Unit 2b.7 (core)** **What difference does the**	**UC unit 2b.2 (core)** **Creation and Science:**	**Do we need a deity to be committed to**

	Moksha for a Hindu? **Hinduism** **Beliefs and questions: theological.**	**Christianity**	**Hinduism** **Community and identity: Social science**	**resurrection make for Christians?** **Christianity**	**Conflicting or complementary?** **Christianity and non-religious world view**	**creating a better world?** **Humanism** **Reality and truth: Philosophical**

Key
UC - Understanding Christianity resource
Oxfordshire Diocese Scheme of work - Other religions and worldviews
Festivals – EYFS
Trips to places of worship
Focused religion
Strand of learning – social science, theology, philosophy.

Impact

The school undergoes a SIAMS inspection every five years, which provides one of two formal judgements:

- *The school is living up to its foundation as a Church school and is enabling pupils and adults to flourish.*
- *The school has strengths, but there are also issues that leaders need to address as a matter of priority.*

Under the **September 2023 SIAMS Framework**, inspectors evaluate the **effectiveness of the Religious Education curriculum** through **Inspection Question 6**

Long-Term Impact of the RE Curriculum

By the end of their school journey, pupils will be able to:

- Describe Christianity and other worldviews using accurate, age-appropriate language

- Use a variety of sources such as texts, artefacts and interviews to explore religious beliefs
- Ask challenging, insightful questions about people, belief and the wider world
- Demonstrate curiosity about how and why people think and act
- Respect different viewpoints, traditions, customs and beliefs with sensitivity and openness
- Reflect on their own beliefs and participate in respectful, thoughtful discussion

Assessment through:

- **Pupil voice**: Gathering insights to assess understanding, application of key techniques, progression, and confidence in exploring religions and worldviews.
- **Continuous assessment:** Adapting planning and learning to ensure concepts and skills are secure or to accelerate learning.
- **Floor books**: Documenting collaborative learning experiences, capturing children's ideas, reflections, and the process of their learning journey.
- **Individual books (upper KS2)**: Serving as assessment evidence to monitor individual progress.
- **RE mark books on Arbor**: Staff judgments based on evidence from books, class discussions, attitudes to learning, quizzes.

Role of the subject leader:

RE Subject Leader Responsibilities

- **Celebrate Successes**: Acknowledge and share achievements to motivate and inspire.
- **Floor Book monitoring**: Ensure consistency and quality.
- **Collate Evidence Over Time**: Gather data to demonstrate that pupils know and remember more over time.
- **Ensure Quality Resources**: Support staff in choosing resources, trips and visits that enhance teaching and learning experiences.
- **Provide Ongoing Support**: Offer guidance and signposting to staff for continuous improvement.
- **Feedback to Link Governor**: Maintain open communication and report on progress and developments.
- **Link RE to Worship and School Values**: Integrate RE teachings with school vision and values.