

Religious Education Whole School Overview

We follow the Oldham Agreed Syllabus for R.E. The syllabus represents both the diversity of the community in Oldham, and the ability to work together to help young people grow into well informed, reflective and open adults.

In line with the law, the Oldham Agreed Syllabus for R.E. requires that pupils learn from the diversity of religions and beliefs found locally, nationally and globally. The minimum requirements for breadth of study are the teaching of Christianity and Islam at K.S.1 and Christianity, Islam, Judaism and Hinduism at K.S.2. In year 3, there is a particular focus on the beliefs and practices of Judaism and similarly, in year 4, a particular focus on the beliefs and practices of Hinduism, alongside Christianity and Islam. Humanism is introduced in Y5 as an example of a UK based non-religious world view. In Y6, there are more opportunities to discuss 'big questions,' recognising and reflecting on how some 'big questions' do not have easy answers, and how different religious and non-religious views offer different answers. In every year group, we are aware it may be necessary to focus some study in RE on the other beliefs and religions of children represented in the class or school.

In each year group, six 'systematic' blocks are taught over the year, whereby pupils encounter a key question and core concepts in religions and beliefs in a coherent way, developing their understanding and their ability to handle questions of religion and belief. These 'blocks' include 'thematic' units, which build on learning by comparing the religions, beliefs and practices studied. A key part of the progression which the syllabus intends to provide is in building increasingly substantial knowledge and understanding of the religions studied, and of religion and worldviews as a whole.

The Agreed Syllabus for R.E. plays a crucial role in the development of the spiritual, moral, social and cultural development of pupils and also focuses learning by promoting British Values.

The syllabus sets out a threefold teaching and learning approach for R.E. It has three core elements, which are woven together to provide breadth and balance. Teaching and learning includes all three elements, allowing for overlap between elements as suits the religion, concept and question being explored. The three elements are 'Making Sense of Beliefs,' (the core religious and non-religious concepts and beliefs taught,) 'Understanding the Impact,' (of the concepts and beliefs taught on how people live) and 'Making Connections.' (evaluating and reflecting on key concepts and questions studied.) This approach balances skills in R.E. with core knowledge and enables a structure through which each half termly key question/concept can be taught.

In Early Years, the Agreed Syllabus for RE sets out experiences and opportunities and appropriate topics for children in the Foundation Stage. This enables children to develop a positive sense of themselves and others; learn how to form positive and respectful relationships; begin to understand and value the differences of individuals and groups within their own immediate community; develop their emerging moral and cultural awareness. Play based and child-centred approaches will be used to encourage the learning to follow where the child's interests and curiosity leads, whilst drawing upon the wealth of religious and spiritual experiences of our families.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	I am special – How am I unique? Showing respect	Celebrations – Christmas and birthdays	Special People – My family and friends Stories about friendship	Special Books – My favourite story and why	What do you like in nature? Looking after plants and animals	A Special Place – Where do you feel happy? Create a special place. E.g. Home, school, mosque
Reception	Belonging Welcoming ceremonies: Christian baptism; Muslim naming ceremony	Christmas as a celebration Similarities and differences between religious celebrations. E.g. Eid and Christmas. Word - celebration	A Good Friend Stories– Jesus chooses the disciples Islam -The Prophet's faithful friend, Abu Bakar - The great Hijrah story	Religious stories and sacred texts, The Qur'an and The Bible Bible stories: Making promises; Ten Lepers (saying thank you) Islamic story – The Night of power	The beauty of nature; looking after plants and animals. Poems – 'God's quiet things' by Nancy Sweet land, 'Daffodils' by Wordsworth. Islam: Muhammad and the ant/the thirsty camel.	Special Places - The Church and the Mosque Identify significant features; recognise places of worship
Year 1	The Christian belief of God as a loving and forgiving father The Parable of the Lost Son (Luke 15:1-2, 11-32) Words – gospel, parable	The Christian belief of Jesus as God on Earth The Christmas Story Advent Word - incarnation	The Muslim belief in Allah as the one true God; An introduction to the 5 Pillars of Islam The Shahadah 99 names of Allah I am a Muslim by Zain Bhikka (Islamic song)	Muslims follow the prophet Muhammad ^(pbuh) Stories: The Night of Power, Muhammad and the Black Stone Muhammad (pbuh) frees Bilal Prayer beads: Subha (99 beads) Subhanallah glory be to God Word – prophet	Christian and Muslim symbols of belonging Actions and symbols of a Christian Baptism and Muslim Naming ceremony (Aqiqah) Christian and Muslim weddings Shared Community Activities – Christian Aid, Islamic Relief	Christian and Muslim sources show what some people believe The Bible, The Qu'ran. Stories: The Lost Coin (Luke 15) The good Samaritan (Luke 10). Muhammad and the hungry stranger, The sleeping cat, Muhammad and the rebuilding of the Ka'aba, The story of Noah

Year 2	The Christian belief of Jesus as a role model and inspiration Stories: Jairus' Daughter, The feeding of the 5000, Let the little children come, Jesus heals two blind men.	Festivals -Christmas (Christianity) Eid – Ul – Adha (Islam) Diwali (Hindu) Who celebrates what? How? Where? Features, values, symbols, story	God created the world so we should look after it and its' people (Islam) Qualities of Prophet Muhammad (pbuh) Story: The replacing of the black stone; zakat/alms giving/Islamic Relief The Golden Rule in religions Islamic gardens	Easter – Holy Week Recap word – incarnation , introduce salvation Symbol of eggs	Special Places – Mosque and Mecca Muslim beliefs about prayer, mosques and pilgrimage. Stories, symbols, objects, actions used in mosques/on Hajj words – sacred, holy	People who inspire others – Jesus, Prophet Muhammad (pbuh) Stories: Peter and Andrew (Luke 5:1–11) Zacchaeus (Luke 19:1–10) Story: First Revelation of the Qu'ran
Year 3	Jewish beliefs about God Name sacred objects Shema – prayer Sacred words – Torah Festivals – Shabbat, Chanukah, Passover	Worshipping God Christian, Hindu, Islamic beliefs about God. God in stories: Christian – Moses and the Burning Bush (Exodus 3.1–15), Jonah; Baptism of Jesus (Mark 1.9–11); Islam - the Night of Power; the story of Muhammad's night journey and ascension. Hindu - Bhagavad Gita 7:8–9 and 10:21–41.	Prayer – Islam, Judaism, Hinduism What? Where? How? When? Hindu morning prayer, the Gayatri Mantra The Frist Surah – Islam Jewish Daily Prayer Adun Olam	Christian belief of showing love for all Jesus was 'good news' Stories: Jesus calling his first disciples (Matthew 4:18–22) The healing of the leper (Mark 1:40–44) Recap word - gospel	Jewish Festivals and family life Jewish beliefs about God, sin and forgiveness Rosh Hashanah and Yom Kippur Pesach/Passover – The Exodus Story The Ten Commandments	Being a Christian in Britain today Family values and home rituals Religious objects in the home Community life in church, Britain and wider world
Year 4	Being a Hindu in Britain today Family values and home rituals Religious objects in the home; Practising	Sacrifice – Christian belief in Jesus' death as a sacrifice; Jesus is inspiring	The deeper meaning of festivals E.g. Diwali, Eid-ul-Fitr, Passover and Vaisakhi	Christian belief that Jesus came to 'save' and 'rescue' people	Temptation, sin and forgiveness Christian and Muslim	The Hindu beliefs of dharma, karma, samsara, moksha Hindu story, 'The man in the well.'

	<p>faith in the community</p> <p>Diwali in Britain and India; Holi, or Navaratri/Durga Puja Words - Dharma, Sanatan Dharma, Hinduism</p>	<p>Holy Week - Mark Ch.14-15</p> <p>Holy Communion/The Lord's Supper</p> <p>Recap words – incarnation, salvation New words: sacrifice, martyr</p>	<p>Values, beliefs and texts</p> <p>Contemporary celebrations in the UK (secular)</p> <p>Concept – goodness triumphs over evil</p>	<p>Entry to Jerusalem, Matthew 21:7–11;</p> <p>Good Friday, Luke 23:13–25, 32–48;</p> <p>Easter Sunday, Luke 24:1–12</p> <p>Easter in the local community</p>	<p>Stories: Adam and Eve (Genesis 3), the temptations of Jesus (Matthew 4), 'Stoning the Devil' on pilgrimage to Makkah Sacrament of Reconciliation</p> <p>Word - temptation</p>	<p>Hindu four aims of life (punusharthas)</p> <p>The four ashramas</p> <p>Mahatma Gandhi, Pandurang Shastri Athavale.</p>
Year 5	<p>Humanists believe people can be good and bad</p> <p>What are Humanists?</p> <p>What do they believe?</p> <p>Humanist code for living</p> <p>Moral concepts of fairness, freedom, truth, honesty, kindness, peace.</p>	<p>Christmas around the world</p> <p>Britain, Australia, Denmark Holland, Russia, Venezuela Christingles</p> <p>Compare two versions of the Christmas Story (Matthew 1–2 and Luke 1–2.)</p> <p>Church of the Nativity in Bethlehem</p>	<p>Different ways to worship, Christian, Hindu, Muslim</p> <p>How? Why?</p> <p>Compare the Lord's Prayer / Gayatri Mantra / 1st Surah of the Qur'an</p> <p>The symbol of light in Christianity, Hinduism and Islam</p>	<p>The 5 Pillars of Islam</p> <p>-Shahadah; Story of Bilal</p> <p>-Salah</p> <p>-Zakah – Islamic Aid, The Holy Quran, 2:215</p> <p>-Sawm – Ramadam</p> <p>- Hajj</p>	<p>Faith - Christian, Muslim, Jewish and Humanist</p> <p>Christian: The Ten Commandments (Exodus 20:1–21, Deuteronomy 5:1–22), the Two Commandments of Jesus (Mark 12:28–34) the 'Golden Rule' (Matthew 7:12). Jewish: Tikkun Olam (mending the world) and tzedaka (charity) Tzedek, Jewish Child's Day</p> <p>Islam – Zakah</p> <p>Inspirational Christians (e.g. Desmond Tutu, Mother Teresa)</p> <p>Christian/Islamic Aid/Oxfam/Sewa International (Hindu)</p>	<p>Pilgrimage – Christianity, Islam, Hinduism</p> <p>Islam – Hajj</p> <p>Christians – Lourdes, Nazareth</p> <p>Catholics – Rome and the Basilica</p> <p>Hindu – River Ganges, the Kumbh Mela, the 12th year pilgrimage</p>
Year 6	<p>Life, Death and Suffering – Christian, Hindu Non-Religious</p> <p>Life after death,</p>	<p>Christmas in the Gospels</p> <p>Incarnation and the Messiah</p> <p>Isaiah 7:14; Isaiah 9:6-7; Isaiah 11:1-5; Micah 5:2.</p>	<p>Inspirational People</p> <p>Hindu: Pandurang Shastri Athavale</p> <p>Muslim: Malala Yousafzai</p>	<p>Religious Art and Architecture Christianity and Islam E.g. cathedrals, mosques,</p>	<p>Religious and Cultural diversity in Oldham Compare Oldham with another diverse community (Bradford/Birmingham?)</p> <p>Interfaith work/week</p>	<p>Worship and Sacred Space – Religious and Non-Religious</p> <p>Visit a temple, church, mosque or</p>

	<p>Psalm 103/non-religious blog</p> <p>The book of Job – Christian/Jewish scriptures</p> <p>Funeral prayers and songs (religious/non-religious) John 11:25, Psalm 23, song</p> <p>Amazing Grace</p> <p>'Artwork of Heaven.'</p>	<p>Jesus as God 'in the flesh', one of the three persons of the Trinity – Jesus comes to heal the effect of sin and 'the Fall,' a saviour</p> <p>Was Jesus the hoped for Messiah?</p> <p>(Jewish/Christian/Humanist views) Matthew 1:18-24, 2:1-12</p>	<p>Sikh: Bhagat Puran Singh</p> <p>Jewish: Rabbi Hugo Gryn</p> <p>Christian: Revd Dr Martin Luther King Jr</p>	<p>churches or minarets.</p> <p>Is it better to express your religion in arts and architecture or charity and generosity?</p> <p>Case Study: Notre Dame</p>	<p>Religious/non-religious tensions in the community</p> <p>Accepting difference-respect, tolerance, mutual learning</p> <p>The Golden Rule (different religions)</p>	<p>synagogue (Interfaith Service)</p> <p>Is Nature a 'holy' place?</p> <p>Song - 'Wonderful World' (Fischy Music)</p>
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