

Religious Education Whole School Overview

At Burnley Brow, 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. which we use at Burnley Brow. 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	Belonging Where do I belong? How am I unique? Where do I belong? Occasions in	Celebrations – Christmas and birthdays, how? Why? What? who?	Creation and the Natural World What is special about our world?	Special Books and Stories Which stories are special and why? My favourite story and why	Inspirational People Which people are special to me and why? How are they and their family and friends special?	Special Places Where do I feel happy/safe? Create a special place.

	their lives when they have felt special.	Celebrations: Eid during the term that Eid is celebrated	Exploring the wonders of the natural world linked to Winter Read 'God's quiet things' by Nancy Sweet land,	Share and discuss some Christian and Muslim religious stories Celebrations: Easter as a celebration how? Who? Why? Signs of new life	Jesus as a special friend Creation and the Natural World Looking after plants and animals	Recognise and name a church and a mosque Creation and the Natural World Looking after plants and animals
Reception	Belonging Welcoming ceremonies: Christian baptism; Muslim naming ceremony	Celebrations: Christmas Similarities and differences between religious celebrations. E.g. Diwali and Christmas . Word – celebration Celebrations: Eid to be taught at the correct time of year	Creation and the Natural World The beauty of nature; looking after plants and animals. The Christian creation story Poem 'Daffodils' by Wordsworth. Islam: Muhammad and the ants.	Inspirational People What makes a good friend? Read Stories– Jesus Zacchaeus (Luke 19) The story of Guru Nanak and the cobra (Sikh) to explore what makes a good friend. Celebrations: Easter as a celebration how? Who? Why? Introduce the Easter story	Special Books and Stories Religious stories and sacred texts, The Qur'an and The Bible Bible stories: The Parable of the two sons (Matthew 21); Ten Lepers (saying thank you) Islamic story – The Night of power	Special Places – The Church and the Mosque Identify significant features; recognise places of worship
Year 1	Faith and Belief CHRISTIANITY: The Christian belief of God as a loving and forgiving father Special Books and Stories: The Parable of the Lost Son (Luke 15:1-2, 11-32) Words – gospel, parable	Celebrations: Christmas The Christmas Story Advent Faith and Belief CHRISTIANITY: The Christian belief of Jesus as God on Earth Word - incarnation	Faith and Belief ISLAM: 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)	Faith and Belief ISLAM: Muslims follow the prophet Muhammad (pbuh) Special Books and Stories: The Night of Power, Muhammad and the Black Stone Muhammad (pbuh) frees Bilal Prayer and Worship: Prayer beads: Subha (99 beads) Subhanallah glory be to God Word – prophet	Belonging Christian and Muslim symbols of belonging Actions and symbols of a Christian Baptism and Muslim Naming ceremony (Aqiqah) Christian and Muslim weddings Belonging Understanding that we belong to a Community - Shared Community Activities – E.g. Charity work (Christian Aid, Islamic Relief)	Special Books and Stories: 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	Faith and Belief CHRISTIANITY: The Christian belief of	Celebrations: Christmas (Christianity) Eid – Ul – Adha (Islam) Diwali (Hindu)	Creation and the Natural World	Celebrations: Easter The events of Holy Week. Symbols of eggs. How is	Special Places Mosque and Mecca Muslim beliefs about prayer, mosques and	Inspirational People People who inspire others – Jesus, Prophet

	<p>Jesus as a role model and inspiration</p> <p>Special books and Stories: Jairus' Daughter, The feeding of the 5000, Let the little children come, Jesus heals two blind men.</p> <p>Inspirational People Understanding what makes Jesus a role model and an inspiration to Christians.</p>	<p>Who celebrates what? How? Where? Features, values, symbols, story</p>	<p>God created the world so we should look after it and its' people (Islam)</p> <p>Inspirational People Qualities of Prophet Muhammad (pbuh)</p> <p>Special Books and Stories: Story: The replacing of the black stone</p> <p>Faith and Belief ISLAM: Zakat/alms giving/Islamic Relief The Golden Rule in religions</p>	<p>Holy Week celebrated by Christians today?</p> <p>Recap word – incarnation, introduce salvation</p>	<p>pilgrimage. Stories, symbols, objects, actions used in mosques/on Hajj</p> <p>words – sacred, holy</p>	<p>Muhammad (pbuh) and other leaders within Christianity and Islam</p> <p>Special Books and Stories: Peter and Andrew (Luke 5:1–11) Zacchaeus (Luke 19:1–10) Story: First Revelation of the Qu'ran</p>
Year 3	<p>Faith and Belief JUDAISM: Jewish beliefs about God</p> <p>Name sacred objects Shema – prayer</p> <p>Sacred words – Torah</p> <p>Celebrations: Shabbat, Chanukah, Passover</p>	<p>Faith and Belief CHRISTIANITY, HINDUISM, ISLAM Christian, Hindu, Islamic beliefs about God.</p> <p>Special Books and Stories: 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.</p>	<p>Prayer and Worship: Islam, Judaism, Hinduism What? Where? How? When?</p> <p>Hindu morning prayer, the Gayatri Mantra The Frist Surah – Islam Jewish Daily Prayer Adun Olam</p>	<p>Faith and Belief CHRISTIANITY: Christian belief of showing love for all</p> <p>Special Books and Stories: Jesus calling his first disciples (Matthew 4:18–22) The healing of the leper (Mark 1:40–44)</p> <p>Recap word – gospel</p> <p>Inspirational People Understanding why Jesus was 'good news' for others.</p>	<p>Celebrations: Jewish Festivals and family life Rosh Hashanah and Yom Kippur Pesach/Passover</p> <p>Special Books and Stories: The Exodus Story The Ten Commandments</p> <p>Faith and Belief JUDAISM: Jewish beliefs about God, sin and forgiveness</p>	<p>Cultural Diversity: Being a Christian in Britain today</p> <p>Family values and home rituals</p> <p>Religious objects in the home</p> <p>Community life in church, Britain and wider world</p>
Year 4	<p>Cultural Diversity: Being a Hindu in Britain today Family values and home rituals Religious objects in the home; Practising faith in the community</p>	<p>Faith and Belief CHRISTIANITY: Sacrifice – Christian belief in Jesus' death as a sacrifice;</p> <p>Celebrations: Easter Holy Week</p>	<p>Celebrations: The deeper meaning of festivals E.g. Diwali, Eid-ul-Fitr, Passover and Vaisakhi Values, beliefs and texts Contemporary celebrations in the UK (secular)</p>	<p>Faith and Belief CHRISTIANITY: Christian belief that Jesus came to 'save' and 'rescue' people</p>	<p>Special Books and Stories: Temptation, sin and forgiveness in Christian and Muslim Stories: Adam and Eve (Genesis 3), the temptations of Jesus</p>	<p>Faith and Belief HINDUISM: The Hindu beliefs of dharma, karma, samsara, moksha Hindu four aims of life (punusharthas)</p>

	<p>Diwali in Britain and India; Holi, or Navaratri/Durga Puja Words - Dharma, Sanatan Dharma, Hinduism</p>	<p>Holy Communion/The Lord's Supper</p> <p>Recap words – incarnation, salvation New words: sacrifice, martyr</p> <p>Special Books and Stories: Mark Ch.14-15</p> <p>Inspirational People Understanding how Jesus' sacrifice makes him an inspirational person to Christians.</p>	<p>Concept – goodness triumphs over evil</p>	<p>Celebrations: Easter in the local community</p> <p>Special Books and Stories: Easter - Entry to Jerusalem, Matthew 21:7–11; Good Friday, Luke 23:13–25, 32–48; Easter Sunday, Luke 24:1–12</p>	<p>(Matthew 4), 'Stoning the Devil' on pilgrimage to Makkah</p> <p>Prayer and Worship: Sacrament of Reconciliation Word - temptation</p>	<p>The four ashramas Mahatma Gandhi, Pandurang Shastri Athavale.</p> <p>Special Books and Stories: Hindu story, 'The man in the well.'</p>
<p>Year 5</p>	<p>Faith and Belief HUMANISM: Humanists believe people can be good and bad 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>Celebrations Christmas around the world Britain, Australia, Denmark, Holland, Russia, Venezuela Christingles Who celebrates what? How? Where? Features, values, symbols, story</p> <p>Special Books and Stories: Compare two versions of the Christmas Story (Matthew 1–2 and Luke 1–2.)</p> <p>Church of the Nativity in Bethlehem</p>	<p>Prayer and Worship: Different ways to worship, Christian, Hindu, Muslim 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>Faith and Belief ISLAM: The 5 Pillars of Islam</p> <p>-Shahadah; Story of Bilal -Salah -Zakah – Islamic Aid, The Holy Quran, 2:215 -Sawm – Ramadam - Hajj</p>	<p>Faith and Belief CHRISTIANITY, HINDUISM, ISLAM, HUMANISM How do believers try to live? Why do believers want to follow the commands and teachings of their traditions? 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 Islam – Zakah (charity)</p> <p>Putting beliefs into action: Compare Christian/Islamic Aid/Oxfam/Sewa International (Hindu)</p> <p>Inspirational People</p>	<p>Special Places Pilgrimage – Christianity, Islam, Hinduism</p> <p>Islam – Hajj Christians – Lourdes, Nazareth Catholics – Rome and the Basilica Hindu – River Ganges, the Kumbh Mela, the 12th year pilgrimage</p>

					Christians (e.g. Desmond Tutu, Mother Teresa, Martin Luther King jnr))	
Year 6	<p>Faith and Beliefs CHRISTIANITY, HINDUISM, ISLAM Life, Death and Suffering in religions and non-religions. Life after death, Psalm 103/non-religious blog The book of Job – Christian/Jewish scriptures Funeral prayers and songs (religious/non-religious) John 11:25, Psalm 23, song Amazing Grace ‘Artwork of Heaven.’</p>	<p>Celebrations Christmas Special Books and Stories: Christmas in the Gospels Incarnation and the Messiah Isaiah 7:14; Isaiah 9:6-7; Isaiah 11:1-5; Micah 5:2. 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 Was Jesus the hoped for Messiah? (Jewish/Christian/Humanist views) Matthew 1:18-24, 2:1-12</p>	<p>Inspirational People Hindu: Pandurang Shastri Athavale Muslim: Malala Yousafzai Sikh: Bhagat Puran Singh Jewish: Rabbi Hugo Gryn Christian: Revd Dr Martin Luther King Jr</p>	<p>Special Places Religious Art and Architecture Christianity and Islam E.g. cathedrals, mosques, churches or minarets. Is it better to express your religion in arts and architecture or charity and generosity? Case Study: Notre Dame</p>	<p>Cultural Diversity: Religious and Cultural diversity in Oldham Compare Oldham with another diverse community (Bradford/Birmingham?) Interfaith work/week Religious/non-religious tensions in the community Accepting difference-respect, tolerance, mutual learning The Golden Rule (different religions)</p>	<p>Special Places Worship and Sacred Space – Religious and Non-Religious Visit a temple, church, mosque or synagogue (Interfaith Service) Is Nature a ‘holy’ place? Song - ‘Wonderful World’ (Fischy Music)</p>