



RELIGIOUS EDUCATION

Curriculum Intent

Through studying RE at Walton Oak, pupils will gain an understanding of the key belief systems across the world and within their own community. Pupils will be able to compare their beliefs and values with others, recognising similarities and differences and thus develop their understanding, consideration and tolerance of different beliefs.

Walton Oak follows the Surrey SACRE scheme of work for RE.

Themes:

1. Knowledge of key belief systems

Christianity, Judaism, Islam, Sikhism, Hinduism, Buddhism, Humanism

2. Core themes in different belief systems

Similarities and differences e.g. in moral codes, holy books, places of worship

3. Festivals and Celebrations

4. How religion is represented

5. Reflection

Considering how one's own beliefs fit in with those being studied, understanding tolerance

RE work will be contained in books with a new cover page for each major religion studied, along with a double page KWL spread and a religion specific knowledge organiser.

The inside cover of the book will contain an image that shows the name, symbol, place of worship and religious text for each of the major religions, also referencing the 'golden rule' that is similar across all faiths.

This will support teachers in making reference to previous learning and how different religions have many similarities as well as their differences.

RE Curriculum Overview - Early Years and Key Stage 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assembly						
Pause Day	Diwali	Hanukkah	Chinese/Lunar New Year	Eid Al Fitr	Holy Week	
Nursery & Foundation	Thematic	Thematic	Thematic	Thematic	Thematic	Thematic
	Who am I and where do I belong?	Why do we have celebrations?	What makes a place special?	What can we learn from stories?	What makes something special?	What makes our world wonderful?
Year 1 Trip - Church	Christianity	Christianity	Judaism	Islam	Christianity	Thematic
	Why do Christians call God 'creator'?	What is the 'Nativity' and why is it important to Christians?	What is the Torah and why is it so important to Jewish families?	What is important for Muslim families?	What do Christians learn from stories of Jesus?	Why do people tell stories?
Year 2 Trip - Synagogue	Christianity	Christianity	Judaism	Islam	Christianity	Thematic
	What is God like for Christians?	Why is giving important to Christians?	Why do Jewish families celebrate the gift of Shabbat?	Who is Allah and how do Muslims worship Him?	Why do Christians call Jesus 'Saviour'?	Is giving better than receiving?

RE Curriculum Overview - Key Stage 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assembly						
Pause Day	Diwali	Hanukkah	Chinese/Lunar New Year	Eid Al Fitr	Holy Week	
Year 3	Humanism	Christianity	Christianity	Christianity	Sikh	Thematic
Trip - Gurdwara- Sikh temple	How do non-religious people celebrate new life?	What's the Bible's 'big story' – and why is it like treasure for Christians?	How did Jesus change lives – and how is it 'good news'?	How can artists help us to understand what Christians believe and do?	What do Sikhs value?	How do people try to make the world a fairer place?
Year 4	Christianity	Judaism	Christianity	Islam	Christianity	Thematic
Trip - Mosque	What did God promise to his people?	What are important times for Jewish people?	For Christians, is communion a celebration, or an act of remembrance?	How does 'ibadah' (worship) show what's important to Muslims?	What did Jesus say about God's kingdom & why is it good news'?	How do people use creative ways to express their beliefs?
Year 5	Christianity	Hindu (Sanatana) Dharma	Christianity	Hindu (Sanatana) Dharma	Christianity	Thematic
Trip - Mandir- Hindu temple	What do Christians believe about creation?	Why should Hindus live a good life?	Why is the idea of 'rescue' so important to Christians?	What helps Hindus (Santanis) to worship?	How did the Church begin, and where is it now?	What can be done to reduce racism? Can RE help?
Year 6	Christianity	Christianity	Buddhism	Christianity	Judaism or Islam	Thematic
Trip - Buddhist Temple	How is God Three – and yet One?	What do Christians believe about the Messiah – and why is it good news?	What is the 'Buddhist way of life'?	Christianity For Christians, what difference does it make to belong to God's Kingdom?	What does it mean to be part of a synagogue community? or Islam What helps Muslims to live a good life?	Who am I and where do I belong?

End of key stage expectations: developing understanding through theological approaches to learning

by the end of Key Stage 1, pupils will be able to:	by the end of Key Stage 2, pupils will be able to:	by the end of Key Stage 3, pupils will be able to:
<ul style="list-style-type: none"> ● talk simply about core beliefs and concepts and what they mean ● use appropriate subject-specific vocabulary when they talk ● identify similarities in features of religion and belief ● retell religious, spiritual and moral stories ● identify how stories / symbols / objects might show what people believe ● identify how belief is expressed in different ways for different people 	<ul style="list-style-type: none"> ● explore, gather, select, and organise ideas about religion, belief or worldviews, drawing on key texts / sources and concepts where appropriate ● express their understanding of concepts in theological terms ● suggest some ways in which different people might interpret key texts / sources ● suggest meanings for a range of forms of expression, using accurate vocabulary 	<ul style="list-style-type: none"> ● interpret worldviews, religious beliefs and practices from different perspectives ● explain the reasons for, and effects of diversity within and between worldviews, religions, beliefs and cultures ● use accurate religious and philosophical terminology and concepts to explain worldviews, religions, beliefs and value systems

End of key stage expectations: developing understanding through sociological approaches to learning

by the end of Key Stage 1, pupils will be able to:	by the end of Key Stage 2, pupils will be able to:	by the end of Key Stage 3, pupils will be able to:
<ul style="list-style-type: none"> ● talk about different communities of people ● give examples of how people put their beliefs into practice, in the home, in places of worship or in living their lives ● give a reason why something may be of value to themselves and/or others, recognising different viewpoints 	<ul style="list-style-type: none"> ● comment on connections between questions / beliefs / values / practices / ways of life, explaining their importance to different communities ● investigate and describe similarities and differences in lived experience within and between religions / beliefs ● describe the impact of beliefs and practices for different people (e.g. on individuals, groups / communities and cultures, locally, nationally & globally) 	<ul style="list-style-type: none"> ● express their own insights into the challenges of committing to a worldview (religious and non-religious) in the world today ● explain the impact of diversity on the lived reality for different groups of people ● explain some of the challenges offered by religious and non-religious beliefs in the world today, including their place in public life and the shaping of society

End of key stage expectations: developing understanding through philosophical approaches to learning

by the end of Key Stage 1, pupils will be able to:	by the end of Key Stage 2, pupils will be able to:	by the end of Key Stage 3, pupils will be able to:
<ul style="list-style-type: none"> ● respond sensitively and imaginatively to questions about being human and their own place in the world ● ask thoughtful questions about their own and others' ideas, feelings and experiences ● recognise that some questions about life are difficult to answer ● respond to questions about e.g. 'right'/'wrong', 'good'/'bad', 'real'/'true' ● give a simple reason for a view that they have 	<ul style="list-style-type: none"> ● explain how sources of inspiration and influence make a difference to themselves and others, recognising that others might think differently ● suggest what might happen as a result of their own and others' thinking, attitudes or actions, drawing on examples from their learning ● develop insights of their own in exploring questions raised by the study of religions and beliefs, relating to their own personal worldview ● reflect on possible connections between worldviews and the human search for meaning in life 	<ul style="list-style-type: none"> ● explain the challenges posed to themselves and others by religious, spiritual and philosophical questions ● connect the human search for meaning or answers to big questions to content studied ● present clearly their own views of matters to do with moral and ethical concern comparing and contrasting others' views and insights appropriately ● present clearly their own views on matters of religious and non-religious belief and practice whilst respectfully taking into account others' viewpoints ● explain how a person's beliefs shape their worldview, including their own (personal knowledge)

The 'Balanced RE' & disciplinary 'lenses' approaches outline and expand on what Ofsted have subsequently referred to as 'ways of knowing' in RE. In the Primary sections of the syllabus, we have identified these as three Golden Threads:

- God, relating to **theological** approaches,
- Identity, relating to more **philosophical** approaches
- Community, relating to **sociological** approaches.