

Why do we teach religious education and what does it look like in our school?

As a setting which serves a diverse community, all staff at Oasis Academy Fir Vale value the religious background of all members of the school community and encourage individuals to share their own experiences with others freely. Our intention is to support the pupils' acquisition of the knowledge and understanding of the principal religions represented within the UK. We feel it is important for them to appreciate the way that religious beliefs shape life and our behaviour. Learning about other faiths and cultures encourages children to develop an enquiring mind and to think deeply, imaginatively and respectfully about their own ideas and those of other people. We want them to develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development. Pairing these critical thinking skills with the Oasis 9 habits enables children to become respectful citizens of the local community and the wider world.

Our curriculum is planned to ensure that our pupils to know and explain the impact that an individual's religion might have on their daily life, for example observing Ramadan or following dietary rules. Pupils are encouraged to discuss and express their own religious and world views in a safe environment, leading to a deeper understanding and respect for the beliefs of others. This enables pupils to form their own opinions and be respectful of the opinions and beliefs of others.

Key subject skills

- Ask and answer questions
- discuss stories, people, beliefs, practices
- describe and give reasons for concepts, events, practices, beliefs
- interpret - -draw meaning from stories, symbols, etc
- recognise and explain what is important
- compare and contrast
- develop confidence in using religious terms and language
- find cause and consequence
- analyse and report in various ways
- reflect on own feelings, relationships
- emphasise
- communicate respectfully

develop: **curiosity, empathy**

skills: **communicate, debate, analyse, enquire**



Specific language

Skills and understanding	Knowledge	Religions
<ul style="list-style-type: none"> - Empathy - Questioning - Feelings - Relationships - Beliefs - Tolerance - Respect 	<ul style="list-style-type: none"> - Cultural Diversity - Community - History - Citizenship - World - Leaders and teachers 	<ul style="list-style-type: none"> - Christianity - Judaism - Sikhism - Islam - Hinduism
Symbols	Language	Rites of Passage
<ul style="list-style-type: none"> - Celebrations - Dress - Food - Holy Book - Place of Worship - Special people - Art - Special objects - Festivals 	<ul style="list-style-type: none"> - Synagogue - Torah - Church - Bible - Mosque - Quran - Gurdwara - Temple 	<ul style="list-style-type: none"> - Death - Marriage - Birth - Naming Ceremonies

End points

EYFS

Developing a growing sense of the child's awareness of self, their own community and their place within this, children will encounter Christianity and other faiths found in their own classroom.

Children will be able to:

- different festivals and say what happens
- recognise that different people believe in different things and that might be reflected in their everyday lives (dress, festivals, food)
- listen to and talk about stories.
- ask questions and reflect on their own feelings and experiences.
- use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

Key stage 1

A minimum of two religions are to be studied. Christianity and Islam are represented in the local area so they will be chosen for learning.

Children will be able to:

- Retell some religious stories and link them to a specific religion
- Name some key figures in different religions and say what happened to them
- Describe 2 different places of worship and what happens there
- Talk about some key events: marriage, naming ceremony
- Join in discussions and evaluate
- Compare festivals, places of worship, stories and use topic specific language
- Ask and answer questions
- Observe and understand varied examples of religions and world views
- Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning;



Key stage 2

A minimum of three religions are to be studied. Christianity and Islam are represented in the local area so they will be chosen for learning. Also Hinduism or/and Judaism will be studied.



Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p>Ongoing throughout the year</p> <p>*Listen to and talk about stories.</p> <p>*Ask and reflect on own experiences and feelings and those of others</p> <p>*Introduce subject specific words and use all our senses to explore beliefs, practices and forms of expression</p> <p>*Use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live</p>	<p>Theme: Myself</p> <p><i>Key question: How do we care for others? Why does it matter? Who am I Where do I belong? How are we all connected?</i></p> <p>Religion: Christianity</p> <p>Festival Harvest</p> <p>Pupils notice and talk about the fact that people come from different religions.</p> <p>How can we tell? How can we live together when we are all so different?</p> <p>Pupils find out about world views do to celebrate the fruitfulness of the earth.</p> <p>Does God want Christians to look after the world? Does the world belong to God? Should people take care of the world? Celebrations and festivals - Harvest</p>	<p>Theme: Myself</p> <p><i>Key Question: How do we show we care for others?</i></p> <p>Religion: Christianity and Islam</p> <p>Comparing and asking stories about moral stories from Christians and Muslims. They think and talk about whether they are saying the same things about how we should behave.</p> <p>Pupils ask questions about goodness, and create simple sentences that say what happens when people are kind, thankful, fair or generous, and what happens when people are unkind, ungrateful, unfair or mean</p> <p>Is it possible to be kind to everyone all of the time?</p>	<p>Theme: The journey of life and death</p> <p><i>Key Question: Why do some people think life is like a journey? Where do we go? What do people think about life after death?</i></p> <p>Religion: Christianity Islam or Hinduism</p> <p>find out about and describe some ways in which different religions see life as a journey, for example by considering scriptures as 'guide books for living' (A1);</p> <p>make connections between different features of the religions and world views they study, discovering more about celebrations, worship, and the rituals which mark important points in life in order to reflect thoughtfully on their ideas (A1);</p> <p>compare how Christians, Muslims or Hindus celebrate a new baby's birth, becoming an adult, a marriage or the life of someone who has died and reflect on ideas of their own about life's milestones in discussions or in writing (B1);</p> <p>develop their understanding of beliefs about life after death in two religions</p>	<p>Theme: Inspirational people from long ago.</p> <p><i>Key Question: What can we learn from great leaders and inspiring examples in today's world? . Why is Moses important to Judaism?</i></p> <p>Religion: Judaism</p> <p>Festivals Harvest</p> <p>respond thoughtfully to Jewish stories about Moses as the servant of God, learning from stories of the Exodus and the 10 Commandments about how Jewish ideas, festival (Pesach) and stories are connected</p> <p>use their thinking about stories of Moses, to explore how Jews, today celebrate key events from their history in Passover</p> <p>How special is the relationships Jews have with God</p>	<p>Theme: Beliefs and Questions</p> <p><i>Key Question: How do people's beliefs about God, the world and others have impact on their lives?</i></p> <p>Religion: Hinduism/Islam</p> <p>explore and respond thoughtfully to the spiritual paths of Muslims, Hindus or Buddhists, using a range of sources of wisdom (A2) discuss and debate reasons why different people have different ideas about whether God is real and what God is like, recognising the right to freedom of religion and belief for all people (C1)</p> <p>describe the impact of examples of religious teaching. A Hindu example might be the impact of Hindu teaching about harmlessness (ahimsa) on questions about what we eat and how we treat animals. A Muslim example might be the impact of daily prayer and Zakat (alms giving) on how Muslim individuals and communities live.</p> <p>What is the best way for a Hindu/Muslim to show commitment to God?</p>	<p>Theme: Beliefs in Action in the world:</p> <p><i>Key Question How do religious beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?</i></p> <p>Religion: Islam/ Christianity</p> <p>write persuasively about the reasons why members of different religions and beliefs try to help people who are vulnerable (e.g victims of natural disasters, people who live with disabilities or people affected by war)</p> <p>apply their ideas about justice and fairness to the work of three development charities such as Christian Aid, Islamic Relief and Oxfam (C3)</p>



Autumn 2		<p>Theme: Celebrations and Festivals</p> <p><i>Key Question: Who celebrates what and why? Festival Christmas</i></p> <p>Religion: Christianity</p> <p>Pupils explore stories and celebrations of Christmas, finding out about what the stories told at the festivals mean e.g through hearing and working with stories and enacting celebrations.</p> <p>What gift would I have given to Jesus if he had been born in my town and not in Bethlehem? What can I learn from stories from religious tradition? Are symbols better than words at expressing religious beliefs? Chanuka as a comparison to Christmas</p>	<p>Theme: Believing</p> <p><i>Key Question: How and why do people pray? Festival Christmas</i></p> <p>Religion: Christianity, Islam</p> <p>Discuss the different ways that people pray and find out how and why people pray in different religions. Pupils choose between different examples of simple prayers: which do they think are wise? They talk about what makes the prayers wise, and find out about how and why people pray in different religions. Pupils look at how different people have expressed their ideas about God, and think and talk about their own ideas about God,</p> <p>Does praying at regular intervals everyday help a Muslim in their everyday life</p>	<p>(B1) develop understanding of links between beliefs, e.g. resurrection and heaven in Christianity</p>	<p>Theme: Christian beliefs about Jesus.</p> <p>Inspirational people from long ago:</p> <p><i>Key question: What is the most significant part of the Nativity story for Christians today?</i></p> <p>Religion: Christianity.</p> <p>Festivals Christmas</p> <p>respond thoughtfully to Christian beliefs about Jesus as God come down to earth, learning from stories of his life, teaching and example, connecting stories about Jesus to Christian beliefs</p> <p>(A2) consider how the meanings of a parable of Jesus are expressed in poetry, video, stained glass and drama, weighing up the effectiveness of the different media</p> <p>What is the most significant part of the Nativity story for Christians today?</p>	<p>Theme: Religion and the Individual</p> <p><i>Key Question: What is the meaning of Christmas?</i></p> <p>Religion: Christianity</p> <p>Festival Christmas learn about devotion and commitment in Christianity. They consider why Christians celebrate Jesus' birth: what is the meaning of Christmas? They compare the texts in the Christian gospels that tell the stories of shepherds and wise men at Jesus' birth, exploring how they are remembered and celebrated in a range of Christmas festivities</p> <p>Is the Christmas story true? What evidence is there ?</p>	<p>Theme: Teachings, wisdom and authority</p> <p><i>Key Question What do sacred texts say about God, the world and human life?</i></p> <p>Religion: Christianity/ Buddhism</p> <p>respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from the Bible</p> <p>Express thoughtful ideas about what is right and wrong in the light of their learning</p> <p>consider, for example, the Ten Commandments (Jewish) and the Five Precepts (Buddhist), expressing thoughtful ideas about what is right and wrong in the light of their learning (C3)</p>

Spring 1	<p>Children are asked who, how and why questions about their experiences in response to stories, experiences or events from different traditions and communities</p>	<p>Theme: Symbols</p> <p><i>Key Question : In what ways are churches and mosques important to believers?</i></p> <p>Religion: Christianity Islam</p> <ul style="list-style-type: none"> • Pupils learn from visiting sacred places (can be virtual tours) • They find out about the meanings of symbols for God in the church and Mosque. 	<p>Theme: Leaders</p> <p><i>Key Question What makes some people inspiring to others?</i></p> <p>Religion: Christianity and Islam</p> <p>Retelling moral stories from Christianity, Islam and a non-religious story which discuss how leaders will make a difference to our lives.</p> <p>They think about whether the different stories are saying the same things about how we should behave. They consider questions about being good, kind, forgiving and generous Pupils encounter many examples of simple 'wise sayings'. They choose their favourite 'wise sayings' from different key leaders and talk about what makes these sayings wise, and what difference it would make if people followed them . Pupils ask and find out how people practice their religion, including how they follow their leaders by remembering, telling stories, celebrating, praying or making music.</p>	<p>Theme Beliefs and questions:</p> <p><i>Key Question How do Christian people's beliefs about God, the world and others have an impact on their lives?</i></p> <p>Festival Easter Religion: Christianity</p> <p>Learn about Christian celebrations and commitments by describing some spiritual ways of celebrating Christian festivals, including Christmas, Easter and Pentecost (A1);</p> <p>describe and understand links between Bible stories of creation and Christian beliefs about God as the creator (A2);</p> <p>express and communicate their understanding of the challenges of commitment for a Christian person and a Christian community. They consider: what difference does believing in Jesus make to Christians?</p> <p>(B2); discuss a range of ideas about some 'big questions', e.g. what do Christians believe about God? What different views do we know about the beginnings of life on Earth? Did God make us all, or are we an accident? Or are there other explanations for humanity? They develop ideas about different ways science and religions handle questions of origins, where we come from (C1)</p>	<p>Theme: Symbols and religious expression.</p> <p><i>Key question: Why do people go on pilgrimages?</i></p> <p>Religion: Islam.</p> <p>find out about some interesting examples of religious pilgrimages, gathering knowledge and developing understanding (A1) consider why people go on pilgrimages. make some connections between Hajj for Muslims and pilgrimage to Lourdes, Iona or the 'Holy Land' for Christians, describing the motives people have for making spiritual journeys. pupils might plan a pilgrimage / 'spiritual journey' for younger children around the school grounds (C1).</p>	<p>Theme: Religion and the Individual</p> <p><i>Key Question: Why did Jesus forgive God for his crucifixion?</i></p> <p>Festival Easter Religion: Christianity</p> <p>use their detailed understanding of religious practice such as remembering Jesus with bread and wine in Christian worship and trying to follow the teaching of Jesus about forgiveness and loving your enemies to describe the significance of being part of the Christian religion (B1); discuss and apply their own ideas about ethical questions and human rights issues: what is fair and unfair? Why do people fight and cause pain? How do we know what is good? Can people learn to be more generous? They learn from examples of Christian practice and consider the challenges of trying to live a good life</p> <p>Did God intend Jesus to be crucified and if so was Jesus aware of this?</p>	<p>Theme: Teachings, wisdom and authority :</p> <p><i>Key Question What can we learn by reflecting on words of wisdom from religions and world views?</i></p> <p>Religion: Christianity/ Islam/ Judaism</p> <p>pupils consider why some texts from the Torah (e.g. the Shema), the Bible (e.g. 1 Corinthians 13) and the Qur'an (e.g. The 1st Surah, the Opening) are seen as sources of wisdom in different communities.</p> <p>They respond thoughtfully to the ideas found in the texts with ideas of their own (A2)</p> <p>Is anything ever eternal?</p>



Spring 2	<p>Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect</p>	<p>Theme: Symbols</p> <p><i>Key Question: Who Celebrates what and why?</i></p> <p>Religion: Christianity & Judaism Festival Easter</p> <p>In what ways are churches and synagogues important to believers?</p> <p>Pupils find out about the symbols of two different communities, looking for similarities between the ways they use common symbols such as light, water, trees or rock (A3); Festival of Easter</p> <p>Children sort and order, saying which items are connected to a particular religion and which are connected to more than one religion. Good examples from Islam might include Muslim artefacts (prayer mat, subha beads, compass, Qur'an stand) and photographs from a local mosque</p>	<p>Theme: Stories of Jesus:</p> <p><i>Key Question: What can we learn from stories of Jesus about praying and helping people?</i></p> <p>Religion: Christianity Festival Easter</p> <p>Pupils retell (for example through drama or in pictures) two different stories about Jesus, considering what they mean. Good examples: Jesus and the Ten Lepers. The Lost Coin. They compare the stories and think about what Christians today learn from the stories (A2);</p> <ul style="list-style-type: none"> ▪ Linking to English, pupils respond to stories about Jesus, such as the nativity, the Baptism of Jesus, a parable such as the Lost Sheep, a miracle story such as the healing of a blind person. They identify and talk about the values which different characters in the stories showed, and recognise Christianity as the religion from which the stories come (<p>Is it true that Jesus came back to life again?</p>	<p>Could Jesus really heal people What is good about Good Friday?</p>	<p>Theme: Inspirational people from long ago.</p> <p><i>Key question: How do Christians celebrate Easter?</i></p> <p><i>How do Muslims celebrate key events?</i></p> <p>Religion: Christianity. Festival Easter</p> <p>use their thinking about stories of Moses, the Buddha, Jesus or Muhammad to explore how Christians and Muslims today celebrate key events from their history, Lent or Ramadan (B3)</p> <p>Is forgiveness always possible?</p>	<p>Theme: Religion and the Individual</p> <p><i>Key Question: Why did God allow Jesus to suffer?</i></p> <p>Religion: Christianity Festival Easter</p> <p>use their detailed understanding of religious practice such as remembering Jesus with bread and wine in Christian worship and trying to follow the teaching of Jesus about forgiveness and loving your enemies to describe the significance of being part of the Christian religion (B1); discuss and apply their own ideas about ethical questions and human rights issues: what is fair and unfair? Why do people fight and cause pain? How do we know what is good? Can people learn to be more generous? They learn from examples of Christian practice and consider the challenges of trying to live a good life</p> <p>Did God intend Jesus to be crucified and if so was Jesus aware of this?</p>	<p>Theme: Teachings, wisdom and authority :</p> <p><i>Key Question What do sacred texts say about human life?</i></p> <p>Religion: Islam</p> <p>respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different religions Qu'ran</p> <p>Does belief in Akhirah (life after death) help Muslims lead good lives?</p>



Summer 1	<p>Theme: What does it mean to belong?</p> <p><i>Key Question: What is it like to be Muslim in Sheffield?</i></p> <p>Religion: Islam</p> <p>Linking to PSHE, pupils make lists of the different groups to which they belong and consider the ways these contribute to human happiness (B1);</p> <ul style="list-style-type: none"> ▪ Pupils express creatively (e.g. in art, poetry or calligraphy) their own ideas and responses to questions such as: Who is a Muslim? What is a religion? Who am I? Where do I belong? How can we all get along well? (B2) 	<p>Theme: What does it mean to Belong</p> <p><i>Key Question: What is a religion. Who is a Muslim?</i></p> <p>Religion: Islam</p> <p>Who is a Muslim? What is a religion? Discuss reasons why Muslims go to a mosque to pray and whether it gives them a sense of belonging. They learn about what happens at a mosque, especially about Muslim daily prayers and why some people pray every day.</p> <p>Does going to a Mosque give Muslims a sense of belonging? How and why?</p>	<p>Theme: Religion, family and community : Prayer</p> <p><i>Key Question: How do religious families and communities live out their faith?</i></p> <p>Religion: Jewish and Muslim</p> <p>pursue an enquiry into Jewish and Islamic prayer, finding out about and exploring beliefs about worship, prayer, God and human life for Jewish and Muslim people</p> <p>(A3); find out about the meanings of symbols, words and actions used in prayer and worship such as bowing down, using ritual and symbol, praying alone and in groups (A3);</p> <p>find out about similarities and differences in Jewish and Muslim prayer and understand how the practices of prayer for Jewish and Muslim people can bring the community together (B2)</p> <p>Investigate the meaning of prayer in these communities, considering questions about who prays and why some people believe God answers their prayers. They consider the values expressed in prayers for themselves,</p>	<p>Theme: Inspirational people from long ago.</p> <p><i>Key question: What can we learn from Muslim teachings about Prophet Muhammad?</i></p> <p>Religion: Islam.</p> <p>respond thoughtfully to Muslim teaching about Prophet Muhammad and the revelation of the Qur'an, learning from selected stories of his life (hadith), and making connections between Muslim teaching and Muslim practice (e.g. in the 5 Pillars)</p>	<p>Theme: Worship and Sacred Places</p> <p><i>Key Question: How do the places of worship between Christianity, Hinduism and Islam compare?</i></p> <p>Religion: Christianity/Islam/Buddhism</p> <p>pursue an enquiry into local places of worship and beliefs about worship. The pupils relate the meanings of symbols and actions used in worship to events and teachings from the religions they study (A3) consider: what happens in holy buildings? consider how the architecture, furniture and use of churches, mosques, synagogues, viharas / Buddhist centres or gurdwaras expresses the community's way of life, values and beliefs</p>	<p>Theme: Religion, family and community:</p> <p><i>Key Question What contributions do religions make to local life in Sheffield? How can we make Sheffield a city of tolerance and respect?</i></p> <p>Religion: Multi - faith study</p> <p>investigate aspects of community life such as weekly worship, charitable giving or beliefs about caring for others, showing their understanding and expressing ideas of their own (A2)</p> <p>list and describe similarities and differences between the ways different communities show that they belong</p>
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Summer 2			<p>Theme: Myself</p> <p><i>Key Question: How do we show we care for others?</i></p> <p>Religion: Christianity and Islam</p> <p>Comparing and asking stories about moral stories from Christians and Muslims. Pupils discuss stories of co-operation from Islam and from different traditions and sources and make a 'Recipe for living together happily' or a 'Class charter for more kindness and less fighting'</p>	<p>connecting ideas from different religions (B2).</p> <p>What is the best way for a Jewish/Muslim person to show their commitment to God?</p>	<p>Theme: Inspirational people in today's world.</p> <p><i>Key question: Why is Gandhi/Mother Teresa a source of inspiration and wisdom for religious believers?</i></p> <p>Religion: Hinduism/Christianity.</p> <p>describe the lives of some inspirational spiritual and leaders from the modern world (A2)</p> <p>understand how key leaders can be sources of wisdom for religious believers (A2)</p> <p>explore the lives of key religious leaders from contemporary life, describing the challenges they have faced and the commitments by which they lived</p>	<p>Theme: Worship and Sacred Places</p> <p><i>Key Question How and where do Hinds/Jews/Sikhs worship?</i></p> <p>Religion: Hinduism/Judaism/Sikhism</p> <p>consider how the architecture, furniture in mandir/synagogues / gurdwaras expresses the community's way of life, values and beliefs Describe the impact of examples of religious teaching.</p>	<p>Theme: Religion, family and community:</p> <p><i>Key Question What contributions do religions make to local life in Sheffield? How can we make Sheffield a city of tolerance and respect?</i></p> <p>Religion: Multi-faith study</p> <p>linking to Mathematics and Geography, pupils use local and national census statistics to develop accurate understanding of the religious plurality of their locality and of Britain today (C2)</p> <p>discuss and apply ideas from different religious codes for living (e.g. Commandments, Precepts or Rules), to compile a charter of their own moral values, applying their ideas to issues of respect for all (C2)</p>



