

RELIGIOUS EDUCATION



RELIGIOUS EDUCATION INTENT STATEMENT

At Oldbrook First School our intent is to teach the required aspects of the Milton Keynes Syllabus for R.E. in a way which interests and includes all our children. We want to celebrate the diverse religions of the children in our school and to use their first-hand experiences to develop learning for all. By the time children leave Oldbrook School we want children to know about how religion plays a part in the lives of others. We want to provide our children with knowledge and understanding about the religious views and practices of others to allow them to show respect and celebrate with each other. We want their learning to be a foundation for tolerance and understanding which they can follow throughout their lives.

RELIGIOUS EDUCATION IMPLEMENTATION

At Oldbrook First School, we use the Milton Keynes Agreed Syllabus for Religious Education 2017 as the basis for our curriculum.

The following religions are our main focus for learning. However, children will learn about other religions when it is appropriate to do so.

- Christianity
- Judaism

From the syllabus it is required that:

Early Years: experience a variety of religious concepts, particularly those under the Early Learning Goals relating to 'People, Culture and Communities.'

Key Stage One: learn about Christianity, Judaism with reference to other faiths where appropriate.

Our children and staff have a range of religious beliefs and backgrounds. We value the religious beliefs of all members of the school community and hope that this will encourage individuals to share their experiences with others openly. Throughout the year we take opportunities to invite parents and carers to take part in celebrating festivals from many religions. All religions and their communities are treated with sensitivity and respect. We also value the links that are, and can be made between home, school and a faith community. We make regular visits to places of worship, from different religions, in our local area. 'The Bridgebuilder Trust' also leads regular assemblies to support our religious and values education.

RELIGIOUS EDUCATION IMPACT

Pupils at Oldbrook First School enjoy learning about other religions and why people choose, or not choose to follow a religion. Through their Religious Education learning, the children are able to make links between their own lives and those of others in the community and in the wider world, developing an understanding of other people's cultures and ways of life. As such, we believe Religious Education is invaluable to our pupils understanding of the world.

RELIGIOUS EDUCATION OVERVIEW

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery (2 year cycle- skills and knowledge delivered through different topics)	Harvest What makes us special-	Diwali Christmas Special friends/people in our lives	What makes us special Being kind and helpful	Easter Caring for each other	What are we good at Eid	Being proud of our achievements Being proud of our friends
Reception (2 year cycle- skills and knowledge delivered through different topics)	Harvest What makes us special-	Diwali Christmas Special friends/people in our lives	What makes us special Being kind and helpful	Easter Caring for each other	What are we good at Eid	Being proud of our achievements Being proud of our friends
Year 1	Harvest (Uk and another country) Diwali Know features of these celebrations. Talk about how this links with the core beliefs.	Hanukah Christmas Know features of these celebrations. Talk about how this links with the core beliefs.	New beginnings- Humanist Christian Jewish (Chinese New Year) How do these religions include the concept of new Beginnings? Recall stories	To know Jesus was a teacher and some stories he told. (e.g. The Good Samaritan) Easter- part of core beliefs Story and how this can affect behaviour of Christians.	To know Moses was a teacher- Know the story of Moses. Recall stories	Christening Visit to another place of worship e.g. Gurdwara How do stories and beliefs influence behaviour?
Year 2	Festivals- Harvest (UK and a different country to year 1) Know features of these celebrations. Talk about how this links with the core beliefs. More in depth reflection and links.	Festivals Diwali Hanukah Christmas Make links with symbols across religions of light.	Belonging- Christianity Visit church Link features of church to behaviours and beliefs .e.g. a cross.	Religious Books- from different religions Make links Stories about Jesus including Easter. How are beliefs linked to worship and prayer. Key practices in a faith.	Stories about Jesus- Jewish stories Make links to key beliefs Make links with own experiences.	Who Am I? Make links with religious beliefs and values we hold. Express our own opinions and make links with our lives. Visit Mosque

CULTURAL CAPITAL OVERVIEW

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	Introduction to the lives and experiences of others. Real life experience/ stories. Religious times	Own experiences of festivals and practices. Religious times Religious objects Religious stories Religious figures	Special times and places Religious places	Own experiences of festivals and practices. Religious times Religious objects Religious stories Religious figures	Begin to be aware of own values and qualities. Eid Religious times Religious objects	Begin to be aware of the values and qualities of others.
Reception	Know how Harvest is celebrated in this country Religious times	Sharing experiences and showing respect. Religious times Religious objects Religious stories Religious figures	Special times and places Religious places	Know how Easter is celebrated in this country Religious times Religious objects Religious stories Religious figures	Talk about own values and qualities. Eid Religious times Religious objects	Talk about the values and qualities of others.
Year 1	Look at Harvest festivals celebrated in another country and the UK.	Share in experiences and celebrations for Diwali and Christmas. Introduce the religion of Judaism through the festival of Hanukah.	Range of religious links to 'new beginnings'. Links between human experiences to promote respect.	Share in experiences and celebrations for Easter. The Good Samaritan- we should help others no matter what their faith or culture etc.	Share in experiences and celebrations for Eid.	Visit to the local Gurdwara
Year 2	Look at Harvest festivals celebrated in another country and the UK. (different from year 1)	Relate the festivals of Diwali, Hanukah and Christmas to key beliefs of the relevant religions. Develop awareness of the differences and similarities between cultures to promote respect.	Visit to local church.	Easter Know how this is part of the key beliefs of Christianity.	Relate the festival of Eid to the key beliefs of Islam. Develop awareness of the differences and similarities between cultures to promote respect.	Possible visit to the local Mosque.

RELIGIOUS EDUCATION PROGRESSION OF SKILLS

	Early Years Foundation Stage	Year One	Year Two	Next Steps
Believing	<p>Explain the reasons for rules and know right from wrong.</p> <p>Recall some important narratives, characters and figures from the past encountered in books read in class ;</p>	<p>Recognise the core beliefs of the religion studied (e.g. creation, salvation, belief in one God).</p> <p>Recall a variety of religious stories used for different purposes.</p>	<p>Give a simple account of the core beliefs of the religions studied.</p> <p>Retell a selection of key stories, making links to the core beliefs.</p>	<p>Identify the role of some religious figures in the core beliefs of the religions studied.</p> <p>Retell a selection of key stories, making links to the core beliefs.</p>
Belonging	<p>Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;-Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and</p>	<p>Give examples of how the stories and beliefs influence the behaviour of believers.</p>	<p>Give examples of the festivals/rituals that link to key beliefs(e.g. Christmas, Easter)</p>	<p>Identify the key practices of a faith and some of the differences between denominations or sects.</p>
Behaving	<p>Show an understanding of their own feelings and those of others, and regulate their behaviour accordingly; -</p> <p>Work and play cooperatively and take turns with others; -</p>	<p>Identify some elements of practice that arise from these beliefs.</p>	<p>Give examples of how beliefs are linked to worship and prayer.</p>	<p>Describe how beliefs influence worship and lifestyle.</p>
Reflecting and Making Links	<p>Have a positive sense of self and show resilience and perseverance in the face of challenge;</p>	<p>Talk about their experiences in the light of the religious knowledge gained.</p> <p>Express their opinions appropriately.</p> <p>Talk about the differences that beliefs make to the way</p>	<p>Talk about their experiences in the light of the religious knowledge gained.</p> <p>Express their opinions appropriately.</p> <p>Talk about the differences that beliefs make to the way</p>	<p>Raise questions and suggest answers about the way that the key beliefs studied influence the attitudes and values of wider society.</p> <p>Make links between the teachings of religious figures and current leaders.</p>

		<p>believers live.</p> <p>Make simple comparisons to their own lives (This is also for year 2)</p>	<p>believers live.</p> <p>Make simple comparisons to their own lives</p>	<p>Suggest how the stories and teachings studied might make a difference to the way pupils think and behave.</p>
<p>Vocabulary</p>	<p>Celebration Festival Harvest Diwali Christmas</p>	<p>Celebration Festival Harvest Hanukah (menorah) Diwali Christmas Eid</p> <p>Christianity Hinduism Judaism</p> <p>Vocabulary of Christmas story- Mary, Joseph, Jesus, Bethlehem, star, angel, shepherd, king/wise man</p> <p>Vocabulary of Easter story- Jesus, cross, Palm Sunday, Easter Sunday</p> <p>Shabbat</p> <p>Adam, Eve,</p> <p>Good Samaritan</p> <p>Gurdwara</p> <p>Belonging Belief Behaviour</p> <p>Prayer</p>	<p>Review year 1 vocabulary</p> <p>Vocabulary of Christmas story- Angel Gabriel, Gold, Frankincense, Myrrh, Inn,</p> <p>Vocabulary of Easter story- Jesus, cross, Jerusalem, resurrection,</p> <p>Church- alter, stained glass, font</p> <p>Bible</p> <p>Mosque</p> <p>Worship</p>	<p>Religious figure</p> <p>Torah, Koran, Vedas</p> <p>Influence, attitudes, lifestyle</p> <p>Denomination/ sect</p>