

Oakfield Primary School - RE

What we believe

We believe RE is an important subject within our school curriculum because of the influence of religions and beliefs on individuals, culture, behaviour and national life. Most religions and beliefs offer answers to life's deepest questions. Children are naturally inquisitive and we encourage them to seek answers to those questions, as they grow into independence and work out how to live a good life. RE provides opportunities for children to reflect and analyse, to discuss and debate, to explore and discover, and to learn more about the world in which they live.

Our syllabus

At Oakfield we teach the Hampshire agreed syllabus "Living Difference III".

http://re.hias.hants.gov.uk/pluginfile.php/2359/mod_resource/content/1/LDIII.pdf

This syllabus seeks to introduce children to what a religious way of looking at and existing in the world may offer in leading one's life individually and collectively. It recognises and acknowledges that the question as to what it means to lead one's life with such an orientation can be answered in a number of qualitatively different ways. These include the idea that to live a religious life means to subscribe to certain propositional beliefs; the idea that to live a religious life means to adhere to certain practices; the idea that to live a religious life means to exist, to be in and with the world in a trustful or with a particular kind of awareness. (HIAS RE)

Through this syllabus we explore a range of concepts:

- A- Concepts which are common to all people (e.g. remembering, specialness or celebration)
- B- Concepts which are shared by many religions (e.g. God, worship or discipleship)
- C- Concepts which are distinctive to particular religions or non-religious tradition (e.g. dukka, redemption and Trinity).

How we teach RE

All the concepts we learn about are taught through a cycle of enquiry:

- **Apply** their own beliefs and values to situations in their own and others' lives
- **Enquire** into religious/non-religious concepts
- **Contextualise** what is being studied in religious practice and belief and specific situations
- **Evaluate** what has been discussed, taught and learnt.
- **Communicate** their own responses to what has been discussed, taught and learnt.

There are two obvious starting points - children's' own responses or the enquiry into religious concepts. All planning sequences are, however, required to complete all the elements of the sequence in order to make sense of what they are learning and its implication for themselves and others.

RE - Long Term Planning

		Autumn		Spring		Summer	
Yr R	JUDAISM		Christmas: Jesus' birthday birth – A evaluate	Stories Jesus told storytelling – A contextualise	Celebrating new life celebration – A enquire	Special clothes belonging – A apply	Special places, incl synagogue specialness – A communicate
Yr 1		Bread & Harvest symbol – B contextualise	Light (incl. Advent & Hannukah) light as a symbol – evaluate	People Jesus met change – A contextualise	Palm Sunday welcoming – A apply	Special books specialness – A communicate	Water precious – enquire
Yr 2		Harvest/Sukkot thankfulness – A apply	Nativity journeys Journey's end – contextualise	Passover remembering – A evaluate	Sad and happy at Easter sadness to happiness – A enquire	Creation stories creation – A communicate	Ideas about God God – evaluate
Yr 3	ISLAM	Belonging in the community community – contextualise	Angels angels – B evaluate	Muhammad (pbuh) and the Qur'an sacred - B enquire	The importance of Easter to Christians belief – A evaluate	Places of worship sacred places – apply	Jesus' miracles Divine – communicate
Yr 4		Death ceremonies ceremonies – B contextualise	Advent anticipation – A apply	Baptism welcome rituals – A evaluate	The Paschal candle from darkness to light – enquire	The Five Pillars of Islam Umma – C communicate	Creation and environment Creation - contextualise
Yr 5	HINDUISM	Rites of Passage Initiation – contextualise	The Magi & their gifts prophecy – B enquire	Holi good & evil – A communicate	Easter: The empty cross resurrection – C evaluate	Krishna's birthday (Janmashtami) devotion – apply	Life & death Samsara – A enquire
Yr 6		How do people perceive God? interpretation – B contextualise	Christmas: The two birth narratives interpretation – A communicate	Jesus, his teachings and his message messages – evaluate	Easter: Images of Jesus' Death and Resurrection in Art resurrection - C apply	SAT's	The Christian Story salvation – enquire