



Religious Education at Grove Church of England Primary

Revised 2025

LONG TERM PLAN OF KNOWLEDGE AND SKILLS

Intent

Religious Education has a unique place as a central subject in the curriculum of Grove CE Primary School. It is neither a core nor a foundation subject; the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

RE plays an important role in expressing the Christian vision of the school 'to let your light shine'. RE reflects the ethos and values that are held and promotes understanding of people of all faiths and none.

Through our Religious Education Curriculum, we aim to ensure all children 'let their light shine' by:

- knowing about and understanding Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical texts.
- gaining knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- engaging with challenging questions of meaning and purpose raised by human existence and experience.
- recognising the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- exploring their own religious, spiritual and philosophical ways living, believing and thinking.
- providing a curriculum that contributes to the spiritual, moral, social and cultural development of pupils
- enabling pupils to consider and express their own ideas, insights and questions.

Implementation

The Legal Position

Every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for RE for all registered pupils at the school, except for those withdrawn by their parents (see paragraph below). RE is therefore taught in accordance with the Oxfordshire Agreed Syllabus, while also reflecting the requirements of the Statement of Entitlement for Religious Education published by the Education Office of the Church of England in February 2019. The statutory section 48 (SIAMS) inspection will evaluate the way that RE contributes to the Christian character of the school and the teaching of RE will reflect this requirement.

Scheme of Work

The RE curriculum at Grove CE Primary School, follows the Oxfordshire Agreed Syllabus, using both the ODBE scheme of learning and the Oak National Academy scheme. Christianity is taught in every year group, with key concepts revisited on a spiral curriculum and following a theme per year group. At least 50% of the time is devoted to Christianity. We have strong links with our local Church in Grove, St John's, and use

these for supporting the teaching of aspects of Christianity. Other religions are covered according to the syllabus; eg Judaism in KS1, Hinduism and Islam in KS2. Year 6 will also learn about Humanism in more detail.

RE is taught using an enquiry-based approach, that is challenging and robust. Learning will be organised to encourage the development of attitudes such as self-awareness, respect for all, open-mindedness, appreciation and wonder, as well as providing opportunities to engage appropriately with Fundamental British Values. All faiths are treated respectfully, and opportunities will be made to engage in age-appropriate, meaningful discussion. Where possible pupils will encounter believers and visit places of worship.

A variety of resources, styles, and techniques will be used as appropriate to enable all children to make progress in RE regardless of their starting points, ability or background. Please refer to the school's policies for:

- Special Educational Needs
- Equalities Policy and Plan
- Valuing All God's Children (Church of England)

Time

The total time for RE is between 5% and 10%, and it is taught in dedicated lessons as appropriate. The time dedicated to RE is separate from the time given to Collective Worship. In KS1 this will amount to approximately 36 hours per year; in KS2 this rises to 45 hours per year.

Training

All teachers of RE will have access to good quality training of RE yearly.

Withdrawal

Parents have the right to withdraw pupils from RE and should provide work for the children during the allocated RE curriculum time. Children will work on this in a quiet area of the school should parents decide to withdraw their child/ren.

Impact

Assessment procedures will follow those of the Oxfordshire Agreed Syllabus and be in accordance with other assessment and feedback procedures in the school. Pupils will engage in a variety of activities which will also enable teachers to assess what they have learnt. Records kept will include information about pupils' experiences and judgements about their attainment and progress, as well as being used to inform planning. Lessons are planned and delivered in a variety of ways ensuring that all children can access and participate in lessons. Interactive, practical activities encourage the children to discuss their ideas and extend their understanding of difficult concepts and challenging questions.

Pupils' progress in RE is based on the expected outcomes outlined in the Agreed Syllabus and in Understanding Christianity, which in turn have been developed in line with national guidance. Progress in RE is reported annually to parents and has a prominent position in the end of year report.

Religious Education at Grove develops pupils':

- Knowledge and understanding of, and their ability to respond to, Christianity, other principal world religions, other religious traditions and world views;
- Understanding and respect for different religions, beliefs, values and traditions (including ethical life stances), through exploring issues within and between faiths;
- Understanding of the influence of faith and belief on individuals, societies, communities and cultures;
- Skills of enquiry and response through the use of religious vocabulary, questioning and empathy;

- Skills of reflection, expression, application, analysis and evaluation of beliefs, values and practices, and the communication of personal responses to these.

Religious Education at Grove encourages pupils to:

- Consider challenging questions of the meaning and purpose of life; beliefs about God, the self and the nature of reality, issues of right or wrong and what it means to be human;
- Understand the influence of religion on individuals, families, communities and cultures;
- Learn from different religions, beliefs, values and traditions while exploring questions of meaning and their own beliefs;
- Learn about religious and ethical teaching, enabling them to make reasoned and informed responses to religious, moral and social issues;
- Develop their sense of identity and belonging, preparing them for life as citizens in a global society;
- Develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

Religious Education at Grove enhances pupils’:

- Awareness and understanding of religions and beliefs, teachings, practices and forms of expression;
- Ability to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses;
- Ability to personally reflect and develop their spirituality.

SYLLABUS OVERVIEW OF RELIGIONS TAUGHT:

Year Group	Religions
EYFS	Christianity Hinduism and Judaism (celebrations) Islam and Sikhism (stories)
Key Stage 1	Christianity Judaism Hinduism Humanism
Lower Key Stage 2	Christianity Judaism Islam Humanism
Upper Key Stage 2	Christianity Judaism Islam Humanism

Oak National Academy or ODBE schemes of work:

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	My community-name important places in my community. Diwali- To understand why and how some people celebrate including making a Diya lamp. (CALENDAR INFORMED)	To listen to the Nativity story, understand why Christians believe Jesus is special and name important people Christmas traditions Hannukka	Growing Time (spring) New Year celebrations Persian/Chinese New Year Holi	Easter- listen to the story, understand how people celebrate. Eid- understand why people celebrate Eid (CALENDAR INFORMED)	Noah's Ark What can stories from different religions teach us?	Journeys Pilgrimage CHRISTIANITY HAND OF 5
Year 1 Theme: Belonging Oak National Academy	Y1 unit 1 New Life: how is a new child welcomed?	Yr 1 unit 2 Christianity Jesus: why is he so important to Christians?	Yr 1 unit 3 Communities: what does it mean to belong?	CHRISTIANITY HAND OF 5 Yr 2 unit 4 Choices: do we need rules to live by? (lessons 1-3, 5-6)	JUDAISM HAND OF 5 Yr 1 unit 6 Places of Worship: what makes them sacred? (Lessons 1+2, 5+6)	Yr 2 unit 1: The Bible: What does it say about God's Promises?
Year 2 Theme: Stories	CHRISTIANITY HAND OF 5 Yr 2 unit 2 Festivals: How do they celebrate the natural world?	HINDUISM HAND OF 5 ODBE powerpoint What do most Christians celebrate?	Y3 unit 3 Pesach: How do Jews remember God's covenant?	JUDAISM HAND OF 5 Yr 1 unit 4 Caring: how do stories inspire actions? (Lessons 1,2,3)	Yr 1 unit 5 Stories: how do different people find deeper meanings? (lessons 1,2,3,6)	Yr 2 unit 3 Hindus: what do Hindu stories teach about life and the world? HINDUISM HAND OF 5
Year 3 Theme: Celebrations and Festivals	HINDUISM HAND OF 5 Yr 3 unit 2 Festivals: How do ancient stories	Yr 3 unit 2 Festivals: How do ancient stories influence	CHRISTIANITY HAND OF 5 Yr 3 unit 4 Holy Week: what do the	Yr 3 unit 4 Holy Week: what do the stories say and	JUDAISM HAND OF 5 Yr 3 unit 5 Rites of passage: How	Y3 unit 6 Spirituality: How do music and silence express beliefs?

	influence modern celebrations? (lessons 1-3)	modern celebrations? (lessons 4-6)	stories say and what is their meaning? (lessons 1-3)	what is their meaning? (lessons 4-6)	do communities mark growing up? (lessons 1-3, 5+6)	ISLAM HAND OF 5
Year 4 Theme: Making RE real today	ISLAM HAND OF 5 Yr 3 unit 4 Muslims: how does prayer and fasting help Muslims find harmony?	Yr 4 unit 4 Prophet Muhammad: how does he inspire Muslims today?	CHRISTIANITY HAND OF 5 Y5 unit 3 Forgiveness: Is reconciliation possible? (lessons 1-3) (links to Easter)	HUMANISM HAND OF 5 Y5 unit 3 Forgiveness: Is reconciliation possible? (lessons 4-6) (links to Easter)	Yr 4 unit 3 Jesus: How does his treatment of outcasts speak to Christians today?	HINDUISM HAND OF 5 Yr 4 unit 6 Spirituality: how is art used in religions and beliefs?
Year 5 Theme: What's God?	HINDUISM HAND OF 5 Yr 6 unit 1 Hindus: how do Hindus see Brahman?	CHRISTIANITY HAND OF 5 Yr 2 unit 6 Prayer: Is it possible to speak to God? (link to Christmas story)	ISLAM HAND OF 5 Yr 2 unit 5 The world: how do different people explain how it started? Faraday video	ODBE Yr 6 How and why do Christians try to make the world a better place? TBC	HUMANISM HAND OF 5 Y 5 unit 5 Humanists: How can you lead a happy and meaningful life?	JUDAISM HAND OF 5 Yr 6 unit 3 Pilgrimage: why are people still drawn to ancient places?
Year 6 Theme: Moving on	ISLAM HAND OF 5 Y5 unit 4 Muslims: What are the joys and challenges of being Muslim in Britain?	CHRISTIANITY HAND OF 5 ODBE commitment to god PPT	HUMANISM HAND OF 5 Yr 6 unit 4 The Church: Has there always been diversity?	HINDUISM HAND OF 5 Yr 6 ODBE How far is belief in the resurrection important to Christians today?	JUDAISM HAND OF 5 Y 6 unit 6 Worldviews: how is our country and community changing?	Yr 6 unit 5 Ethics: How do we decide what is good?

Progression of skill over Key Stages

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Identify and name beliefs, festivals, places of worship and religious leaders using simple vocabulary	Make links between beliefs, festivals, places of worship, religious leaders and sacred texts using correct religious terminology	Make clear connections between beliefs and key life events using technical religious vocabulary.
Recall and retell a range of stories from religious and non-religious traditions	Demonstrate how stories from a range of traditions have been and can be interpreted differently	Evaluate the importance of religious texts and stories in establishing beliefs
Recognise and name core symbols.	Describe religious and non-religious symbols and suggest meanings	Give examples of some of the ways that beliefs and practice have changed over time
Give examples of religious practices	Show how actions and symbols can be linked to meaning and suggest how these may have changed over time	Demonstrate how religious leaders have been influenced by texts
Make simple links between beliefs and behaviours	Make clear textual links between beliefs, behaviours and moral and ethical choices	Show how inspiration can lead believers to take courageous actions and show commitment
Recognise basic similarities and differences between religions and individuals	Make links between the interpretation of text and diversity of belief	Explain how different genres of text can be read in different ways and lead to conflicting interpretations.
Share and justify their own opinions	Offer justifications for their own and others' opinions	Evaluate their own and other peoples' opinions, challenging others where necessary
Ask appropriate and relevant questions	Ask and suggest answers to challenging questions about life and beliefs	Raise questions about the appropriateness of ethical and moral actions, supporting their responses with appropriate evidence
Listen respectfully to the opinions of others	Respond appropriately to the opinions of other people	Respond appropriately to the opinions of other people
Make links between learning and their own lives	Show how their learning has challenged their thinking about reality and ethics	Demonstrate with examples how their thinking has been challenged and changed by their learning.