



| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| 1 | <p>All Dressed Up <i>How do different faiths celebrate? What clothes do you wear when you celebrate a special day? Why? (Eid, Christmas, Purim etc. secular; birthdays, new year etc.)</i></p> | <p>Freeze it <i>What religious festivals do people celebrate throughout the year? (Link to seasons, the harvest, Easter, Eid)</i></p> | <p>Time detectives <i>Religious narratives from the past that have shaped religions today. (The story of prophets such as Moses, Abraham and Muhammad pbuh, the Hindu gods etc...)</i></p> | <p>I'm Alive! <i>How should we treat other people?</i></p> | <p>People of the past <i>*Significant religious figures from the past.</i></p> | <p>Hooray - Let's Go On Holiday <i>What makes a place special? (Pilgrimage, religious buildings, secular favourite place.)</i></p> |
| 2 | <p>Super Humans <i>Miracles linked to significant religious figures.</i></p> | <p>Buildings <i>Religious places of worship.</i></p> | <p>From A to B <i>What makes a place special? (Pilgrimage, religious buildings, secular favourite place.)</i></p> | <p>Time travellers <i>*Significant religious figures from the past.</i></p> | <p>SATS revision</p> | <p>Flowers and insects <i>How are flowers used in religion? Christianity, Buddhism, Hinduism and Taoism.</i></p> |
| 3 | <p>Footprints from the past <i>Who created the dinosaurs? Creationism; various religious views and secular atheist views.</i></p> | <p>Land, Sea and Sky <i>How should we treat the planet? Various religious, philosophical and scientific beliefs. Are they any similarities?</i></p> | <p>Active Planet <i>Different religions across the planet.</i></p> | | <p>Scavengers and Settlers <i>*Significant religious figures from the past.</i></p> | <p>Different places, similar lives <i>Diaspora-Multi faith communities, sharing beliefs and traditions. How do different faiths have common ideas?</i></p> |
| 4 | <p>Temples, Tombs and Treasures <i>What symbols and objects are special? Why? (Religious symbols, totems, sentimental gifts)</i></p> | <p>How Humans work <i>How should we treat our bodies? Various religious views i.e. my body is a temple.</i></p> | <p>They Made a Difference <i>Significant religious figures from the past.</i></p> | <p>Material world Turn it up <i>Religious music, prayers and chants.</i></p> | <p>On tap <i>Religions around the world, water as a symbol in various faiths.</i></p> | <p>Island life <i>Explore different faith systems indigenous to islands. Shintoism, Buddhism, Hawaiki Nui (Paganism)</i></p> |
| 5 | <p>Going global <i>Famous religious art. Why is it so famous and distinctive? What does it represent?</i></p> | <p>Fascinating Forces and Full Power <i>How do people celebrate? Focus on a range of faiths and secular celebrations too.</i></p> | <p>The Great, The Bold and The Brave <i>* Significant religious figures from the past, religious artefacts.</i></p> | | <p>It's a wonderful world <i>Pilgrimage. Holy places around the world people visit.</i></p> | <p>Space Explorers <i>Exploring a range of faiths including less known faiths.</i></p> |

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| 6 | <p>Moving people - migration</p> <p><i>Diaspora-Multi faith communities, sharing beliefs and traditions. How do different faiths have common ideas?</i></p> | <p>Battle of Britain (WWII)</p> <p><i>Ethical dealings with people and how to treat others. (Philosophy, is war ever okay?)</i></p> | <p>Evolution & adaptation</p> <p><i>Creationism vs. evolution. Explain both sides.</i></p> | <p>SATS revision</p> | <p>Growing Up</p> <p><i>Special texts in religion.</i></p> |
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**Ensure progression and variety of religious figures being researched.*

In accordance with the Standing Advisory Council for Religious Education (SACRE) Agreed syllabus 2014-2018

R.E days which should be scheduled for the final week of half term.

The majority of R.E taught should reflect the community you live in. Roughly about a third should be based on Christian principles and beliefs. Themed curriculum approach is advantageous as pupils get a deeper and more continuous experience of RE.

There should be a progression of ideas. For example:

Easter taught in foundation and key stage 1 may focus on the story and feelings, discussing basic ideas.

LKS2 should focus on meaning and importance of significant figures and the impact they have on followers today.

UKS2 to focus on important themes such as the resurrection, new life and sacrifice.

Aims

At Oxford Gardens we aim to:

- Promote spiritual, moral, social and cultural development.
- Become increasingly religiously literate.
- Prepare pupils for adult life as a lifelong learner.
- Promote community cohesion.
- Develop moral awareness and social understanding in a diverse community.
- Develop knowledge and understanding of the major religions and beliefs that form our society.
- Be well informed about religions in Britain.
- Develop the ability to make reasoned and informed judgements about religious and moral issues.
- Recognise the right of people to hold different beliefs within a religiously diverse society.
- Understand the place of world religions.
- Be able to disagree respectfully and thoughtfully whilst considering and analysing issues of diversity.