

## SCHEME OF WORK FOR RE

Please read these notes carefully in conjunction with the introduction and the intent document.

This is not intended to be three terms of Christian Worldviews followed by three terms of worldviews but the 'beliefs and questions' units should be taught before the other units of the same worldview in that year group. Throughout the scheme, units will weave in opportunities to explore what is meant by a worldview and grow the vocabulary that pupils need to engage in this approach to religious education. The idea is introduced explicitly in Y5.

'Beliefs and questions' units focus on theology; 'Community and identity' units focus on human and social science and history; 'Reality and truth' units focus on philosophy and ethics. These are not exclusive though and the disciplinary lenses can and should, be applied to any of the questions.

The choice of religions covered is ultimately up to the school depending on the locally agreed syllabus. Different content can be substituted provided the core concept is similar. E.g., If in Y5 you wanted to return to Judaism rather than Islam the beliefs unit could be changed to 'Why do many Jewish people think of Abraham as the father of Judaism?' and the Community unit could look at the role played by the synagogue in the life of different Jews.

Remember to weave in non-religious and other worldviews (such as Baha'i or Buddhism) where appropriate. The reality and truth units will be a good place to do that, as well as the worldview studied in the other units.

Additional teaching on Christmas and Easter can happen in special days around the time of the festival, but the concepts of incarnation and salvation are woven into the Christianity units.

Mixed age classes will need to plan carefully, but hopefully splitting Hindu Dharma and Islam across the phases in KS2 will make this easier. The KS1 questions are probably easier to adapt to teach in either order. Mixed phase classes will present a different issue and may need bespoke planning.

**These questions can be adapted and altered as required but we would like you to send in any changes and alterations that you propose so that these can be shared and used to improve the scheme.**

	Christian Worldviews (Or use some selected Understanding Christianity units as appropriate)			Religious and non-religious Worldviews * (Schools to choose range of religions and worldviews according to Locally Agreed Syllabus or MAT syllabus)		
Year group	Beliefs & questions	Community & Identity	Reality and truth	Beliefs & questions	Community & Identity	Reality and truth
<b>Reception</b>	<p>Who are Christians and what do they believe? <i>Focus on some of the stories from the Bible that show what Christians believe. Establish that Christians live all over the world</i></p> <p>What is the church and who goes there? <i>Variety of church buildings and the things that happen in a church. Find out about vicars and bishops. Look at Sundays, seasons, and festivals.</i></p> <p>Who am I and where do I belong? <i>Explore the different groups that people belong to, including the religious ones. Find out about Christian signs of belonging</i></p>			<p>Does everyone believe in God? What do people celebrate and why? Are all families the same? <i>Each of these questions takes one of the themes from the Christian units and expands on them from a multi-religious and multi-secular perspective. These and the Christian units can and should be woven through continual provision.</i></p> <p>At EYFS the divisions between the themes are less emphasised and the philosophical elements are woven through all units</p>		
<b>NSE*</b>	This will largely be up to teachers to include as appropriate to their setting.					
<b>UC options</b>	All three UC units for FS2 could be taught here instead of the scheme units.					
<b>Year 1</b>	<p>Why do most Christians call God 'creator'?</p> <p><i>Genesis 1 – 2, Psalms 8, 19 etc. Link to care for creation</i></p>	<p>What do most Christians celebrate together?</p> <p><i>Focus on festivals such as Christmas and Easter, but also communion if appropriate.</i></p>	<p>What questions do stories in the Bible make us want to ask?</p> <p><i>This becomes an introduction to questions about truth, reasoning and meaning. It will allow pupils to wonder and realise that different</i></p>	<p>What do different Jewish people believe about God?</p> <p><i>God as creator, choosing Abraham; rescuing them and also the Shema; cultural/secular Jewish people with no belief.</i></p>	<p>How and why is Shabbat important to some Jewish people in Britain?</p> <p><i>Shabbat laws and rituals and the ways that it separates them from but unites them. Link to God as Creator and day of rest</i></p>	<p>How do people know how to behave?</p> <p><i>Focus on 10 commandments and Jewish food laws; also look at different days of rest in different religions. Introduce the Golden Rule.</i></p>

Suggested curriculum/scheme of work for Church School RE in Diocese of Oxford.

			<i>opinions are acceptable.</i>			
<b>NSE*</b>	a, b, d, g, i, j	a, b, c, h, j, k	d, f, j, k	a, b, f, g, i	a, b, c, e, h, i	b, e, f, i, j, k
<b>UC Units</b>	UC1.2 Who made the world?	Either UC 1.5 Why does Easter matter to Christians? or 1.3 Why does Christmas matter to Christians?	UC1.4 What is the good news that Jesus brings? (CORE)			
<b>Year 2</b>	Who do different Christians believe God is? <i>Explore different names and attributes of God; introduce Trinity, revise creator</i>	Why do many Christians meet together regularly and what do they do? <i>Focus on weekly worship and the work of the church community – teaching, prayer and service, weekly church services. Include Christmas or Easter as appropriate.</i>	How do Christians know what is right? <i>Explore the role of conscience, leaders and teachers in interpretation Focus on authority of text, person and place, testing whether ideas make sense.</i>	What does Torah mean for Jewish people? <i>Look at scroll, understand what is in there, rules and stories, history of the Jewish people. In Hebrew, sacred language for prayers</i>	In what ways is the synagogue important to Jews? <i>Central place of community to come together for learning, fellowship, prayer, and service. Place to store Torah</i>	What are the best reasons for following a leader? <i>Focus on authority of text, person and place, testing whether ideas make sense and testing their reliability.</i>
<b>NSE*</b>	a, b, d, g, i, j, k	a, b, c, g, h, i, j	a, b, c, e, f, g, j, k	a, b, d, f, g, j	b, f, h, i	d, e, f, g, i, j, k
<b>UC</b>	UC 1.1 What do Christians believe God is like?	Either UC 1.5 Why does Easter matter to Christians? or 1.3	UC1.4 What is the good news that Jesus brings? (DD)			

		Why does Christmas matter to Christians?				
<b>Year 3</b>	How are different people inspired by the teachings of Jesus? <i>Concept of Gospel and explore how Jesus treated people – discipleship, followers, love</i>	How does the worldwide Christian family celebrate, worship and mark key events? <i>Christmas and Easter around the world for the most part, but introduce baptism and/or weddings</i>	Does art help with understanding stories? <i>Parables, especially those about the Kingdom of Heaven and forgiveness</i>	What do Muslims believe about God and where did Islam start? <i>Tawhid, Muhammad, Night of Power, monotheism in a polytheistic culture. 99 names of Allah</i>	What is the Qur’an and why do many Muslims try to learn it by heart? <i>Angel Jibril dictated the very words of God; therefore they are important. Use Arabic and become Hafiz</i>	Does it matter if a story is true or not? <i>Focus on deeper truths, perception and evidence. Explore proverbs and sayings, including non-religious ones. This could begin to bring in real philosophy, such as Plato’s cave</i>
<b>NSE*</b>	a, b, f, g, h, i, j	a, b, c, g, h, i, k, j	a, c, d, f, i, j, k	a, b, c, f, g, i	a, b, g, h, j	c, d, e, f, i, j, k
<b>UC</b>	UC2a.4 What kind of world did Jesus want?	UC2a.5 Why do Christians call the day Jesus died ‘Good Friday’? (C)	UC2a.6 When Jesus left, what was the impact of Pentecost?			
<b>Year 4</b>	Who do Christians believe Jesus is? <i>Exploration of incarnation and Jesus as son of God. Look at various names for Jesus and explore concept of Messiah</i>	How and why has Christian practice changed over time? <i>Early church was Jewish and as more non-Jews were added adaptations happened;</i>	Does prayer make a difference and how do Christians know? <i>Find out what Christians pray (e.g. Lord’s prayer) and explore what people do because</i>	How do Hindus understand God (Brahman)? <i>One God in many forms, God in everything, part of everything, different symbols for the attributes</i>	What role does worship play in the life of a Hindu? <i>Arti and Puja, home shrine and Mandir, ritual and celebrations.</i>	How and why do people argue that some places can be spiritual? <i>Focus on Christian and Hindu beliefs about spiritual places, but also the fact that for some</i>

		<i>Christians believe God still speaks, role of sanctified common sense. Perhaps include story of Peter at the house of Simon the Tanner Acts 10.</i>	<i>they have prayed. How does prayer change things for a Christian?</i>	<i>of God – and some of the stories linked to Vishnu, Shiva, Ganesha etc.</i>		<i>people place doesn't matter. This will bring in the philosophical concept of whether spirit resides in people, or places or doesn't exist.</i>
<b>NSE*</b>	<b>b, c, f, g, i, j, k</b>	<b>b, c, f, g, h, i, j</b>	<b>a, b, d, e, h, j, k</b>	<b>a, b, c, f, g, h, i, j</b>	<b>a, b, c, f, g, h, j, k</b>	<b>b, d, h, i, j, k</b>
<b>UC</b>	UC2a.3 What is the Trinity?	UC2a.5 Why do Christians call the day Jesus died 'Good Friday'? (DD)	UC2a.2 What is it like to follow God?			
<b>Year 5</b>	<i>What do Christians believe about the death of Jesus? Crucifixion, salvation, sin, atonement, focus on Good Friday. Also see that Jesus predicted his death and consider how he understood it</i>	<i>How do rites of passage shape the lives of different Christians? Focus on Baptism and the symbolism, particularly looking at denominational differences – Baptist, Anglican and Orthodox</i>	<i>Is it ever right to die for something? Consider the wide range of sacrifices that people make for their beliefs and think about whether that is logical. Consider the paradoxes of John 10:10 and the verse about dying to self. What does a full life look like for a Christian?</i>	<i>Why is it important to Muslims that Muhammad is known as the seal of the prophets? Find out about the Muslim view of the prophets of the Old Testament, Jesus, and the role the Muhammad plays in the concept of Prophethood</i>	<i>How far does the mosque contribute to the Muslim concept of Ummah? Understanding the worldwide community of Islam, and the role of the mosque. Explore other ways that ummah is expressed</i>	<i>What does it mean to live a good life? Ensure that non-religious views are considered here too. Bring in The Phillipa Foot and the Trolley problem. Aristotle and the Golden Mean.</i>
<b>NSE*</b>	<b>a, b, d, g, i, j, k</b>	<b>a, b, c, f, h, j, k</b>	<b>a, e, f, g, h, j, k</b>	<b>a, b, f, g, i, j, k</b>	<b>a, b, c, e, f, g, h, j</b>	<b>b, d, e, f, h, i, j, k</b>

<b>UC</b>	UC2b.6 What did Jesus do to save human beings?	UC2b.8 What kind of King is Jesus?	UC2b.3 How can following God bring freedom and justice?			
<b>Year 6</b>	How far is belief in the resurrection important to Christians today? <i>Consider the centrality of the resurrection to Christian belief and what this tells Christians about Jesus</i>	How and why do Christians try to make the world a better place? <i>Explore a range of Christians charities and the teachings that underpin them – such as Christian Aid – ‘we believe in life before death’; consider whether this is the logical outworking of a faith in Jesus</i>	How do people make valid judgements about how and why the world is as it is? <i>Consider the different types of questions that science and religion ask and seek to answer. Look at the different types of evidence that they use as a basis for their answers. Study the lives of some Christian scientists</i>	What is the significance of Karma and Moksha for a Hindu? <i>Explore the concepts of Samsara, Karma and Moksha looking at the impact on the life of Hindus. Read the stories that expound this teaching</i>	What might a Hindu gain from a pilgrimage to India? <i>Find out about the range of places that Hindus might visit in India; interview people who have done a pilgrimage. Consider the spiritual impact and the sense of community that a pilgrimage might give a believer</i>	How does a worldview help people decide what is important? <i>Using the experience of RE so far, explore what influence beliefs of all kinds have on the choices people make. Syllogism: reasoning and false reasoning Bring in The Phillipa Foot and the Trolley problem.</i>
<b>NSE*</b>	a, b, f, h, i, j	a, b, c, d, e, f, h, j	d, e, f, g, h, i, j, k	a, b, d, f, g, i, j	a, b, c, e, h, j, k	a, b, d, e, f, h, i, j, k
<b>UC</b>	UC2b.7 What difference does the resurrection make for Christians?	UC2b.5 What would Jesus do?	UC2b.2 Creation and science: conflicting or complementary?			

\*Provisional  
National  
Statement of  
Entitlement (NSE)

<b>CONTENT</b>	
<i>Core statements</i>	<i>Expanded statements</i>
<p><b>a. Nature/formation/expression</b> What is meant by worldview and how people’s worldviews are formed and expressed through a complex mix of influences and experiences</p>	<p>The nature and variety of worldviews, and how people’s worldviews are formed through a complex mix of influences and experiences, including (for example) rituals, practices, texts, teachings, stories, inspiring individuals, the creative arts, family, tradition, culture, and everyday experiences and actions. How these may also act as ways of expressing and communicating worldviews.</p>
<p><b>b. Organised/individual</b> How people’s individual worldviews relate to wider, organised or institutional worldviews</p>	<p>How people’s individual worldviews relate to wider, organised or institutional worldviews (e.g. how individual worldviews may be consciously held or tacit; how individual and organised worldviews are dynamic; how individual worldviews may overlap to a greater or lesser extent with organised worldviews)</p>
<p><b>c. Contexts</b> How worldviews have contexts, reflecting time and place, are highly diverse, and feature continuity and change.</p>	<p>How worldviews have contexts, reflecting their time and place, shaping and being shaped by these, maintaining continuity and also changing; how they are highly diverse and often develop in interaction with each other. (This applies to organised worldviews as well as to individual worldviews.)</p>
<p><b>d. Meaning and purpose</b> How worldviews may offer responses to fundamental questions raised by human experience</p>	<p>How worldviews may offer responses to fundamental questions raised by human experience, such as questions of existence, meaning, purpose, knowledge, truth, identity and diversity. How worldviews may play different roles in providing people with ways of making sense of existence and/or their lives, including space for mystery, ambiguity and paradox.</p>
<p><b>e. Values, commitments and morality</b> How worldviews may provide guidance on how to live a good life</p>	<p>How worldviews may provide a vision of, and guidance on, how to be a good person and live a good life, and may offer ideas of justice, right and wrong, value, beauty, truth and goodness. How individuals and communities may express their values through their commitments.</p>
<p><b>f. Influence and power</b> How worldviews influence, and are influenced by, people and societies</p>	<p>How worldviews influence people (e.g. providing a ‘grand narrative’ or story for understanding the world) and influence the exercise of power in societies (e.g. on social norms for communities, or in relation to conflict or peace-making). How society and people can also influence and shape worldviews.</p>

<b>ENGAGEMENT</b>	
<i>Core statements</i>	<i>Expanded statements</i>
<p><b>g. Ways of knowing</b> The field of study of worldviews is to be explored using diverse ways of knowing.</p>	<p>The field of study of worldviews is to be explored using diverse ways of knowing. Questions and methods should be carefully chosen, recognising that there are different understandings of what knowledge is deemed reliable, valid, credible, truthful etc.</p>
<p><b>h. Lived experience</b> The field of study of worldviews is to include a focus on the lived experience of people.</p>	<p>The field of study of worldviews is to include a focus on the lived experience of people (e.g. religious, non-religious, embodied, diverse, fluid, material, experiential) in relation to local and global contexts, recognising the complex reality of worldviews as they are held, shared and expressed by people in real life.</p>
<p><b>i. Dialogue/interpretation</b> The field of study of worldviews is to be shown as a dynamic area of debate.</p>	<p>The field of study of worldviews is to be encountered as a dynamic area of dialogue and debate, and one which engages with practices of interpretation and judgement within and between religious and non-religious communities.</p>
<b>POSITION</b>	
<i>Core statements</i>	<i>Expanded statements</i>
<p><b>j. Personal worldviews: reflexivity</b> Pupils will reflect on and potentially develop their personal worldviews in the light of their study.</p>	<p>Pupils will come to understand their own worldview in greater depth, and how it relates to the worldviews of others, becoming more reflective and reflexive. As they develop this awareness of their positionality in relation to that of others, they will make informed judgements on how (far) this understanding prepares them for life in a diverse world</p>
<p><b>k. Personal worldviews: impact</b> Pupils will reflect on how their worldviews affect their learning</p>	<p>Pupils will develop their understanding of how their encounters with the subject content of RE are affected and shaped by their worldviews, whether conscious or not, and that this is also true for everyone else. They will reflect on how (far) their learning may have an impact on their worldview.</p>