



# The R.E Curriculum

Intent	<p>At Abbey Woods Academy, our intent is to support our children in developing an outstanding level of religious understanding and knowledge. We aim to do this through engagement with a range of ultimate questions about the meaning and significance of existence. We want our children to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion. Above all, we want our children to develop a respect for other beliefs and religions and appreciate and celebrate the diverse world in which they live.</p>
Implementation	<p>Our curriculum follows The Oxford Diocese scheme of work for R.E which is the local agreed syllabus for RE in Oxfordshire. It is planned and sequenced to develop deep, lasting learning and builds upon prior knowledge, which our children can use today, tomorrow and for the rest of their lives.</p> <p>During each Key Stage, pupils are taught knowledge, and understanding through learning about various faiths and poses key questions to develop children’s theological understanding.</p> <p>RE is taught in a block unit within a term to allow suitable links to be made to specific religious festivals taking place or to link in with other topics being taught.</p> <p>Attitudes which are fundamental to RE are: curiosity and wonder, commitment, fairness, respect, self- understanding, open-mindedness, critical mindedness and enquiry. These work alongside the British Values and The CARE values implemented within school as a whole.</p>
Impact	<p>The children at Abbey Woods Academy enjoy learning about other religions and why people choose, or choose not to follow a religion. Through their R.E. learning, the children are able to make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people’s cultures and ways of life. The Oxford scheme puts an emphasis on theological thinking and this should be reflected in how children view R.E and their observations around different religious customs and beliefs.</p>

YEAR 1	Key Questions	Faith(s) /Themes
Unit 1 Autumn 1	<b>Is everybody special?</b>	<b>Christianity/God/Belonging</b>
<i>a) What do people believe about God, humanity and the natural world?</i> <i>f) What do we get out of belonging to different groups and how do we show that we belong?</i> <i>g) What makes me special?</i>		
Unit 2 Autumn 2	<b>Should we celebrate Harvest or Christmas?</b>	<b>Christianity/Harvest/Christmas/Celebration</b>
<i>b) What makes some stories special in religion?</i> <i>c) How and why are celebrations important in religion?</i>		
Unit 3 Spring 1	<b>Does Creation help people understand God?</b>	<b>Christianity/Judaism/Creation</b>
<i>a) What do people believe about God, humanity and the natural world?</i> <i>b) What makes some stories special in religion?</i>		
Unit 4 Spring 2	<b>Should everyone follow Jesus?</b>	<b>Christianity/Jesus/Leaders/Rabbi/Vicars</b>
<i>e) What makes some teachers and leaders special for religious people?</i> <i>b) What makes some stories special in religion?</i>		
Unit 5 Summer 1	<b>Are some stories more important than others?</b>	<b>Christianity/Judaism/Old Testament/ Moral stories</b>
<i>g) What makes me special?</i> <i>a) What do people believe about God, humanity and the natural world?</i> <i>b) What makes some stories special in religion?</i>		
Unit 6 Summer 2	<b>Do we need shared special places?</b>	<b>Judaism/Synagogue/Community/Symbols</b>
<i>d) How and why do symbols express religious meaning?</i> <i>f) What do we get out of belonging to different groups and how do we show that we belong?</i> <i>g) What makes me special?</i>		

YEAR 2		Key Questions	Faith(s)/Themes
Unit 1 Autumn 1	<b>Who should you follow?</b>	<b>Christianity/Judaism/Moses/ Old Testament etc.</b>	
<i>e) What makes some teachers and leaders special for religious people? b) What makes some stories special in religion?</i>			
Unit 2 Autumn 2	<b>Do religious symbols mean the same to everyone?</b>	<b>Christianity/Judaism/Symbols/Christmas</b>	
<i>a) What do people believe about God, humanity and the natural world? g) What makes me special? d) How and why do symbols express religious meaning?</i>			
Unit 3 Spring 1	<b>Does everyone celebrate the New Year?</b>	<b>Christianity/Judaism/New Year/ Rosh Hashanah</b>	
<i>a) What do people believe about God, humanity and the natural world? c) How and why are celebrations important in religion?</i>			
Unit 4 Spring 2	<b>How should the Church celebrate Easter?</b>	<b>Christianity/Easter/Holy Week</b>	
<i>e) What makes some teachers and leaders special for religious people? b) What makes some stories special in religion? c) How and why are celebrations important in religion?</i>			
Unit 5 Summer 1	<b>Can stories change people?</b>	<b>Christianity/Judaism/Old Testament stories</b>	
<i>e) What makes some teachers and leaders special for religious people? b) What makes some stories special in religion?</i>			
Unit 6 Summer 2	<b>How should you spend the weekend?</b>	<b>Judaism/Shabbat</b>	
<i>f) What do we get out of belonging to different groups and how do we show that we belong? c) How and why are celebrations important in religion? d) How and why do symbols express religious meaning?</i>			

YEAR 3		Key Questions	Faith(s) /Themes
Unit 1 Autumn 1	<b>Do Christians have to take communion?</b>		<b>Christianity/Worship/Communion</b>
<p><i>h) How do religious families and communities practice their faith and how is this seen in local communities?</i>  <i>e) How are religious and spiritual ideas expressed and why is literal language not adequate?</i>  <i>c) In what different ways do people worship and what difference does this make in their lives?</i></p>			
Unit 2 Autumn 2	<b>Is light a good symbol for celebration?</b>		<b>Hindu/Christianity/Judaism/ Advent/Divali/Chanukah</b>
<p><i>c) In what different ways do people worship and what difference does this make in their lives?</i>  <i>d) What makes some occasions in life significant and how and why are these recognised and celebrated?</i>  <i>h) How do religious families and communities practice their faith and how is this seen in local communities?</i></p>			
Unit 3 Spring 1	<b>Is a Jewish /Hindu child free to choose how to live?</b>		<b>Judaism/Hindu/Belief/Commandments</b>
<p><i>a) How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life?</i>  <i>g) How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?</i>  <i>h) How do religious families and communities practice their faith and how is this seen in local communities?</i></p>			
Unit 4 Spring 2	<b>Does Easter make sense without Passover?</b>		<b>Judaism/Christianity/Freedom</b>
<p><i>b) What do different sacred texts teach about life and how do they influence people differently?</i>  <i>d) What makes some occasions in life significant and how and why are these recognised and celebrated?</i>  <i>f) What is it about key religious figures that make them inspirational for religious believers?</i></p>			
Unit 5 Summer 1	<b>Does Jesus have authority for everyone?</b>		<b>Christianity/Authority</b>
<p><i>f) What is it about key religious figures that make them inspirational for religious believers?</i>  <i>g) How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?</i></p>			
Unit 6 Summer 2	<b>Can made-up stories tell the truth?</b>		<b>Christianity/Truth/Story</b>
<p><i>a) How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life?</i>  <i>b) What do different sacred texts teach about life and how do they influence people differently?</i></p>			

YEAR 4	Key Questions	Faith(s)/Themes
Unit 1 Autumn 1	<b>Do Murtis help Hindus understand God?</b>	<b>Hindu/Art/Symbol/God</b>
<p><i>a) How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life?</i></p> <p><i>e) How are religious and spiritual ideas expressed and why is literal language not adequate?</i></p> <p><i>g) How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?</i></p>		
Unit 2 Autumn 2	<b>Does the Christmas narrative need Mary?</b>	<b>Christianity/Mary/Worship</b>
<p><i>c) In what different ways do people worship and what difference does this make in their lives?</i></p> <p><i>h) How do religious families and communities practice their faith and how is this seen in local communities?</i></p>		
Unit 3 Spring 1	<b>Is a holy journey necessary for believers?</b>	<b>Hindu/Christianity/Pilgrimage</b>
<p><i>g) How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?</i></p> <p><i>h) How do religious families and communities practice their faith and how is this seen in local communities?</i></p> <p><i>e) How are religious and spiritual ideas expressed and why is literal language not adequate?</i></p> <p><i>c) In what different ways do people worship and what difference does this make in their lives?</i></p>		
Unit 4 Spring 2	<b>Should believers give things up?</b>	<b>Christianity/Lent</b>
<p><i>c) In what different ways do people worship and what difference does this make in their lives?</i></p> <p><i>g) How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?</i></p> <p><i>i) How do religions and beliefs influence the way people respond to global issues such as human rights, social justice and the environment?</i></p>		
Unit 5 Summer 1	<b>Did Jesus really do miracles?</b>	<b>Christianity/Miracles</b>
<p><i>b) What do different sacred texts teach about life and how do they influence people differently?</i></p> <p><i>f) What is it about key religious figures that make them inspirational for religious believers?</i></p>		
Unit 6 Summer 2	<b>Does prayer change things?</b>	<b>Christianity/Hindu/Prayer</b>
<p><i>a) How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life?</i></p> <p><i>c) In what different ways do people worship and what difference does this make in their lives?</i></p> <p><i>g) How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?</i></p>		

YEAR 5	Key Questions	Faith(s)/Themes
<b>Unit 1</b> <b>Autumn 1</b>	<b>Do Muslims need the Qur'an?</b>	<b>Islam/Muhammad (pbuh)/God/Allah/Jibreel</b>
<p><i>h) How do religious families and communities practice their faith and how is this seen in local communities?</i></p> <p><i>a) How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life?</i></p> <p><i>b) What do different sacred texts teach about life and how do they influence people differently?</i></p> <p><i>c) In what different ways do people worship and what difference does this make in their lives?</i></p>		
<b>Unit 2</b> <b>Autumn 2</b>	<b>Does God communicate with man?</b>	<b>Christianity/Peace/Christmas</b>
<p><i>e) How are religious and spiritual ideas expressed and why is literal language not adequate?</i></p> <p><i>a) How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life?</i></p> <p><i>b) What do different sacred texts teach about life and how do they influence people differently?</i></p>		
<b>Unit 3</b> <b>Spring 1</b>	<b>Does the community of the Mosque help Muslims lead better lives?</b>	<b>Islam/Sacred Places/Mosque</b>
<p><i>g) How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?</i></p> <p><i>h) How do religious families and communities practice their faith and how is this seen in local communities?</i></p> <p><i>i) How do religions and beliefs influence the way people respond to global issues such as human rights, social justice and the environment?</i></p>		
<b>Unit 4</b> <b>Spring 2</b>	<b>Was the death of Jesus a worthwhile sacrifice?</b>	<b>Christianity/Sacrifice/Sin/Redemption</b>
<p><i>f) What is it about key religious figures that make them inspirational for religious believers?</i></p> <p><i>d) What makes some occasions in life significant and how and why are these recognised and celebrated?</i></p>		
<b>Unit 5</b> <b>Summer 1</b>	<b>Are you inspired?</b>	<b>Christianity/Holy Spirit/Inspiration</b>
<p><i>i) How do religions and beliefs influence the way people respond to global issues such as human rights, social justice and the environment?</i></p> <p><i>g) How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?</i></p> <p><i>a) How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life?</i></p>		
<b>Unit 6</b> <b>Summer 2</b>	<b>What's best for our world? Does religion help people decide?</b>	<b>Christianity/Islam/Charity/Zakat</b>
<p><i>a) How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life?</i></p> <p><i>c) In what different ways do people worship and what difference does this make in their lives?</i></p> <p><i>i) How do religions and beliefs influence the way people respond to global issues such as human rights, social justice and the environment?</i></p> <p><i>g) How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?</i></p>		

YEAR 6	Key Questions	Faith(s)/Themes
Unit 1 Autumn 1	<b>Are Saints encouraging role models?</b>	<b>Christianity/Saints</b>
<p><i>f) What is it about key religious figures that make them inspirational for religious believers?</i></p> <p><i>g) How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?</i></p> <p><i>c) In what different ways do people worship and what difference does this make in their lives?</i></p>		
Unit 2 Autumn 2	<b>Is "God made Man" a good way to understand the Christmas story?</b>	<b>Christ/Incarnation/Emmanuel</b>
<p><i>b) What do different sacred texts teach about life and how do they influence people differently?</i></p> <p><i>c) In what different ways do people worship and what difference does this make in their lives?</i></p> <p><i>d) What makes some occasions in life significant and how and why are these recognised and celebrated?</i></p>		
Unit 3 Spring 1	<b>Do clothes express belief?</b>	<b>Islam/Hijab/Sikh/Khalsa/5Ks</b>
<p><i>e) How are religious and spiritual ideas expressed and why is literal language not adequate?</i></p> <p><i>g) How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?</i></p> <p><i>h) How do religious families and communities practice their faith and how is this seen in local communities?</i></p>		
Unit 4 Spring 2	<b>Is the resurrection important to Christians?</b>	<b>Christianity/Eternal life</b>
<p><i>f) What is it about key religious figures that make them inspirational for religious believers?</i></p> <p><i>c) In what different ways do people worship and what difference does this make in their lives?</i></p> <p><i>d) What makes some occasions in life significant and how and why are these recognised and celebrated?</i></p>		
Unit 5 Summer 1	<b>Can we know what God is like?</b>	<b>Christianity/Islam/Hindu</b>
<p><i>a) How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life?</i></p> <p><i>b) What do different sacred texts teach about life and how do they influence people differently?</i></p>		
Unit 6 Summer 2	<b>Does it matter what people believe about creation?</b>	<b>Multi faith/Creation/Care for world</b>
<p><i>a) How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life?</i></p> <p><i>g) How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?</i></p> <p><i>i) How do religions and beliefs influence the way people respond to global issues such as human rights, social justice and the environment?</i></p>		