

Religious Education Whole School Overview

At Burnley Brow, we follow the Oldham Agreed Syllabus for R.E. The syllabus represents both the diversity of the community in Oldham, and the ability to work together to help young people grow into well informed, reflective and open adults.

In line with the law, the Oldham Agreed Syllabus for R.E. requires that pupils learn from the diversity of religions and beliefs found locally, nationally and globally. The minimum requirements for breadth of study are the teaching of Christianity and Islam at K.S.1 and Christianity, Islam, Judaism and Hinduism at K.S.2. In year 3, there is a particular focus on the beliefs and practices of Judaism and similarly, in year 4, a particular focus on the beliefs and practices of Hinduism, alongside Christianity and Islam. Humanism is introduced in Y5 as an example of a UK based non-religious world view. In Y6, there are more opportunities to discuss 'big questions,' recognising and reflecting on how some 'big questions' do not have easy answers, and how different religious and non-religious views offer different answers. In every year group, we are aware it may be necessary to focus some study in RE on the other beliefs and religions of children represented in the class or school.

In each year group, six 'systematic' blocks are taught over the year, whereby pupils encounter a key question and core concepts in religions and beliefs in a coherent way, developing their understanding and their ability to handle questions of religion and belief. These 'blocks' include 'thematic' units, which build on learning by comparing the religions, beliefs and practices studied. A key part of the progression which the syllabus intends to provide is in building increasingly substantial knowledge and understanding of the religions studied, and of religion and worldviews as a whole.

The Agreed Syllabus for R.E. plays a crucial role in the development of the spiritual, moral, social and cultural development of pupils and also focuses learning by promoting British Values. Parents and Carers have the right to withdraw their child from Religious Education (RE) for all or part of the lessons.

The syllabus sets out a threefold teaching and learning approach for R.E. which we use at Burnley Brow. It has three core elements, which are woven together to provide breadth and balance. Teaching and learning includes all three elements, allowing for overlap between elements as suits the religion, concept and question being explored. The three elements are 'Making Sense of Beliefs,' (the core religious and non-religious concepts and beliefs taught,) 'Understanding the Impact,' (of the concepts and beliefs taught on how people live) and 'Making Connections.' (evaluating and reflecting on key concepts and questions studied.) This approach balances skills in R.E. with core knowledge and enables a structure through which each half termly key question/concept can be taught.

In Early Years, the Agreed Syllabus for RE sets out experiences and opportunities and appropriate topics for children in the Foundation Stage. This enables children to develop a positive sense of themselves and others; learn how to form positive and respectful relationships; begin to understand and value the differences of individuals and groups within their own immediate community; develop their emerging moral and cultural awareness. Play based and child-centred approaches will be used to encourage the learning to follow where the child's interests and curiosity leads, whilst drawing upon the wealth of religious and spiritual experiences of our families.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Where do I belong? How am I unique? Where do I belong? Occasions in their lives when they have felt special</p>	<p>Celebrations – Christmas and birthdays – how, why, what, who?</p>	<p>What is special about our world? Exploring the wonders of the natural world linked to Winter Read 'God's quiet things' by Nancy Sweet land,</p>	<p>Special Books – Which stories are special and why? My favourite story and why Share and discuss some Christian and Muslim religious stories</p> <p>Easter as a celebration</p>	<p>Special People – Which people are special to me and why? How are they and their family and friends special? Jesus as a special friend</p> <p>Looking after plants and animals</p>	<p>A Special Place – Where do I feel happy/safe? Create a special place. Recognise and name a church and a mosque</p> <p>Looking after plants and animals</p>
Reception	<p>Belonging Welcoming ceremonies: Christian baptism; Muslim naming ceremony</p>	<p>Christmas as a celebration Similarities and differences between religious celebrations. E.g. Divali and Christmas.</p> <p>Word – celebration</p> <p>Eid and Easter to be taught at the correct time of year</p>	<p>The beauty of nature; looking after plants and animals. The Christian creation story Poem 'Daffodils' by Wordsworth. Islam: Muhammad and the ants.</p>	<p>A Good Friend Stories– Jesus and Zacchaeus (Luke 19) The story of Guru Nanak and the cobra (Sikh)</p> <p>Easter as a celebration</p>	<p>Religious stories and sacred texts, The Qur'an and The Bible Bible stories: The Parable of the two sons (Matthew 21); Ten Lepers (saying thank you) Islamic story – The Night of power</p> <p>Looking after plants and animals</p>	<p>Special Places - The Church and the Mosque</p> <p>Identify significant features; recognise places of worship Visit a church OR mosque</p> <p>Looking after plants and animals</p>
Year 1	<p>The Christian belief of God as a loving and forgiving father</p>	<p>The Christian belief of Jesus as God on Earth</p> <p>The Christmas Story Advent</p>	<p>The Muslim belief in Allah as the one true God; An introduction to</p>	<p>Muslims follow the prophet Muhammad_(pbuh)</p>	<p>Christian and Muslim symbols of belonging Actions and symbols of a Christian Baptism and</p>	<p>Christian and Muslim sources show what some people believe The Bible, The Qu'ran. Stories:</p>

	<p>The Parable of the Lost Son (Luke 15:1-2, 11-32)</p> <p>Words – gospel, parable</p>	<p>Word - incarnation</p>	<p>the 5 Pillars of Islam</p> <p>The Shahadah 99 names of Allah I am a Muslim by Zain Bhikka (Islamic song)</p>	<p>Stories: The Night of Power, Muhammad and the Black Stone Muhammad (pbuh) frees Bilal</p> <p>Prayer beads: Subha (99 beads) Subhanallah glory be to God Word – prophet</p>	<p>Muslim Naming ceremony (Aqiqah)</p> <p>Christian and Muslim weddings</p> <p>Shared Community Activities – Christian Aid, Islamic Relief</p>	<p>The Lost Coin (Luke 15) The good Samaritan (Luke 10). Muhammad and the hungry stranger, The sleeping cat, Muhammad and the rebuilding of the Ka'aba, The story of Noah</p>
Year 2	<p>The Christian belief of Jesus as a role model and inspiration</p> <p>Stories: Jairus' Daughter, The feeding of the 5000, Let the little children come, Jesus heals two blind men.</p>	<p>Festivals -Christmas (Christianity) Eid – Ul – Adha (Islam) Diwali (Hindu)</p> <p>Who celebrates what? How? Where? Features, values, symbols, story</p>	<p>God created the world so we should look after it and its' people (Islam)</p> <p>Qualities of Prophet Muhammad (pbuh) Story: The replacing of the black stone; zakat/alms giving/Islamic Relief The Golden Rule in religions Islamic gardens</p>	<p>Easter – Holy Week</p> <p>Recap word – incarnation, salvation Symbol of eggs</p>	<p>Special Places – Mosque and Mecca</p> <p>Muslim beliefs about prayer, mosques and pilgrimage. Stories, symbols, objects, actions used in mosques/on Hajj</p> <p>words – sacred, holy</p>	<p>People who inspire others – Jesus, Prophet Muhammad (pbuh)</p> <p>Stories: Peter and Andrew (Luke 5:1–11) Zacchaeus (Luke 19:1–10) Story: First Revelation of the Qu'ran</p>
Year 3	<p>Jewish beliefs about God</p> <p>Name sacred objects</p> <p>Shema – prayer</p> <p>Sacred words – Torah</p>	<p>Worshipping God Christian, Hindu, Islamic beliefs about God.</p> <p>God in stories: Christian – Moses and the Burning Bush (Exodus 3.1–15), Jonah; Baptism of Jesus (Mark 1.9–11); Islam - the Night of Power; the story of Muhammad's</p>	<p>Prayer – Islam, Judaism, Hinduism</p> <p>What? Where? How? When?</p> <p>Hindu morning prayer, the Gayatri Mantra</p>	<p>Christian belief of showing love for all</p> <p>Jesus was 'good news'</p> <p>Stories: Jesus calling his first disciples (Matthew 4:18–22)</p>	<p>Jewish Festivals and family life</p> <p>Jewish beliefs about God, sin and forgiveness</p> <p>Rosh Hashanah and Yom Kippur</p>	<p>Being a Christian in Britain today</p> <p>Family values and home rituals</p> <p>Religious objects in the home</p>

	Festivals – Shabbat, Chanukah, Passover	night journey and ascension. Hindu - Bhagavad Gita 7:8–9 and 10:21–41.	The Frist Surah – Islam Jewish Daily Prayer Adun Olam	The healing of the leper (Mark 1:40–44) Recap word - gospel	Pesach/Passover – The Exodus Story The Ten Commandments	Community life in church, Britain and wider world
Year 4	Being a Hindu in Britain today Family values and home rituals Religious objects in the home; Practising faith in the community Diwali in Britain and India; Holi, or Navaratri/Durga Puja Words - Dharma, Sanatan Dharma, Hinduism	Sacrifice – Christian belief in Jesus’ death as a sacrifice; Jesus is inspiring Holy Week - Mark Ch.14-15 Holy Communion/The Lord’s Supper Recap words – incarnation, salvation New words: sacrifice, martyr	The deeper meaning of festivals E.g. Diwali, Eid-ul-Fitr, Passover and Vaisakhi Values, beliefs and texts Contemporary celebrations in the UK (secular) Concept – goodness triumphs over evil	Christian belief that Jesus came to ‘save’ and ‘rescue’ people Entry to Jerusalem, Matthew 21:7–11; Good Friday, Luke 23:13–25, 32–48; Easter Sunday, Luke 24:1–12 Easter in the local community	Temptation, sin and forgiveness Christian and Muslim Stories: Adam and Eve (Genesis 3), the temptations of Jesus (Matthew 4), ‘Stoning the Devil’ on pilgrimage to Makkah Sacrament of Reconciliation Word - temptation	The Hindu beliefs of dharma, karma, samsara, moksha Hindu story, ‘The man in the well.’ Hindu four aims of life (punusharthas) The four ashramas Mahatma Gandhi, Pandurang Shastri Athavale.
Year 5	Humanists believe people can be good and bad What are Humanists? What do they believe? Humanist code for living	Christmas around the world Britain, Australia, Denmark Holland, Russia, Venezuela Christingles Compare two versions of the Christmas Story (Matthew 1–2 and Luke 1–2.) Church of the Nativity in Bethlehem	Different ways to worship, Christian, Hindu, Muslim How? Why? Compare the Lord’s Prayer / Gayatri Mantra / 1st Surah of the Qur’an	The 5 Pillars of Islam -Shahadah; Story of Bilal -Salah -Zakah – Islamic Aid, The Holy Quran, 2:215 -Sawm – Ramadam - Hajj	Faith - Christian, Muslim, Jewish and Humanist Christian: The Ten Commandments (Exodus 20:1–21, Deuteronomy 5:1–22), the Two Commandments of Jesus (Mark 12:28–34) the ‘Golden Rule’ (Matthew 7:12). Jewish: Tikkun Olam (mending the world) and tzedaka (charity) Islam – Zakah	Pilgrimage – Christianity, Islam, Hinduism Islam – Hajj Christians – Lourdes, Nazareth Catholics – Rome and the Basilica Hindu – River Ganges, the Kumbh Mela, the 12th year pilgrimage

	Moral concepts of fairness, freedom, truth, honesty, kindness, peace.		The symbol of light in Christianity, Hinduism and Islam		Inspirational Christians (e.g. Desmond Tutu, Mother Teresa) Christian/Islamic Aid/Oxfam/Sewa International (Hindu)	
Year 6	<p>Life, Death and Suffering – Christian, Hindu Non-Religious</p> <p>Life after death, Psalm 103/non-religious blog The book of Job – Christian/Jewish scriptures Funeral prayers and songs (religious/non-religious) John 11:25, Psalm 23, song Amazing Grace 'Artwork of Heaven.'</p>	<p>Christmas in the Gospels</p> <p>Incarnation and the Messiah Isaiah 7:14; Isaiah 9:6-7; Isaiah 11:1-5; Micah 5:2. Jesus as God 'in the flesh', one of the three persons of the Trinity – Jesus comes to heal the effect of sin and 'the Fall,' a saviour Was Jesus the hoped for Messiah? (Jewish/Christian/Humanist views) Matthew 1:18-24, 2:1-12</p>	<p>Inspirational People</p> <p>Hindu: Pandurang Shastri Athavale Muslim: Malala Yousafzai Sikh: Bhagat Puran Singh Jewish: Rabbi Hugo Gryn Christian: Revd Dr Martin Luther King Jr</p>	<p>Religious Art and Architecture Christianity and Islam E.g. cathedrals, mosques, churches or minarets. Is it better to express your religion in arts and architecture or charity and generosity?</p> <p>Case Study: Notre Dame</p>	<p>Religious and Cultural diversity in Oldham Compare Oldham with another diverse community (Bradford/Birmingham?) Interfaith work/week Religious/non-religious tensions in the community Accepting difference-respect, tolerance, mutual learning The Golden Rule (different religions)</p>	<p>Worship and Sacred Space – Religious and Non-Religious</p> <p>Visit a temple, church, mosque or synagogue (Interfaith Service) Is Nature a 'holy' place? Song - 'Wonderful World' (Fischy Music)</p>