



## Religious Education (RE) Curriculum Overview

**INTENT: In 2023, the intent and agreed syllabus for the teaching and learning of RE changed.**

**This document sets out a summary of curriculum intent taken from the Agreed 2023 - 28 syllabus for RE.**

For pupils to learn about religions and beliefs which have influenced the lives of millions of people and heavily influenced the development of different human cultures. Pupils apply academic skills such as analysis and critical and creative thinking, approaching the study of religion with different disciplines as they mature. For pupils to learn more about themselves and their place in the world from their increasingly academic and creative exploration of religions and beliefs.

See paragraphs below for information about some of the ways we may plan and teach for inclusivity in the subject of Religious Education.

## IMPLEMENTATION

The Oxfordshire Agreed Syllabus is the framework for teaching Religious Education at Hagbourne CE Primary School. It has four aims for RE:

- To enable pupils to understand the nature, role and influence of different religions, traditions, beliefs and lifestyles in the world;
- To pursue personal quest for meaning, purpose and value;
- To formulate reasoned opinions/arguments in relation to controversial issues and truth claims;
- To develop understanding of and respect for different beliefs and lifestyles.

Religious Education is taught using the schemes - *Understanding Christianity* for Christianity and the *Oxfordshire Diocese Board of Education (ODBE)* for other faiths.

Link to the 2023 - 2028 - Agreed Syllabus - [LINK](#)

[For information about the Early Years approach to RE, follow this link.](#)



These paragraphs provide some examples of the way we may provide inclusive Religious Education: planning; scaffolding; inclusive environment:

### ***Planning Inclusive Lessons***

Religious Education (RE) is a subject that celebrates diversity within religious and non-religious worldviews. It encourages discussion about equality, human rights, justice and individuality. These inclusive ideas are affirming not only for the learner with special needs, but also for the whole class.

Many learners with SEND have a 'spiky profile'. This means that their ability to express profound observations and share insights about life can differ from their attainment in other curriculum areas. A difficulty with literacy and numeracy does not necessarily mean the learner will struggle to engage with RE's themes. Planning should take this into account, with basic cloze literacy exercises or simple sequencing tasks avoided if they block the learner's access to a rich form of RE experienced by others in the class.

The use of arresting images, memes, videos and sound clips to begin a lesson can be a way of giving all learners an equal entry into the theme of the lesson and encourages all to share their perceptions. Some learners with SEND will have their own insider experience of belonging to a faith community or hold firm secular world views. Having knowledge to share raises the learner's self-esteem and offers opportunities to develop communication skills.

The use of visitors to the classroom, web conferences and visits to places of worship can help support the understanding of learners who may have fixed views about particular religions or beliefs. The more abstract aspects of religions and non-religious worldviews can be better understood by seeing what real people do in their everyday life.

### ***Strategies to Scaffold Learning***

#### ***How can I support learners who struggle to access lessons because of literacy difficulties?***

- Sentence starters and writing frames can give learners a structure for their writing.
- Personalised literacy mats on the classroom table can be used to highlight key RE words from each religious or non-religious worldview, along with punctuation reminders.
- Talking through a literacy-based task with a partner, who jots their thoughts down, can help support a learner who cannot immediately organise and write down ideas themselves.
- Ensure reading materials and worksheets are accessible to all learners - this may include having less content on the page in order to keep content clear and not cluttered.

#### ***How can I support learners who need additional time to develop conceptual understanding?***

- Photographs and short video clips can be beneficial in religious education. They help learners visualise and understand practices and locations which may be outside of their own day-to-day experiences.
- Artefacts and other objects can be used to support learners where relevant. If possible, the ability for the learner to handle the object can bring the topic to life in a way that simply reading about it may not.
- Examples of ideas which are being studied can help learners to make comparisons with similar concepts they already understand. This can help them identify how new ideas may be similar and different, and reduce the chance that misconceptions will form.

**Note - not all of these approaches are used at any one time or in every lesson. They are examples of the ways we may adapt and scaffold lessons and resources for the teaching and learning of RE. These paragraphs have been taken from the *NASEN Teacher Handbook; Embedding Inclusive Practice, Whole School SEND, 2020***



Map of Religions covered across the school each term using *Understanding Christianity* and the ODBE

Year group faiths - coverage	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS - Christianity	Creation/God	Incarnation	Creation/God	Salvation	Creation/God	Creation/God
Other Faiths*	<a href="#">Link to Early Years Foundation Agreed Syllabus</a> - outline of teaching Other Faiths/Christianity					
<b>Y1 - Christianity</b>	<b>Creation x 4</b>	<b>Incarnation x 4</b>	<b>God x 4</b>	<b>Salvation x 4</b>	<b>Gospel x 3</b>	<b>God/Creation x 4</b>
Other Faiths*	Judaism x 2	Judaism x 1 Hinduism x 1	Sikhism x 2	Sikhism x 2	Islam x 2	Islam x 2
<b>Y2 -Christianity</b>	<b>Creation x 4</b>	<b>Incarnation x 4</b>	<b>God x 4</b>	<b>Salvation x 4</b>	<b>Gospel x 3</b>	<b>God/Creation x 4</b>
Other Faiths*	Judaism x 2	Judaism x 1 Hinduism x 1	Judaism x 2	Sikhism x 2	Judaism x 2	Islam x 2
<b>Y3 -Christianity</b>	<b>Creation/Fall x 4</b>	<b>Incarnation x 4</b>	<b>Kingdom of God X4</b>	<b>Salvation x 4</b>	<b>Gospel x 3</b>	<b>People of God x 4</b>
Other Faiths*	Judaism x 2	Hinduism x 2	Hinduism x 2	Judaism x 2	Judaism x 2	Hinduism x 2
<b>Y4 -Christianity</b>	<b>Creation/Fall x 4</b>	<b>Incarnation x 4</b>	<b>Kingdom of God x 4</b>	<b>Salvation x 4</b>	<b>Gospel x 3</b>	<b>People of God x 4</b>
Other Faiths*	Hinduism x 2	Hinduism x 2	Hinduism x 2	Hinduism x 2	Hinduism x 2	Hinduism x 2
<b>Y5 -Christianity</b>	<b>Creation/Fall x 4</b>	<b>Incarnation x 4</b>	<b>Kingdom of God x 4</b>	<b>Salvation x 4</b>	<b>Gospel x 3</b>	<b>People of God x 4</b>
Other Faiths*	Sikhism x 2	Islam x 2	Sikhism x 2	Islam x 2	Sikhism x 2	Islam x 2
<b>Y6 -Christianity</b>	<b>Creation/Fall x 4</b>	<b>Incarnation x 4</b>	<b>Kingdom of God x 4</b>	<b>Salvation x 4</b>	<b>Gospel x 3</b>	<b>People of God x 4</b>
Other Faiths*	Multi-faith x 2	Islam x 2	Sikhism x 2	Islam x 2	Sikhism x 2	Sikhism x 2