

## Religious Education Scheme of Work

### The Curriculum

The curriculum has been developed by using and widening the National Curriculum in order to produce a broad and balanced progressive, sequential long term plan with consideration of the local area and resource. All aspects of which comply with legislation and national guidance, this includes the teaching of Careers Education, Information, Advice and Guidance (CEIAG) across school.

### Religious Education

The **intent** of our RE curriculum is to deliver a curriculum which is accessible to all and will inspire **happy, confident, independent learners** who are **prepared for adulthood**. As a result of this they will:

- Be offered opportunities to learn about and from religions and worldviews in local, national and global contexts.
- Increase their knowledge and understanding of world religions.
- Increase and develop their ability to ask challenging questions as well as discovering, exploring and considering different answers to these questions.
- Develop their interest in the beliefs and practices of others and how this influences their lives.
- Be encouraged to develop respect and acceptance for all.
- Develop and use their skills in critical thinking and self-reflection.
- Develop a sense of identity through learning about community and spirituality, diversity and tolerance in preparation for a changing society in adulthood.
- Be supported in becoming responsible and independent members of society.

From the long term plan a scheme of work has been produced and **implemented** which has high and equal aspirations for all learners and incorporates:

- **PFA links**
- **Cultural Capital links**
- **Reading opportunities**
- **Key Vocabulary**
- **Planned differentiation, Resource, Support or activity**

Class groups are based upon English ability; therefore, each RE group has a wide range of abilities. With this in mind, each unit planned has a set of progressive and sequenced skills and knowledge objectives at three levels - **Observers, Questioners, Debaters**. This allows us to differentiate, challenge and extend all of our children in each class no matter their ability.

## Long Term Religious Education plan

The curriculum that is in place is based upon two things:

- 1) RE that lead to achieving **the school's intent** - to deliver a curriculum which is accessible to all and will inspire **happy, confident, independent learners who are prepared for adulthood**.
- 2) RE that is relevant, usable and **supports individual learning needs** of students at Epinay School.

In order for us to achieve this, we have based our scheme of work on the following **3 Key statements** across the academic year.

1. To enable students to have an insight into a range of beliefs and practices, held by people across the world, and how they can live together in harmony.
2. To provoke challenging questions for our students on how spiritual, moral, social and cultural viewpoints impact upon life experiences and their understanding of the world in which they live.
3. To develop respect and empathy of both themselves and others.

At Epinay school there are a range of students with complex needs. 100% of students are diagnosed as having a learning difficulty/disability, within this a large % of students are diagnosed as having ASD, MLD and SLD (May, 2022). These developmental disabilities can cause significant social, communication and behavioural challenges. They affect how a person acts and interacts with others, communicates, and learns.

For this reason Religious Education activities have been carefully chosen to reflect this. Students generally have difficulties in the following areas:

- Accepting social and religious differences (ASD fixed mind set)
- Accepting and respecting the beliefs of others.
- Showing and understanding empathy (ASD)

The scheme of work has been designed to ensure students can develop these areas, whilst also ensuring Religious Education at Epinay is inclusive for all learners, and that they can take part in all lessons with a varied degree of differentiation and support.

A rationale as to why each element of Religious Education is included, whilst also looking at progression of skills and knowledge throughout each phase. We are mindful that in mixed ability classes there are students of varying abilities in RE, therefore students will progress through the skills and knowledge at an appropriate and challenging pace, with the overall intent being that they are working towards the 3 key RE statements and are ultimately prepared for accreditation at phase 4 and on into adulthood.

### Progression of skills and knowledge

**Phase 1** – Students work towards meeting phase 1 targets based on child initiated learning and good practice.

**Phase 2 & 3** - Students build on the skills knowledge gained in phase 1 and work through progressive objectives

**Phase 4** - Students are in a place to use the skills and knowledge gained in Phase 2 and 3 to begin a chosen qualification route, this may be NOCN level 1/2/3 in general religious education.

**Phase 5** - Students are in a place to use the skills and knowledge gained in Phase 4 to achieve a higher level of qualification if it is their chosen pathway but do not access core RE sessions.

### Topics

	<b>Class 1</b>	<b>Class 2</b>	<b>Class 3</b>	<b>Class 4</b>	<b>Class 5</b>	<b>Class 6</b>	<b>Class 7</b>	<b>Class 8</b>	<b>Class 9</b>
<b>Autumn</b>	Celebrations -Christmas	Christianity	Islam	Judaism	Hinduism	Sikhism	Buddhism	Acts of faith and worship	Rituals and ceremonies
<b>Spring</b>	Celebrations -Easter	Parables	Christian stories – E.g. Creation, Easter	Religious views on how to care for others	Religious views on how to care for the world	Religious ceremonies	Religious stories	Worldviews including humanism	Animal rights/Humani sm
<b>Summer</b>	All about me	Special People	Local Faith -St. Bede	Local Christian culture	Local Muslim culture	Local religious diversity	Pilgrimages	Prejudice/ discrimination	Wealth and Poverty

### Additional units – if required in long terms

	<b>Class 1</b>	<b>Class 2</b>	<b>Class 3</b>	<b>Class 4</b>	<b>Class 5</b>	<b>Class 6</b>	<b>Class 7</b>	<b>Class 8</b>	<b>Class 9</b>
<b>Autumn</b>	Gifts and giving	Light and dark – Diwali, advent, Hanukkah	Signs and symbols	The Bible (old testament)	Food and fasting	Sikhism	Re- incarnation	Crucifixion	The Christmas story
<b>Spring</b>						Religious ceremonies			
<b>Summer</b>	Belonging	Leaders, teachers and	Religious scripture –	Faith today – faith across	Commitment	Local religious	Forgiveness	What matters most?	What matters most?

		followers	special books	the UK		diversity			
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### Religious Education Scheme of Work



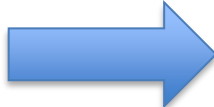
**Autumn** - Awareness of religious beliefs and practices - To enable students to have an insight into a range of beliefs and practices, held by people across the world, and how they can live together in harmony.

**Rationale: Benefits for our students are:**

- Develops an awareness of different religions.
- Introduces students to practices within religions.
- Prepares students for living within a diverse society.
- Reinforces learning in other subject areas including PSHE, history and geography.
- Develops acceptance of other people's differences.
- Encourages students to question their own beliefs.
- Develop students' sense of belonging.
- Helps students to discover their place within the world.

The objectives that children meet are logged electronically. Termly progress data is collected, analysed and reported on.

<p><b>Planned PFA Links/SMSC</b></p>	<p>Visits to places of worship          Buddhist temple, Hebburn-Dhammakaya Meditation Centre of Newcastle          St. Paul's Church, Jarrow          Gurdwara, South Shields          Al-Azhar Mosque, South Shields          Visits to and from charities.          Visitors of faith.</p>
<p><b>Planned Active Learn</b></p>	<p>1 - Celebrations (including Christmas) in the immersive room using Diwali celebrations as a focus and watching the story of Rama and Sita, pausing the film at times to discuss that aspect of the story, students could take on board own of the characters and follow them only through the story visually discussing their actions.</p> <p>Showing lit diya lamps and discussing how it feels to be in that atmosphere and the colours and shapes, developing use of descriptive and emotional language.</p>

	2 - Judaism, using the orienteering course to match items / symbols to their meanings or definitions, differentiate accordingly. This could be used at the beginning of the topic to assess prior knowledge or at the end as a quiz.	
<b>Planned Reading Opportunities</b>	Reading of religious passages from Holy books. To identify reading opportunities linked to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links.	
<b>Planned Key Vocabulary - Subject specific</b>	Religion, faith, belief, authority, expression, impact, worship Key vocabulary linked to topic, e.g Judaism, Torah, Kippah, Kosher etc.	
<b>Observers</b> 	<b>Questioners</b> 	<b>Debaters</b> 
<b>Religious Beliefs and Practices</b>		
<ol style="list-style-type: none"> <li>1. To understand that religions are groups of people with different beliefs.</li> <li>2. To know about religious beliefs and customs of a given religion.</li> <li>3. To name key religious celebrations.</li> <li>4. To understand there are religious places of worship.</li> <li>5. To name different places of worship.</li> </ol>	<ol style="list-style-type: none"> <li>1. To understand what it means to belong to a religion.</li> <li>2. To understand and be able to explain a range of differing religious beliefs and customs.</li> <li>3. To understand varying religious celebrations and customs.</li> <li>4. To understand the importance of religious places of worship.</li> <li>5. To be able to describe features of places of worship.</li> </ol>	<ol style="list-style-type: none"> <li>1. To understand and discuss the importance of belonging to a religion.</li> <li>2. To understand, discuss and compare the beliefs and customs of different religions.</li> <li>3. To understand the beliefs and practices involved with differing religious celebrations.</li> <li>4. To understand, discuss and compare the significance of different places of worship.</li> <li>5. To be able to explain the purposes of specific features within places of worship.</li> <li>6. To understand how different acts of worship express belief and their impact on individuals and community.</li> </ol>

<p>6. To know the acts of worship of a given religion.</p> <p>7. To explore and experience religious practices.</p> <p>8. To share simple opinions about religious practices.</p> <p>9. To ask simple questions linked to religious beliefs and practices.</p> <p>10. To talk about, in basic terms, their own knowledge or experience of religious beliefs and practices.</p>	<p>6. To understand different acts of worship across a range of religions.</p> <p>7. To name and understand different religious practices and their purpose.</p> <p>8. To share reasoned opinions about religious practices.</p> <p>9. To develop understanding of religious beliefs and practices via research based 'why' questions.</p> <p>10. To reflect on their own knowledge or experiences of religious beliefs and practices.</p>	<p>7. To understand the significance of religious practices, being respectful to differing practices.</p> <p>8. To discuss and compare views on religious practices with others.</p> <p>9. To critically question and give reliable reasons for their thinking based on prior learning.</p> <p>10. To compare their own religious knowledge or experiences with those of others, considering similarities and respecting differences.</p>
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**Spring-** How religion impacts behaviour - To provoke challenging questions for our students on how spiritual, moral, social and cultural viewpoints impact upon life experiences and their understanding of the world in which they live.

#### Rationale: Benefits for our students are:

- Students learn about the beliefs of others.
- Students learn to accept differences between self and others.
- Prepares students for living within a diverse society.
- Students learn to accept differing behaviours.

The objectives that children meet are logged electronically. Termly progress data is collected, analysed and reported on.

<p><b>Planned PFA Links/SMSC</b></p>	<p>Visits to places of worship, St. Bede's Church, St. Peter;s ChurchIslamic centre, Durham Cathedral.          Visit to places of worship.          Visits to and from charities,e.g. Happy at Home, care homes, food banks.          Animal shelters          Visitors of faith</p>	
<p><b>Planned Active Learn</b></p>	<p>1 - parables, watching the stories in the immersive room as inspiration and as a tool for discussion. Take the settings from stories and show them via YouTube documentaries (e.g. blue sea for Jonah and the whale, deserted areas for good Samaritan or the sower of the seeds) to aid further discussion</p> <p>2 - religious stories, use the orienteering course to match the story to its religion / order one chosen story by collecting the parts and then as a group sequencing the story and also saying which p[art of story collected is the odd one out (to support differentiation)</p>	
<p><b>Planned Reading Opportunities</b></p>	<p>Reading of religious passages from Holy books.</p> <p>To identify reading opportunities linked to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links.</p>	
<p><b>Planned Key Vocabulary - Subject specific</b></p>	<p>Religion, faith, belief, authority, expression, impact, worship</p> <p>Key vocabulary linked to topic, e.g. monk, monastery etc.</p>	
<p style="text-align: center;"><b>Observers</b></p> 	<p style="text-align: center;"><b>Questioners</b></p> 	<p style="text-align: center;"><b>Debaters</b></p> 
<p><b>How religion impacts behaviour</b></p>		
<ol style="list-style-type: none"> <li>1. To know some parables/religious stories.</li> <li>2. To verbally retell religious stories at a basic level.</li> <li>3. To give simple opinions of religious stories.</li> </ol>	<ol style="list-style-type: none"> <li>1. To understand how parables /religious stories support religious beliefs, values and practices.</li> <li>2. To be able to retell religious stories using religious vocabulary.</li> <li>3. To share reasoned opinions of religious stories based on research.</li> </ol>	<ol style="list-style-type: none"> <li>1. To understand and question the significance of parables/ religious stories in response to current issues.</li> <li>2. To be able to retell religious stories with an understanding of key messages and themes.</li> </ol>

<ol style="list-style-type: none"> <li>4. To recognise and name some basic religious symbols.</li> <li>5. To know about key religious celebrations.</li> <li>6. To know about different customs and traditions within one religious celebration.</li> <li>7. To be able to name key values of a studied religion.</li> <li>8. To ask simple questions linked to religious stories and celebrations.</li> <li>9. To listen to the thoughts of others.</li> </ol>	<ol style="list-style-type: none"> <li>4. To understand symbols linked to different religious celebrations.</li> <li>5. To understand the customs linked to varying religious celebrations.</li> <li>6. To understand and compare how religious celebrations and practices differ.</li> <li>7. To understand and compare the values of different religions through study of religious texts.</li> <li>8. To develop understanding of religious stories and celebrations via research based 'why' questions.</li> <li>9. To listen to the thoughts of others and ask thoughtful questions.</li> </ol>	<ol style="list-style-type: none"> <li>3. To discuss and share opinions of religious stories, considering different viewpoints.</li> <li>4. To understand and be able to explain the meaning behind different religious symbols.</li> <li>5. To understand the beliefs and practices involved with differing religious celebrations.</li> <li>6. To understand the significance of why religious celebrations and practices differ.</li> <li>7. To compare the values and morals of different religions and how these influence behaviour.</li> <li>8. To critically question and give reliable reasons for their thinking based on prior learning.</li> <li>9. To compare own thoughts with those of others, showing respect for differences.</li> </ol>
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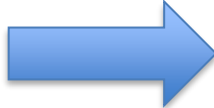
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**Summer** - Own beliefs and experiences/ Respect for all - To develop respect and empathy of both themselves and others.

**Rationale: Benefits for our students are:**

- Develop the ability to question their own beliefs.
- Develop an understanding of diversity and that tolerance is essential to live in modern Britain.
- Understand the importance of interaction with a wide range of people without prejudice.
- Develop an understanding of current issues, including discrimination, prejudice and poverty, linked specifically to the local area.

The objectives that children meet are logged electronically. Termly progress data is collected, analysed and reported on.

<p><b>Planned PFA Links/SMSC</b></p>	<p>Visits to places of worship - local Church e.g. St. Bede's, St. Peter's. Durham Cathedral. Local charities, e.g. Hebburn Helps, Family Gateway. Visitors of faith Places of worship.</p>	
<p><b>Planned Active Learn</b></p>	<p>1 - local faith / culture. If unable to visit local places of worship then use google earth in the immersive room to visit them, find out if any local places of worship have an interactive tour available</p> <p>2 - special people, use the orienteering course to match the special people discussed to the religion, story speciality, can be differentiated.</p>	
<p><b>Planned Reading Opportunities</b></p>	<p>Reading of religious passages from Holy books.</p> <p>To identify reading opportunities linked to the school reading spine; Pye Corbett which draws upon comprehension, a love of reading and subject knowledge links.</p>	
<p><b>Planned Key Vocabulary - Subject specific</b></p>	<p>Religion, faith, belief, authority, expression, impact, worship</p> <p>Key vocabulary linked to topic, e.g. equality, discrimination etc.</p>	
<p style="text-align: center;"><b>Observers</b></p> 	<p style="text-align: center;"><b>Questioners</b></p> 	<p style="text-align: center;"><b>Debaters</b></p> 
<p><b>Own beliefs and experiences/ Respect for all</b></p>		
<ol style="list-style-type: none"> <li>1. To say who is special to them with reasons why.</li> <li>2. To talk about special visits for them with simple reasons why.</li> <li>3. To know religious stories linked to pilgrimages.</li> <li>4. To know which religions are practised within our school.</li> </ol>	<ol style="list-style-type: none"> <li>1. To be aware of who is special in key religions.</li> <li>2. To understand and give examples of pilgrimages.</li> <li>3. To understand how faith is expressed through pilgrimages.</li> <li>4. To understand and celebrate diversity.</li> </ol>	<ol style="list-style-type: none"> <li>1. To consider and question how key religious individuals impact issues. (e.g. <b>discrimination, suffering</b>)</li> <li>2. To be able to compare pilgrimages and explain the difference between a pilgrimage and a journey.</li> <li>3. To understand the meaning and significance of a pilgrimage with reference to religious teaching and stories.</li> <li>4. To understand the meaning of prejudice and injustice.</li> </ol>

<ul style="list-style-type: none"> <li>5. To be able to identify similarities and differences between themselves and others.</li> <li>6. To understand the meaning of friendship and qualities of a good friend.</li> <li>7. To share their own knowledge and experience and personal beliefs about religion.</li> <li>8. To share opinions on current issues. E.g. from the news</li> </ul>	<ul style="list-style-type: none"> <li>5. To be able to identify and explain positive and negative responses to diversity.</li> <li>6. To understand the importance of equality.</li> <li>7. To consider their own knowledge and experience of religious ceremonies and their feelings of these.</li> <li>8. To be able to share reasoned opinions on current issues and ask research based 'why' questions.</li> </ul>	<ul style="list-style-type: none"> <li>5. To understand religious responses to discrimination and injustice.</li> <li>6. To consider peaceful ways in which discrimination and injustice can be fought.</li> <li>7. To consider, share and discuss their own beliefs and experiences about discrimination and injustice.</li> <li>8. To critically discuss and debate issues from different viewpoints.</li> </ul>
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