

Religious Education Key Stage 1

Long curriculum plan





1. Philosophy

Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved through adherence to accessibility guidelines and requirements.



2. Units



KS1 Religious Education is formed of 2 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
1 The Nativity	Year 1	7
2 Judaism	Year 2	10



3. Lessons

Unit 1 The Nativity

7 Lessons

Lesson number	Lesson question	Pupils will learn
1.	What is the Christmas story?	<ul style="list-style-type: none">• Christmas is a Christian celebration• Christmas can be celebrated by non-Christians• How to read a calendar• The story of Jesus' birth
2.	How is Christmas celebrated?	<ul style="list-style-type: none">• Christian places of worship• Christmas traditions
3.	Why did the three wise men share gifts with baby Jesus?	<ul style="list-style-type: none">• The significance of incarnation• Identify the names of the Three Wise Men• Where gold, frankincense and myrrh come from• The symbolic importance of each gift



4. Why is the manger so important?

- Where was Jesus born
 - What The Bible is
 - Reading extracts from The Bible
 - That the manger represents the table of God
-

5. What might Christians do at Church at Christmas?

- Christmas services
 - Hymns
 - Sermons
-

6. What is the Christian place of worship?

- Features of a Church
 - Why Christians go to Church
 - What Christians do in a Church
 - Ministries within Christianity
-

7. How can Christians show their identity?

- Identifying the symbols associated with Christianity
 - A variety of expressions of Christian faith
-



Lesson
number

Lesson question

Pupils will learn

1.

What was the first covenant between Abraham and God?

- Abraham living in Ur as a polytheist
- The covenant, monotheism, with the promise of land, children and descendents
- Abraham's journey to Canaan
- God's test of Abraham through the command to sacrifice of Isaac
- God's intervention and its significance

2.

Why did Moses lead the Israelites out of Egypt?

- How the Hebrews (or Israelites) moved to Egypt and were persecuted by the Pharaoh.
- The Ten Plagues and the first Passover.
- Receiving the Ten Commandments.
- The Golden Calf.

3.

Where do Jews worship today?

- Different synagogues around the world.
- Common features of a synagogue (Eternal Light, Ark of the Covenant, Torah, Yad, Bimah)



4. What is the Torah?

- The sacred text of Judaism
 - Revelation and covenant between God and Moses on Sinai.
 - The five books of the Torah
 - The Shema prayer
-

5. What are the Jewish festivals?

- Rosh Hashanah
 - Yom Kippur
 - Pesach (Passover)
 - Hanukkah
-

6. What do Jews believe about the Messiah?

- Difference in interpretation of scripture
 - Extracts from Isaiah, Ezekiel and Jeremiah
 - The Messiah as a person and the idea of the Messianic Age
 - The concept of prophecy
-

7. How do Jews express their faith today?

- Prayer
 - Worship
 - Lived experience from different denominations within Judaism
-



8. To write an essay about Judaism (Part 1)

- Pupils will review and bring together their knowledge to plan a synoptic essay aimed at answering the question of what makes Judaism unique
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9. To write an essay about Judaism (Part 2)

- Pupils will review and bring together their knowledge to write a synoptic essay aimed at answering the question of what makes Judaism unique
-

10. Can I improve my essay about Judaism?

- Pupils will review and bring together their knowledge to plan a synoptic essay aimed at answering the question of what makes Judaism unique
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4. Learn More



Contents

Section number	Section contents
1.	Introduction
2.	Coherence and flexibility
3.	Knowledge organisation
4.	Knowledge selection
5.	Inclusive and ambitious
6.	Pupil engagement
7.	Motivation through education

1. Introduction to Oak's key stage 1 RE curriculum

The following document outlines the Religious Education curriculum for Oak National Academy 2021-2022. Religious Education at Primary is taught as a discrete subject with 6 units of work for each year group. Each unit should last roughly one half term, with a total of 10 lessons for each unit. At the end of each unit, pupils organise and apply the knowledge that they have learnt. Below are the principles we have used in creating the curriculum.



2. Coherence and flexibility

We strive to support schools by giving them an online education offer that can be flexible to fit alongside their existing curriculum. We need to balance this together with coherence as complete flexibility would imply only standalone lessons where none can build upon any other. In striking this balance, we will lean towards giving the maximum flexibility possible (where this does not compromise coherence). This will mean that units of work can be selected and taught where they best suit schools. Coherence, then, will be within units, rather than between, although study of multiple units, especially taught within our suggested sequence, will give pupils a better understanding of the similarities and differences of major religions and worldviews.

Since there is no statutory programme of study in RE, our curriculum offers units in the Abrahamic and Dharmic religions, exploring the diversity of beliefs, practices and experiences within each religion.

3. Knowledge organisation

RE is made up of a matrix of elements. These include:

- **History:** For example, being able to understand Christianity requires a knowledge of the historical context of Judaism and Israel.
- **Beliefs:** For example, the belief by Muslims that Muhammad is the last prophet.
- **Practices:** For example, the practice of Passover has grown out of the belief that God saved Jews from Egypt.
- **Themes:** For example, the beliefs and practices of Islam and Christianity and how this impacts contemporary views around Relationships and Family.
- **Experiences:** For example, how faith communities come together on a day to day basis and share a sense of identity grounded within their religion.

All of these aspects of religion are explored in each of our units, helping pupils to gain a nuanced understanding of the unique nature of each.

Although there is flexibility for schools to use Oak materials in line with their own curriculum plan, the curriculum map provides a suggested sequence which would provide a coherent programme of study. In particular, we strongly suggest that those units contained within Year 5 and Year 6 are only taught at upper Key Stage 2, as these lessons have been designed with



those year groups in mind. As a result, the technical vocabulary necessary to access the learning is more sophisticated, with a higher reading age assumed.

Coherence within units, however, will be strong, framed around and driven by an overarching enquiry question promoting thought about what makes each religion or worldview unique. It is towards answering this question that knowledge will be organised.

4. Knowledge selection

In Religious Education, when a religious believer knows something they hold a claim of some sort. They regard their claim as true. Therefore, knowledge of those beliefs is a form of factual knowledge, or 'second-order claims'. It is best to encourage pupils to regard knowledge claims, made by teachers, in these online lessons, about what a religious person believes and practices, as second-order claims. Alongside these 'second-order' claims, the substantive knowledge, we also want students to consider the disciplinary knowledge within religious studies: the methods of learning about religious beliefs and practices, the status of revelation for different groups within a faith, the influence and impact of Jewish thinking on Christian beliefs and teachings etc.

5. Inclusive and ambitious

We want Oak to be able to support all children. Our units will be pitched so that children with different starting points can access them. Our lessons, within units, will be sequenced so that each builds on prior learning. Our activities will be scaffolded so all children can succeed, starting out with tasks that gain high levels of success. This will then build to longer high challenge, low threat tasks, which will be appropriately scaffolded and modelled. However, the aim of teaching is to bring all children to achieve, regardless of starting point. Schools, who know their pupils best, will be essential in directing pupils to the lessons that will most help them.

6. Pupil engagement

We need pupils to be thinking during their lessons - both to engage with the subject and to strengthen memory of what is being learnt. Our lessons will not be video lectures; there will be regular 'pause points' (opportunities to answer questions, to do short tasks) that require them to use material studied during that lesson. This is done to emulate classroom teaching as much as possible. We seek to exercise pupils' minds throughout their lessons. This will involve questions and tasks throughout instruction, just as we would with classroom teaching. Religious Education naturally tends itself towards narrative and debate, which are intrinsically motivating and help with engagement and memory.

7. Motivation through education

Like all teachers, we recognise that good presentation helps pupils keep participating in our lessons. However, we are teachers, and not entertainers. We seek to motivate children through our subject. We believe that what we teach is inherently interesting, and that the joy of education is our primary motivator. We strongly believe this approach to Religious Education (intellectually stimulating, choice of the most powerful knowledge, structure of video lessons etc.) will build motivation in pupils. Lessons will be constructed in a way that builds self-efficacy throughout the lessons, and encourages them to respond positively to the build up of difficulty. We want students to be within the 'struggle zone' (Allison and Tharby, 'Making every lesson count'), where there is high challenge, low stress. Where thinking is required, where effective education takes place. Each task will carefully manage cognitive load and therefore build motivation in the pupils.

