



Religious Education

RE Curriculum

At Benson, we follow the Oxford Diocese Board of Education (ODBE) scheme of learning, a locally agreed syllabus designed by the Oxford Diocese. This curriculum ensures that children have a rich, engaging, and age-appropriate journey through the study of religion, where they not only develop an understanding of different faiths but also learn the values of respect, empathy, and tolerance.

In the early years of their education, children begin by exploring the concept of religion itself. Through activities, discussions, and experiences, they begin to understand what religion means and why it is important to people around the world. They then focus on Christianity, developing an initial understanding of the key beliefs, stories, and practices of the Christian faith.

As children progress through the school, they are introduced to a broader range of world religions. Each year, they explore key aspects of faith, beliefs, and practices from different traditions. This includes studying Judaism, Sikhism, Hinduism, Islam, and other worldviews. Through these explorations, children are encouraged to appreciate the diversity of belief systems that exist in the world today.

The aim of our RE syllabus is not only to teach children about the different faiths but also to foster respect for others and their beliefs. By examining religious stories, rituals, and teachings, we help children develop a deeper understanding of faith and spirituality. This exploration encourages respect for different viewpoints and promotes a sense of empathy, compassion, and ethical reflection. In Religious Education, we aim to provide children with the tools to ask big questions, reflect on their own beliefs, and respect those of others, preparing them for a world that is rich in diversity and faith.

Scheme Used

At Benson we follow the Kapow scheme. Kapow Primary's Religion and worldviews (R&W) scheme of work aims to inspire pupils to become curious, reflective and open-minded thinkers. The intention is for pupils to develop the confidence to ask meaningful questions, explore a range of beliefs and worldviews and reflect on their own values and those of others.

The scheme aims to raise awareness of how religion and worldviews influence individual lives, communities and cultures over time. Its goal is to encourage pupils to become respectful and thoughtful citizens who can engage with diversity and contribute positively to a pluralistic society.

Teaching of RE

Kapow's RE scheme of work develops RE knowledge across all year groups, ensuring a clear pathway for pupil learning. Progression is broken down into the following key areas:

- **Substantive knowledge** – learning about a range of organised religions and worldviews; examining key religious concepts; identifying similarities and differences between some religions and worldviews.
- **Personal knowledge** – developing a sense of the children's own worldviews, personal knowledge and ideas about life's meaning and purpose.
- **Disciplinary knowledge** – using a variety of methods to understand religions and worldviews; observing religious practices.

Support and Adaptions for Children with SEND

At Benson, we are committed to ensuring that all children can fully access and engage with the Religious Education (RE) curriculum. We understand that each child has unique learning needs, and we make thoughtful adaptations to lessons to ensure inclusivity.

These adaptations may include:

- **Differentiated Resources:** We provide a range of resources tailored to different learning needs, such as visual aids, simplified texts, and interactive materials. This helps children better understand key concepts and supports various learning styles.
- **Personalised Support:** Teaching assistants and support staff work closely with children, offering one-to-one or small group support where needed. This ensures that children with SEND can participate in discussions and activities at their own pace.
- **Modified Tasks:** Some tasks are adjusted to match the child's level of understanding, allowing them to engage with the lesson content while building their confidence and skills.
- **Sensory and Visual Support:** For children with sensory processing difficulties, we incorporate visual aids, gestures, or hands-on activities that help make abstract concepts more concrete.
- **Clear and Structured Instructions:** Lessons are broken down into clear steps, and instructions are provided in multiple formats to support comprehension. This ensures children with communication or processing difficulties can follow along with the class.

Recording of Work and Assessment

In RE, children's work is recorded in various formats to reflect the diversity of tasks and activities they engage with. Some work is recorded in individual RE books, while other tasks may be placed in class floor books, depending on the nature of the lesson. Teachers also annotate notes from class discussions, which capture students' thoughts, ideas, and understanding as they engage in dialogue about faith and beliefs.

Both **summative** and **formative assessments** are used throughout the year. Formative assessments take place regularly during lessons, through activities, discussions, and teacher observations, helping to monitor progress and

inform teaching. Summative assessments are conducted at the end of each unit to evaluate students' overall understanding. These assessments can be either written or verbal, depending on the focus of the unit, with most units concluding with a written assessment. The combination of both types of assessment ensures that all students' learning is supported, monitored, and extended effectively.

Structure of the RE Curriculum

Due to our class structures, topics in RE are taught on a two-year cycle. We ensure learning in EYFS meets the needs of the EYFS curriculum and provides a strong foundation for learning as children transition into Year 1 by including Reception in the long-term plan, linking to learning for 'understanding the world'.

Knowledge & Skills Progression Year A

R	Term 1	Term 2	Term 3
Units	What makes us special? Extra lesson – What is Harvest festival ? (unit: Time to celebrate lesson 1)	What are special times ?	Why are some places special? Extra Lesson – What is Shrove Tuesday?(unit: Time to celebrate lesson 4)
	Term 4	Term 5	Term 6
Units	What makes the world special?	Why are some things special?	Why are some stories special?

Y1&2	Term 1	Term 2	Term 3
Units	What do some people believe God Looks like ?	How did the world begin? Festival: Christmas	Why should we care for the world?
	Term 4	Term 5	Term 6
Units	Why do we need to give thanks? Festival: Easter	How do we know some people feel a special connection to a god?	What is a prophet?

Y3&4	Term 1	Term 2	Term 3
Units	What makes us human?	Why is water symbolic? Festival: Christmas	What makes some texts sacred?
	Term 4	Term 5	Term 6
Units	Who was Jesus really? Festival: Easter	Why is fire used ceremonially?	Why is the bible the best-selling book of all time?

Y5&6	Term 1	Term 2	Term 3
Units	Why do people have to stand up for what they believe in ?	Why do Dharmic religions look different around the world?	What happens when we die? (Part 1)
	Term 4	Term 5	Term 6
Units	What place does religion have in our world today?	What happens when we die?(Part 2)	Who should get to be in charge?

Knowledge & Skills Progression Year B

R	Term 1	Term 2	Term 3
Units	What makes us special? Extra lesson – What is Harvest festival ? (unit: Time to celebrate lesson 1)	What are special times ?	Why are some places special? Extra Lesson – What is Shrove Tuesday?(unit: Time to celebrate lesson 4)
	Term 4	Term 5	Term 6
Units	What makes the world special?	Why are some things special?	Why are some stories special?

Y1&2	Term 1	Term 2	Term 3
Units	What is God's job?	Why should we care for others?	How do we know that new babies are special?
	Term 4	Term 5	Term 6
Units	Why is light important to people?	How do some people talk to God?	Where do some people talk to God?

Y3&4	Term 1	Term 2	Term 3
Units	Is scripture central to religion?	Where do our morals come from?	Are all religions equal?
	Term 4	Term 5	Term 6
Units	What happens if we do wrong?	Just how important are our beliefs?	Does the language of scripture matter?

Y5&6	Term 1	Term 2	Term 3
Units	Why doesn't Christianity look the same?	Why are some places in the world significant to believers?	Why do Abrahamic religions look different around the world?
	Term 4	Term 5	Term 6
Units	Why is there suffering ? (Part 1)	Why is it better to be there in person?	Why is there suffering? (Part 2)

2026-2027

Due to new class structures Year 5/6 will follow the curriculum below for this year.

Y5&6	Term 1	Term 2	Term 3
Units	TBC	TBC	Why doesn't Christianity Look the same ?
	Term 4	Term 5	Term 6
Units	Why are some places significant to believers?	Why do Abrahamic religions look different around the world?	Place of Worship visit and report/project on visit.