

## **Subject Rationale**

### **Our Vision for Religious Education**

Our RE curriculum has been developed using the Lancashire SACRE. The Lancashire SACRE is committed to supporting all colleagues who are making Religious Education the best it can be for the children and young people of our County. It is underpinned by the Blackburn diocesan syllabus, which incorporates Understanding Christianity.

It provides our pupils with a coherent knowledge and understanding of what it is to be human. By learning about and from religion, we can become more open minded, respectful and achieve greater self-awareness. The skills and attitudes developed through RE can thus make a significant contribution to promoting British Values and developing community cohesion.

We aim to encourage pupils to develop positive attitudes to their learning and to the beliefs and values of others. Through the teaching of Religious Education, our pupils will be able to articulate what it means to be a Christian and how this affects people's lives, through sensitively asking and answering questions. They will use a variety of media, such as art and drama, to enable them to find answers and aid discussions, which support the 'Big Questions' and will confidently use the Religious Literacy introduced in each Key Stage. Pupils will have the opportunities to make links with the wider world and other faiths, whilst at the same time learning skills that will enable them to connect Christian practices, values and beliefs to events and teaching in the Bible.

The following four attitudes are essential for good learning in religious education and should be developed at each stage or phase of religious education:

**Self-awareness** in religious education includes pupils:

- feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule;
- developing a realistic and positive sense of their own religious, moral and spiritual ideas;
- recognising their own uniqueness as human beings and affirming their self-worth;
- becoming increasingly sensitive to the impact of their ideas and behaviour on other people.

**Respect for all** in religious education includes pupils:

- developing skills of listening and a willingness to learn from others, even when others' views are different from their own;
- being ready to value difference and diversity for the common good;
- appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society;
- being prepared to recognise and acknowledge their own bias;
- being sensitive to the feelings and ideas of others.

**Open-mindedness** in religious education includes pupils:

- being willing to learn and gain new understanding;
- engaging in argument or disagreeing reasonably and respectfully (without belittling or abusing others) about religious, moral and spiritual questions;
- being willing to go beyond surface impressions;
- distinguishing between opinions, viewpoints and beliefs relating to issues of conviction and faith.

**Appreciation and wonder** in religious education includes pupils:

- developing their imagination and curiosity;
- recognising that knowledge is bounded by mystery;

- appreciating the sense of wonder at the world in which they live;
- developing their capacity to respond to questions of meaning and purpose.

## Implementation

### The content of the R.E Curriculum.

We have personalised a scheme of work for Religious Education, which is built upon previous learning across the key stages. Vocabulary is mapped out carefully to ensure that it is embedded in pupils' learning and incorporates the religious literacy encouraged within the syllabuses used.

Each new unit will usually have a question to set the tone of discovery and questfulness.

When planning, each lesson the following needs to be considered: -

- How will I engage the pupils in this task?
- What new things will the pupils learn today?
- What prior learning needs to be consolidated by the tasks today?  
What skills will pupils develop through these activities?
- Pupils also need to see how their learning is relevant to them today and is preparing them for the future.

In addition to this, strategies will be taught to help children remember key knowledge and time will be given to encourage independent or paired learning.

The Early Years, RE Chatterbox Units are designed to encourage an atmosphere of community where everyone-child and adult -are learning together. Right from the start, planning involves consultation with the child so that a blend of child-led and adult-initiated activities will take place. This child-centred approach will inspire and motivate both children and adults. The needs of visual, audio and kinesthetic learners will be met; thoughts and ideas shared and the depth of learning will be greater. Children will feel confident to ask questions and make choices. This will help to develop enthusiastic, interested and creative children.

## Inclusion

As a school, we ensure that all pupils can engage with learning about Christianity and other faiths and develop a respect for other cultures, irrespective of their race, cultural background, gender, religion, creed, level of intellectual ability or physical and emotional circumstances.

## Opportunities and Resources

The study of Religious Education is based around thinking critically and interpreting a range of stories, songs, quotes, artwork, beliefs, artefacts and images. They will ask and answer questions, empathise, analyse and evaluate the key questions.

EYFS	KS1	LKS2	UKS2
Visit by the member of the clergy	Christmas Journey Local churches Jewish Synagogue Baptism service	Islamic mosque Different churches	Easter Experience Hindu Temple Difference churches

## World Wise

Throughout KS1 and 2, children have three World Wise sessions each week. These sessions focus on issues with national or global significance and provide opportunities to further explore their world under the headings people, place, politics and position. The significance of religious festivals is often reinforced in these sessions.

## Assessment

At the beginning of each unit, prior knowledge is established. Formative assessment, like this, will take place in all lessons, in the form of retrieval practice (revisiting recent and past learning.) The outcomes will inform future planning and children will be involved in evaluating their learning progress. Assessment tasks are designed to allow all children to demonstrate their new learning, regardless of ability. At the end of a unit of work, class teachers will record individual progress and attainment in Religious Education via Insight.

At the end of Key Stage 1, pupils will be expected to:

- talk about God as creator of the world who loves us.
- know that God is three in one, Father, Son and Holy Spirit.
- retell both the nativity and Easter stories.
- use religious words to talk about the celebrations of Christmas, Easter and Pentecost.
- know that Christians believe Jesus is the Son of God who died on the cross and rose again.
- know that Jesus had 12 special friends called disciples.
- know that the Bible is our holy book and it contains God's big story, the salvation plan.
- retell stories of Jesus' miracles.
- have visited a church and confidently talk about their experience and what they have learnt.
- have had opportunity to ask reflective questions that wonder about Christian practices, values and beliefs.
- be able to give examples of how Christians put their beliefs into action.
- know the names and significance of holy books from other faiths.
- know the places where people of other faiths worship.
- develop a sense of their own values and the values of others.
- have experienced taking part in the celebration of Harvest Festival.

By the end of Key Stage 2, pupils will be expected to:

- know that God is three in one, Father, Son and Holy Spirit – the Trinity.
- know that in the beginning God created everything and it was good. People spoil the environment and their relationship with God. This is known as the Fall.
- know that Christians believe that Jesus is the Messiah, the Saviour who came to rescue all people and restore their relationship with God.
- know that Christians believe Jesus is the Son of God who died on the cross, rose again and is alive with us today.
- know that Christians believe that Jesus will come again and Earth and Heaven will be transformed to be as God intended (the Kingdom of God).
- know that Christians try to put the teaching of Jesus, the good news, into practice in their everyday lives and build God's Kingdom on earth as best they can.
- know that Pentecost was the start of the church.
- know that Christians believe that the Holy Spirit is at work in their lives today.
- know that Christianity is a worldwide multi-cultural faith.
- know that prayer is an important part of the life of a believer and explain why.
- know the names and stories of at least 3 people in the past and present times who have been called by God to do his work and speak his word.
- describe the impact responding to God's call has on a believer's life.
- use developing religious vocabulary to talk about the impact religion has on believers' lives.

- be able to make comparisons and identify the similarities and differences between the rules for living in Christianity and two other world faiths.
- ask important questions about religion and belief that improves their learning.
- experience a visit to a place of worship other than a church.
- talk knowledgeably about places of worship, the names and features of buildings and the worship that takes place there.
- retell in detail the stories of Christmas and Easter, describing core Christian beliefs and concepts.
- connect Christian practices, values and beliefs to events and teaching in the Bible.
- describe and show understanding of the links between the teachings in other Holy Books and the behaviour of the believers.
- express and explain their own opinions on issues they have discussed.
- use an increasingly wide religious vocabulary to talk about the meaning of rites of passage and pilgrimage experienced by believers as they journey through life.
- describe what they think motivates people of faith and explain what inspires and influences them personally.
- ask and suggest answers to questions that show their understanding of distinctive beliefs about God across three world religions.
- know and be able to talk about the links between Christianity and Judaism.
- describe the similarities and differences within and between Christian denominations with particular reference to the Eucharist.

### **Monitoring**

The R.E lead monitors and reviews the implementation and development of the R.E curriculum in consultation with the Headteacher, SLT, staff members and governors. Monitoring is carried out through a range of methods including:

- Regular book scrutiny
- Learning walks
- Floor books
- Display and learning journey observations
- Teacher observations
- Teacher surgeries
- Pupil voice surveys