



## **Subject Statement**

**“I am the vine; you are the branches.”**

**John 15:5**

Just as the branches need the vine to grow and bear good fruits, so we need each other. Within the District family, each person is valued and loved, reaching out throughout our school, homes, families and the wider community for a stronger future.

This subject statement reflects our Christian vision. We value the efforts of all pupils, supporting them in developing their skills and knowledge through positive reinforcement and constructive feedback. We inspire high standards and encourage ownership and independence to build long-term positive learning behaviours that will take our pupils beyond primary school and into the wider world.

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

“I am the vine; you are the branches.” John 15:5.

Being a VC school, the RE curriculum has been developed using the Lancashire SACRE supplemented by Questful RE, the Diocesan syllabus for RE. 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 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.

### **Religious Education in Church School Statement of Entitlement aims:**

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain’s cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.

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 discussion or disagreeing reasonably and respectfully (without belittling or abusing others) about religious, moral and spiritual questions;
- being willing to think 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.**

Across EYFS, KS1 and KS2, 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 begins with a big question to be explored.

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

How will I engage the pupils in this task?

How can I make today's learning accessible for all?

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?

How is this learning relevant to the pupils today and in preparation 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.

### **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.

## **World Wise**

Throughout KS1 and 2, children have two World Wise sessions each week. These sessions focus on issues with national or global significance and provide opportunities for pupils to further explore their world under the headings people, place, politics and position. The significance of religious festivals, teachings, beliefs and faith are 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:

- know that Christians believe that God is the creator of the world and everything in it.
- know that Christians believe that God is three in one, Father, Son and Holy Spirit.
- be able to 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 the Christian holy book and it contains God's big story, the salvation plan.
- be able to 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 religious practice, values and beliefs.
- be able to give examples of how people of faith put their beliefs into action.
- know the names and significance of holy books from at least three world faiths.
- be developing a sense of their own values and the values of others.
- be able to identify and talk about the places of worship of at least three world faiths.

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

- know that Christians believe that God is three in one, Father, Son and Holy Spirit – the Trinity.
- know that Christians believe 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 that 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 at least three 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 building.
- 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.
- be able to describe and show understanding of the links between the teachings in Holy Books and the behaviour of the believers.
- be able to 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:

- Pupil voice surveys
- Regular book looks
- Learning walks
- Display and learning journey observations
- Teacher observations
- Teacher surgeries