



Intent

Religious Education

Intent



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Religious Education.

Why is R.E. important?

At Ivegill CE Primary School, all of our teaching and learning builds on our core values: endurance, trust and community. We recognise the importance of Religious Education in every aspect of daily life. For pupils to be able to understand our constantly changing world they need to be able to interpret religious issues, understand worldviews and evaluate their significance. From the pupils first day at school RE gives students valuable insights into the diverse beliefs & opinions held by people today. We feel it helps to foster empathy, tolerance and understanding; all of which we hold in high regard.



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What are the aims of RE?

The aims of RE are to enable young people to be:

A. INFORMED Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

B. EXPRESSIVE Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including spiritual and ethical issues
- appreciate and appraise varied dimensions of religion or a worldview

C. ENQUIRING AND REFLECTIVE Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other's lives.



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Our RE curriculum is knowledge and thinking rich, ensuring children gain a deep understanding of religious knowledge and concepts as well as embedding key religion specific vocabulary and terminology (Tier 3 vocabulary) It aims to ensure the children have a good grasp of religious literacy, enabling them to hold well balanced conversations based on religious and non religious worldviews.

From January 2024, we are beginning to implement Questful RE to cover the reframing of the curriculum and match the disciplinary approach.

The disciplinary approach - theological, philosophical and human science ensures coverage of the new outcomes.

In addition, children are encouraged to develop spirituality, their natural empathy, curiosity and understanding and to develop deeper thinking skills.

The disciplinary approach.



The 3 approaches will be planned into each unit of work.



Intent

Working

At Ivegill CE Primary School children will gradually build on their religious skills throughout the Key Stages based on National Curriculum expectations.

Key Stage 1:

- Thinking about religion and belief- through recalling and retelling stories, recognizing some features of religions
- Enquiring, investigating and interpreting – recognizing symbols and other forms of religious expression, asking questions, identifying meaning for symbols.



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Lower Key Stage 2:

- Making links between stories, beliefs and practices.
- Identifying the impact of beliefs and practices.
- Identifying , commenting on and describing similarities and differences between religions and beliefs.
- Asking significant questions about religions and beliefs.
- Gathering, selecting and organizing ideas
- Suggesting answers to questions and meanings for religious expression.

Upper Key Stage 2:

- To explain connections between beliefs and practices
- To explain how and why different beliefs are expressed
- To use religious vocabulary
- Explain reasons for and affects of diversity
- Interpret religions and worldviews from different perspectives.

Spaced Retrieval Practice Approach

Our Religious Education curriculum is delivered through a series of modules which are deliberately spaced throughout the academic year with opportunities to introduce and revisit key concepts and world faiths. This approach enables staff to deepen pupil understanding and embed learning.

Religions studied are revisited and developed across the key stages and ideas such as symbolism, religious practices, religious stories, leaders and festivals are interwoven through the religions.

Early Years – Questful RE - 2024

In Early Years, Religious Studies is taught through an enquiry-based approach based upon a key 'quest' to explore. We use a question as a starting point, as illustrated in the 8 unit titles. This then enables a teacher to follow up children's responses at the outset. This may well determine the direction of subsequent lessons.

Questioning and thinking skills are embedded in teaching and learning and recorded in a class scrapbook and individual 'quest maps'.

During Foundation stage RE children are encouraged to:

- explore
- listen
- talk
- appreciate
- wonder
- enquire
- sense
- imagine
- respond

A 'Chatterbox' has been introduced to encourage talking within each Questful Unit.

The box is brought by Clever Cub, who also has his own stories linked to several quests.



Intent

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Religious Education in KS1/2.

We use the 3 strands of learning as a base to our RE planning and learning.

Attainment and Progress in RE

Pupils should be taught an increasing knowledge and understanding of religions and worldviews. They should learn to express and communicate ideas and insights about the nature, significance and impact of religions and worldviews. They should gain and deploy the skills needed to engage seriously with religions and worldviews.

Knowledge and understanding of religions and worldviews

- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities;
- Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and worldviews;
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

Expression and communication of ideas and insights about the nature, significance and impact of religions and worldviews

- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.
- Appreciate and appraise varied dimensions of religion

Gain and deploy the skills needed to engage seriously with religions and worldviews

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- Enquire into what enables different communities to live together respectfully for the wellbeing of all;
- Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives

EYFS

- Curriculum overview showing links to other faiths .

<u>Term</u>	<u>Questful unit.</u>	<u>Links to other faiths</u>
<u>Autumn 1.</u>	Q1 – Why are we all different and special?	Islam
<u>Autumn 2</u>	Q4 – How do Christians celebrate Jesus' birthday?	Hinduism – Diwali (whole school link)
<u>Spring 1</u>	Q9 – What makes a holy place?	Islam, Hinduism
<u>Spring 2</u>	Q 11 – How do you celebrate special times?	
<u>Summer 1</u>	Q3 – Why do Christians believe Jesus is special?	Founders of faith - Islam (B,S)
<u>Summer 2</u>	Q6 – Why did Jesus tell stories?	



Intent

<u>Term</u>	<u>Cycle A – Year 5/6</u>	<u>Cycle B – Year 5/6</u>
<u>Autumn</u>	<p>Q 2.1 – Why is the Bible such a special book? (<u>J</u>, I, S)</p> <p>Why do Christians celebrate Harvest? (<u>Short/keep</u>)</p> <p>S14 – Diwali</p>	<p>Q 1.1 – How can we help those who do not have a good Harvest? (<u>J</u>)</p> <p>Q 1.8 – Why is Joseph a bible hero?</p>
<u>Christmas</u>	<p>Q 1.3 – Why do we give and receive gifts? (<u>H, I</u>)</p>	<p>Q 2.2 – Why was the birth of Jesus such good news?</p>
<u>Spring</u>	<p>Q 2.5 - Why is the church a special place for Christians? (<u>H, I, J</u>)</p>	<p>Q <u>1.4</u> - What made Jesus special?</p>
<u>Easter</u>	<p>Q 1.5 – What do you think is the most important part of the Easter story?</p>	<p>Q 2.4 – How do symbols help us understand the Easter story?</p>
<u>Summer</u>	<p>What does prayer mean to Christians and other faiths? (<u>J</u>, I) KEEP</p> <p>Q 1.2 – What are your favourite things God created? (<u>H, I</u>)</p>	<p>Q 2.6 – What happened at the Ascension and Pentecost?</p> <p>Q 1.7 – Why is Baptism <u>special</u>? (<u>H</u>, I, Hum)</p>

Content and Sequence: Year 1 and 2

The learning is taught over a 2 year cycle.

The letters in brackets refer to links to world faiths.



Intent

Content and Sequence: KS2 – Years 3 & 4 - taught over a 2 year cycle.

	<u>Cycle A – Year 3/4</u>	<u>Cycle B – Year 3/4</u>
<u>Autumn</u>	Q 3.3 – How did/does Jesus change lives? S14 – Diwali	Q3.6 – How do people of God say thank you for the Harvest? <u>(J,H)</u>
<u>Christmas</u>	Q 4.2 – Why is Jesus described as the light of the world?	Q 3.2 – How does the presence of Jesus impact on other <u>peoples</u> lives?
<u>Spring</u>	Q 4.6. – What is prayer? How do people of world faiths pray? <u>(B,H,I,J)</u>	Q4.5 – Are all churches the same? <u>(H,I,J,S)</u>
<u>Easter</u>	Q 4.4 – A story of betrayal and trust? What do world faiths say about forgiveness? <u>(H,I,J)</u>	Q3.4 – Is the cross a symbol of sadness of joy?
<u>Summer</u>	Q4.1 – David and the psalms - What values do you consider to be important? Q3.1 – What does it mean to be called by God? <u>(H,I,J,S)</u>	Q3.5 – Which rules should we follow? <u>(B,I,H,W)</u> Q4.3 – Jesus – Why do Christians believe Jesus is the Son of God? <u>(J)</u>



Intent

Term	Cycle A – Year 5/6	Cycle B – Year 5/6
Autumn	S5 – How do Christians express their faith through the arts? (<u>H</u> ,I,J) In Christ we share – pack. S14 – Diwali	Q5.5 – Did she make the right choice? Old Testament Women (J)
Christmas	Q5.2 – How do our celebrations reflect the true meaning of Christmas?	How do Christians perceive the birth of Jesus? KEEP
Spring	Q6.1 – Is everyone’s journey the same? (<u>H</u> , <u>I</u> ,J,S)	Q 6.5 – What is the importance of Ascension and Pentecost to Christians?
Easter	Q5.4 – Why do Christians believe that Easter is a celebration of victory?	Who was responsible for the death of Jesus? KEEP
Summer	Q5.1 – How and why do Christians read the Bible? World faith links to sacred texts – J, I H Q 6.4 – Who was Jesus? Who is Jesus? (<u>B</u> , <u>H</u> ,I,J)	Q6.7 – How does having faith affect <u>peoples</u> lives? (B.IJ) Q 5.3 – Why do Christians believe Jesus was a good teacher?

Content and Sequence: KS2 - Years 5 & 6.

Learning is taught over a 2 year cycle.



Implementation

Religious Education. Implementation



Implementation

Modular Approach – Knowledge

At Ivegill CE Primary School, Religious Education is taught across each year group in modules that enable pupils to study Christianity plus other religions and build up their knowledge.

We teach Easter and Christmas as modular blocks, building up knowledge and understanding and differing the focus as the years go on.



Implementation

SKILLS AND PROCESSES TO BE DEVELOPED THROUGH RELIGIOUS EDUCATION

Progression in RE depends upon the development of the following generic learning skills applied to RE. These skills should be used in developing a range of activities for pupils to demonstrate their capabilities in RE. **They ensure that teachers will move pupils on from knowledge accumulation and work that is merely descriptive to higher level thinking and more sophisticated skills.**

Reflection - this includes:

- Reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices

Empathy - this includes:

- Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others
- Developing the ability to identify feelings such as love, wonder, forgiveness and sorrow
- Seeing the world through the eyes of others, and seeing issues from their point of view

Investigation - this includes:

- Asking relevant questions
- Knowing how to gather information from a variety of sources
- Knowing what may constitute evidence for justifying beliefs in religion

Interpretation - this includes:

- Drawing meaning from artefacts, works of art, music, poetry and symbolism
- Interpreting religious language
- Suggesting meanings of religious texts

Evaluation - this includes:

- Debating issues of religious significance with reference to evidence and argument

Analysis - this includes:

- Distinguishing between opinion and fact
- Distinguishing between the features of different religions

Synthesis - this includes:

- Linking significant features of religion together in a coherent pattern
- Connecting different aspects of life into a meaningful whole

Application - this includes:

- Making the association between religion and individual, community, national and international life

Expression - this includes:

- Explaining concepts, rituals and practices
- Expressing religious views, and responding to religious questions through a variety of media



Implementation

Minimum lesson expectations

All RE lessons will incorporate the following elements:

- Explicit teaching and revisiting of prior vocabulary.
- Use of vocabulary in learning
- Reading
- Imparting of knowledge
- Discussion
- Thinking skills
- Recording of work in books or class scrapbook.



Implementation

Vocabulary

EYFS and KS1

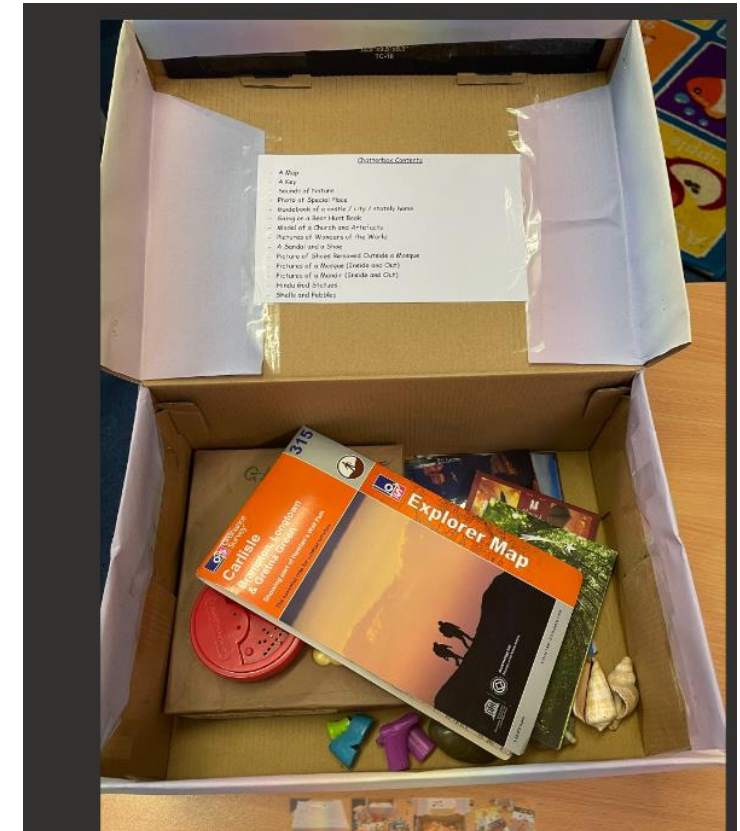
At Ivegill CE Primary, we want our children to have an expansive vocabulary and through teacher modelling and planning, children are given opportunity to use and apply appropriate vocabulary. Religious language is taught and built upon with vocabulary being a focus. This is also encouraged through planning trips, particularly to local churches and having visitors, including the local vicar, in school.



Implementation

EYFS and Questful RE.

- We have begun to implement Questful RE from January 2024.
- As part of the EYFS 'quests', Chatterboxes are used to encourage children to talk and to handle and think about artefacts.
- Each 'quest' will have its own box with related items.





Clever Cub and Questful RE.

- Clever Cub and his books by Bob Hartman are part of the EYFS Questful RE scheme.
- The character of Clever Cub brings the Chatterbox and often one of his own books to share with the children.





Implementation

Example of EYFS learning map.

Name: _____ Class: _____

EYFS 1: I am special

Why are we all different and special ?

Thumbprints

My family

Self Portrait

When I grow up I would like to be

My Favourite

This is me when I feel

- Each child has their own Questful learning map which is kept in a wallet inside the scrapbook.

Display including vocabulary in KS1.





Implementation

Vocabulary in Years 3 - 6

Vocabulary instruction is at the heart of the curriculum and subject specific words are incorporated in each module.

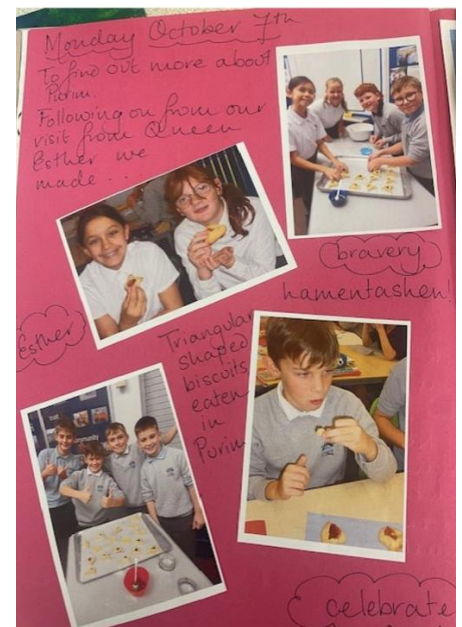
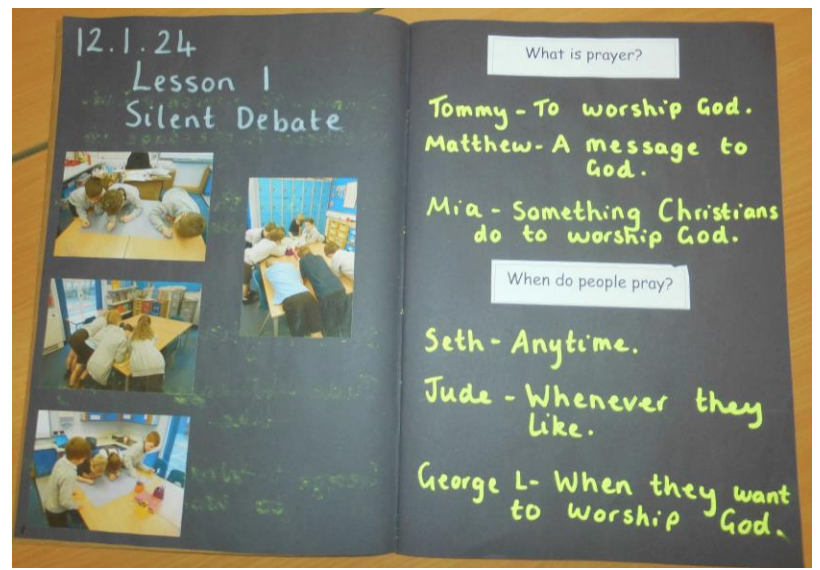
These are often included in displays and referred to within lessons

Displays with lift-the-flap words in a year 5/6 classroom.



Scrapbooks in KS2.

Scrapbooks are dated so it is evident when work was recorded in class books and scrap books and can be cross referenced. Photographs of activities and annotations explain the premise of the lesson.





Example of a Questful Learning map from year 6.

- The children record and date their ideas as the quest goes on.

Implementation

Name:.....
Class:.....

God's Big Story

Kingdom of God ☐ Creation ☐
Salvation ☐ Fall ☐
Gospel ☐ People of God ☐
Incarnation ☐

Unit 6.1: Life as a journey. Is every person's journey the same?

Questful Learning Map

Make the connections to God's Big Story

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My answers to the question Is every person's journey the same? Why not ?	Life is a journey. Do you agree? Why?	Explain..... Is a pilgrim a tourist? Why? Why not?
	How does having faith give meaning and purpose to the journey of life?	Encounter..... Where would you like to visit once in a lifetime? why?
	Why is the Holy Land so important to Jews Christians and Muslims?	Experience..... List 3 things that are the same for all pilgrims. <ul style="list-style-type: none"> • • •



Implementation

Lesson content

We use a variety of teaching styles within our lessons including:

- Use of art work as reference
- 3 points 3 questions
- Silent debate
- Role play
- Story telling
- Godly play
- Group work
- Investigation
- Artefact handling
- Visits and visitors.





Tailoring for SEND

At Ivegill CE Primary we aim for all religious education lessons and learning questions to be accessible to all pupils. Pre-teaching of topic-specific vocabulary provide all children with the opportunity to demonstrate an understanding of subject specific language.

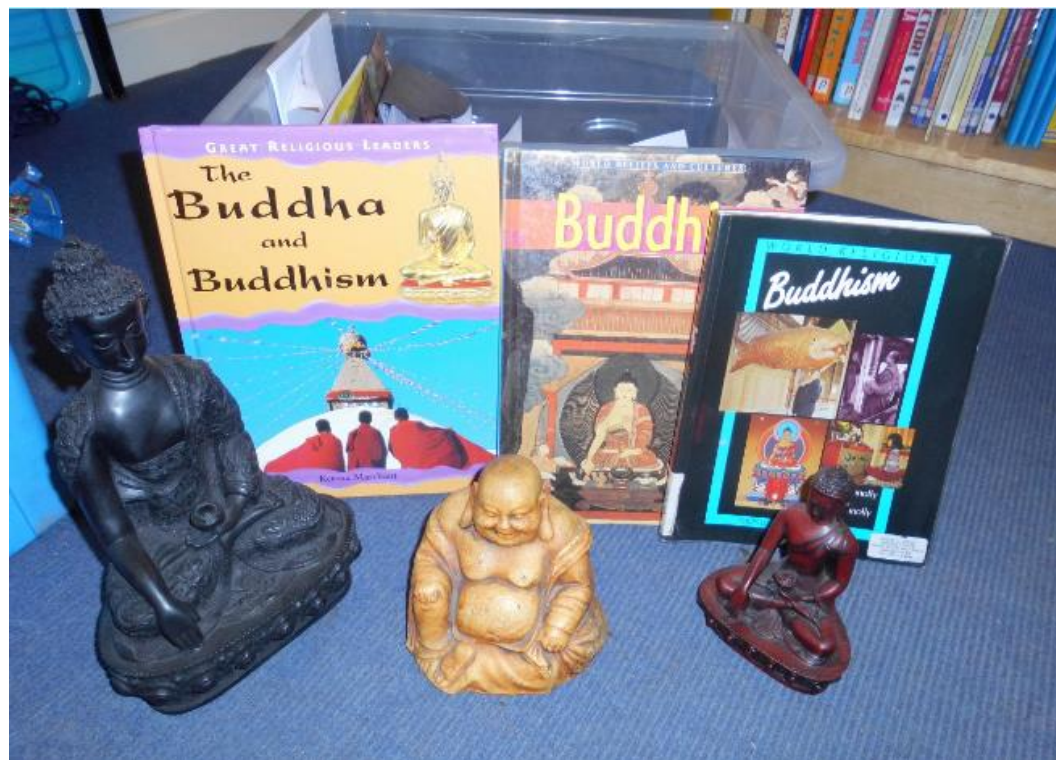
The use of topic based displays which include vocabulary provide visuals to aid understanding and recall.

Word banks and adapted tasks are used where appropriate and regular oral quizzing and repetition related to key terms.

Variety of teaching styles are used, with group work, discussion, use of video, drama, role-play, baking and visitors to cater for all learning styles.

Reading/object handling.

Our Religious Education curriculum is supported by topic boxes and specifically chosen texts and stories which support pupil's learning and develop their skills in accessing information from a range of sources. We have put together topic boxes for each key religion studied which includes both texts and artefacts.





Implementation

Oracy

When discussing their findings or presenting information, pupils are encouraged to speak using full sentences and incorporating key religious vocabulary. This is modelled by teachers and praised when the children take their turn.

Writing

Pupils are expected to write across all areas of the curriculum with teachers modelling how to write purposefully in each subject.

Writing standards and expectation remain high across all curriculum areas and knowledge, grammar, punctuation is expected to be carried into all subject areas.

Due to the use of class scrapbooks, there may not be written work in the children's individual RE book each session - their work is however cross referenced by date in the scrapbooks.

Community involvement .

- As part of our 'Justice' topic, we contacted the World Shop. Sarah very kindly lent us a number of items and told us their story. In return for her kindness, the children wrote poems linked to Fairtrade. We made these into a book and presented them to Sarah - she was delighted!





Community involvement.

- Having forged close links with local secondary schools, we were able to invite a year 10 Muslim pupil into school to discuss our 'What is it like to be a Muslim in Britain?' topic.
- Revd Ben has lead sessions both in the church and in classrooms to further enhance learning.

Community Involvement.



- We have worked closely in school with NISCU, who have not only lead assemblies for the whole school but also dropped into class as Queen Esther to bring to life our topic on Old Testament women.





Implementation

Continuous Professional Development

One full time member of staff and one part time member has undergone Understanding Christianity training. This has supported the development of the wider curriculum.

One member of staff regularly attends the SACRE conference and RE cluster meetings with other local schools.

One member of staff has attended training on Questful RE and we began to implement this from Spring 2024.



Impact

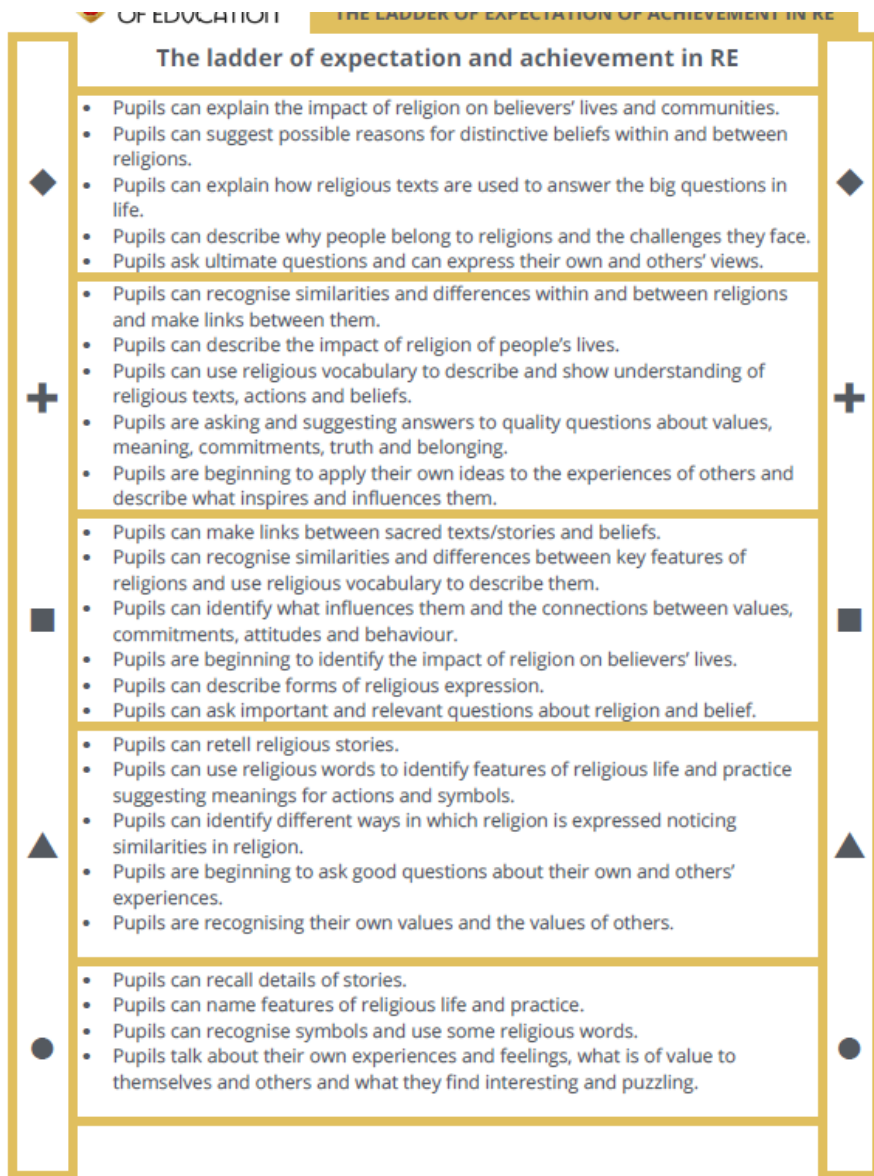
Religious Education

Impact



Impact

The ladder of achievement and expectation has been developed by Questful.



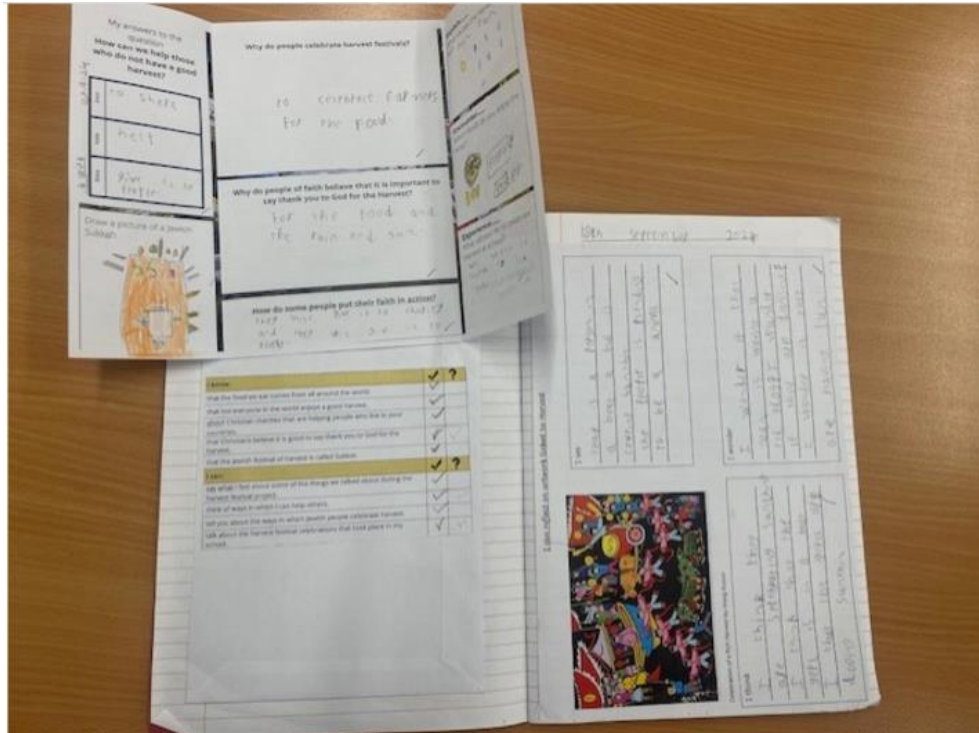
By the end of this unit pupils will know that:	
■	some people undertake a pilgrimage as part of living out their faith.
+	the life journey of people in the Bible effects the behaviour, beliefs and life choices of Christians today.
+	being a Christian and following Jesus' teaching has an impact on a person's life.
◆	Christians in many countries across the world are persecuted because of their faith.
By the end of this unit pupils are expected to be able to:	
■	recognise similarities and differences between pilgrimages made by Christians and people of world faiths.
■	identify several places of pilgrimage around the world
+	describe the impact that following the teaching of Jesus has on people's lives.
+	describe the features of living life as a Christian.
+	Describe the actions of pilgrims in the places studied.
◆	explain why people of faith make pilgrimages.

I know:	✓	?
that pilgrimage is a special journey made by people of faith.		
that the life journey of people in the Bible influences the behaviour and choices of Christians today.		
that some Christians are persecuted and a life of faith is a challenge.		
I can:	✓	?
tell you about my life journey so far.		
describe the impact of religion on people's lives.		
describe the impact that being a Christian has on a person's life.		
describe the key features of Christian life.		
recognise the similarities and differences between pilgrimage journeys in Christianity and other faiths.		
Tell you why people of faith make pilgrimages		
identify several places of pilgrimage and describe the religious practices that take place there.		

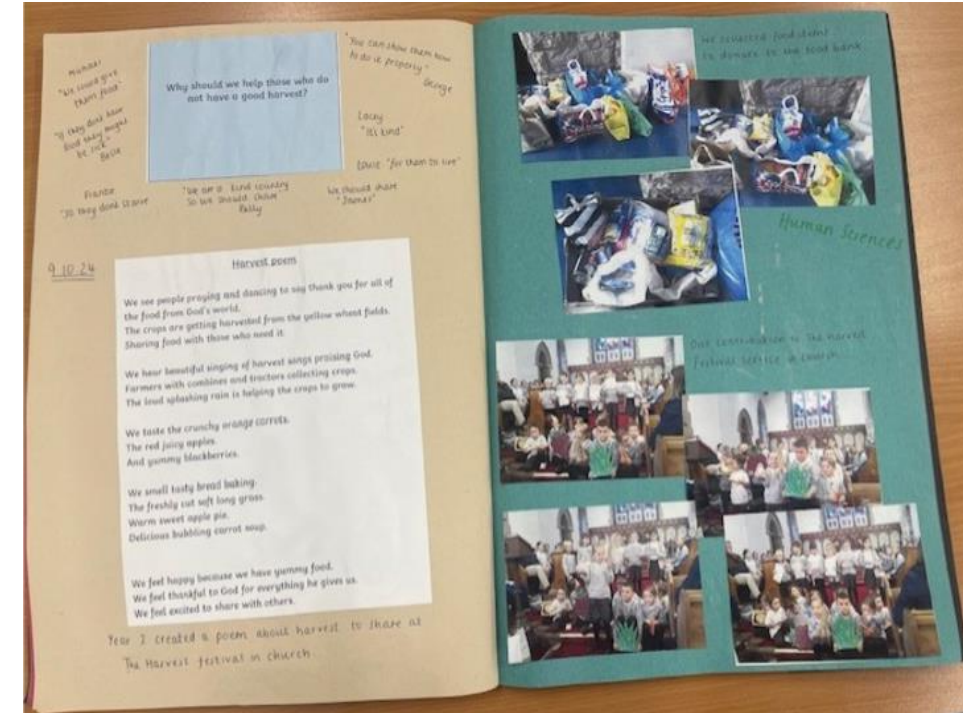
Assessment sheet for a year 6 topic. Each child from year 1-6 has their own assessment sheet in their Re book. This is regularly looked at and marked off by the children during their quests.

Scrap books

Scrap books are used within EYFS to record class work.
KS 1 and 2 have books own exercise books with scrapbooks running alongside.



Example of Questful map and assessment in KS1 books



Example of KS1 scrapbook, running alongside the exercise book.

Scrapbooks in KS2

- Scrapbooks should not repeat the work in the childrens' books.
It should show different and group activities/tasks.
- Each lesson recorded in the scrapbooks should be linked to one of the 3 disciplines and be dated.



Class based worship.



Children are involved in the setting up and delivery of class-based worship.

As the children get older, they have more responsibility within the session from : organising the space, reading the greetings and sendings, writing prayers, leading stories and organising activities.

Class worship is recorded after the session and the children contribute with responses.

Hands on RE in KS1.



Talking and creating
- showing
understanding and
the impact of
resources and
differing learning
styles.

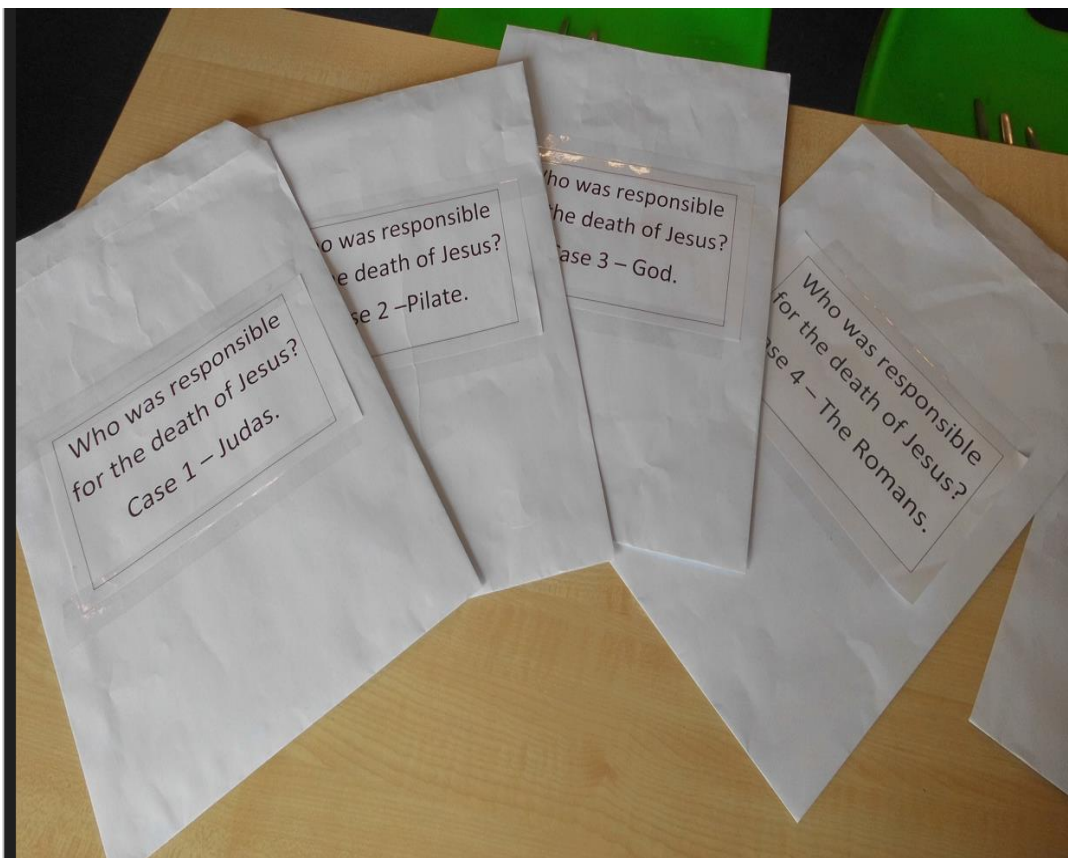




Investigating the Easter story in Y5/6.

- Taking on the role of detectives really brought the subject alive and creating great talking points for many weeks.

Impact



Sequence of learning

At the end of each module, assessments sheets will be talked through and marked off with children.

We have also created a whole school book showing learning from EYFS – Year 6 in relation to both Easter and Christmas . This has been collated over 2 years to reflect our modular planning.

Knowledge and sequence.


- Each class teacher records a knowledge and sequence proforma each lesson. The proformas highlights the lesson undertaken and any stand out or children who needed further support. This enables teachers to recap and revisit with particular children and keep a check on learning throughout the topic.

Example of knowledge and sequence recording in KS2.

Questful 5.5 - Old Testament Women - did they make the right choice?				
Lesson	Learning Intention	Standout	Support	Teacher comments
1. The story of <u>Jochabed</u> .	Did Jochabed make the right decision? Was it a hard decision to <u>make</u> ?	LE great ideas and really thought about the feelings. AH worked really well and thought out her written work.	MW not much thought <u>given</u> , must check his understanding at regular intervals	Groups mixed up worked well - <u>paired</u> differing abilities
2. Who was Deborah?	Why was Deborah important and what were her qualities?	HT/AT very well written. SJ - well presented and informative. JW - <u>trying</u> really hard	All did well, only support needed for those who were out for music and came back in <u>mid way</u> through lesson	Collated lots of quality words and understood how they over lapped
3. The story of Abigail.	What was Abigail's decision, did she make the right one? What message does the story give <u>us</u> .	JW showed great understanding about the message being, '2 wrongs don't make a right' AH understood well the 'think before you act' message and wrote very well. AT/IF/IS wrote very well and showed clear and deeper understanding when talking.	Cloze used for LA. Many chose not to. JE/MH/AS/HR <u>used</u> . Mia needs to do without. MW used scaffold and did not contribute to lesson.	A bit bitty as footballers and musicians out. MH to do without scaffolds as working well.

Questful assessment sheets.

Each Questful unit has a summative group assessment recording sheet . This allows the teacher to evaluate the topic alongside the ladder of expectation and ensure the children with lower achievement are sufficiently targeted in following topics.



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QUESTFUL RE
ASSESSMENT AND RECORDING SHEET UNIT 5.5

+
Unit Old Testament Women: Did she make the right choice?

Autumn Term	Spring Term	Summer Term
Children	Expectations	
Most children could		
Some children could only		
Some children progressed further and could		
Children with lower achievement	Children with higher achievement	Children who missed part

General comments/evaluation of unit of work

Teacher assessment: Overall class working at (Ladder of expectation)

■	there are significant women in the Bible who made incredible choices that have an impact on God's big story.	
■	Purim is a Jewish Festival celebrating the actions of Esther and how God used her to save the Jewish nation	
◆	sometimes people of faith face great challenges and remain true to their faith.	
■	make links between their own values and the values of others (i.e. the women in the Bible).	
■	ask important and relevant questions about the lives of the women in the Bible.	
+	use religious vocabulary to describe and show understanding of the stories, actions and beliefs of the women in the Bible.	
+	ask and suggest answers to questions of identity, meaning, purpose, truth, values and commitments.	
+	reflect on the lives of the women in the Bible and describe the features that inspire them.	

Class:

Teacher:

Date: