



Intent

Religious Education

Intent



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.



Intent

Religious Education.

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.



Intent

Religious Education

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.

What are the 'research methods' for each discipline?



?	Interviews	Community of enquiry	Investigating texts	?	Carrying out a survey
Interpretation of texts	Visit to place of worship	Sensory experiences	Virtual Voices in Religious Education (VVRE)	Handling religious objects	Exploring poetry
debating	Drama and role play	I see, I think, I wonder	School speaker	Visit to a Place of Interest (e.g. museum)	Persona Dolls
discussion	Philosophy for Children (P4C)	Independent research	Asking big questions	Exploring religious texts	Interviews
Observing ritual	Using photos	Exploring statistics	Use of film	Contemplative activities	?
?	Exploring quotes on a theme or a particular worldview	Cumbria SACRE Buried Treasure Project	Case study on a theme	Exploring concepts or 'big ideas'	Exploring NATRE Spirited Arts images



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



Intent

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

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



Intent

EYFS

- Curriculum overview showing how we have married the new Questful scheme with the previous Diocesan scheme.

<u>EYFS previous Diocese topic.</u>	<u>Questful topic</u>	<u>Links to other faiths.</u>	<u>Bob Hartman books</u>
What is celebration?	Q 4 = How do Christians celebrate Jesus' birthday? Q 11 – How do you celebrate special times?	Hinduism – Diwali Hinduism, Judaism, Islam, Sikhism	Clever Cub welcomes baby Jesus.
What is a special place?	Q9 – What makes a place holy?	Hinduism, Islam	
What are special stories for Christians?	Q5 – What stories did Jesus hear as <u>a child</u> ? Q6 – Why did Jesus tell stories?		Clever cub learns about love. CC tells the truth. CC trust <u>God</u> .
Why am I special to God?	Q1 – Why are we all different and special?	Islam	CC explores God's creation.
Why is Jesus special?	Q3 – Why do Christians believe Jesus is special?	Buddhism, Islam, Sikhism – founders and leaders of faith	CC learns to share.
How do we look after the world?	Keep this unit		



Intent

Cycle A	Cycle B
Autumn 1: Q 2.1 – Why is the Bible such a special book? (I,J,S) Harvest – Why do Christians celebrate Harvest? Keep this.	Autumn 1: Q 1.8 Why is Joseph a bible hero? Q 1.1 – How can we help those that do not have a good harvest? (J)
Autumn 2: Q 1.3 – Why do we give and receive gifts? (H, I)	Autumn 2: Q 2.2 Why was the birth of Jesus such good news?
Spring 1: Q 2.5 – Why is the church a special place for Christians? (H,I, J)	Spring 1: Q 1.4 What made Jesus special?
Spring 2: Q 1.5 – What do you think is the most important part of the Easter story?	Spring 2: Q 2.4 – How do symbols help us understand the Easter story?
Summer 1: What does prayer mean to Christians and other faiths ? (Keep this)	Summer 1: Q 3.1 What does it mean to be called by God (H,I,J,S)
Summer 2: Q 1.2 – What are your favourite things that God created? (H, I)	Summer 2: Q 1.7 – Why is Baptism special ? (H, I, S, HU)

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</u>	<u>Cycle B</u>
Q 3.6 – How do people of God say thank you to God for Harvest? (<u>J</u> , H,)	Q 3.3 – How did/does Jesus change lives?
Christmas <u>previous</u> - Why does Christmas matter to Christians ? Q 3.2 – How does the presence of Jesus impact on other <u>peoples</u> lives?	Christmas <u>previous</u> - Why is light an important feature of the Christmas story? Q 4.2 Why is Jesus described as the light of the world?
Q 4.5 – Are all churches the same? (<u>H</u> , I, J, S,)	Q 4.6 – What is prayer? (<u>B</u> , H, I, J – how do people of world faiths pray?
Q <u>3.4</u> - Is the cross a symbol of sadness or joy?	Q 4.4 – A story of betrayal or trust?
Q3.5 – Which rules should we follow?	Q 4.1 – What values do you consider to be important?



Intent

<u>Cycle A - year 5/6</u>	<u>Cycle B - year 5/6</u>
S5 – How do Christians express their faith through the arts? In Christ we share pack (<u>H</u> , I, J)	Q 5.5 – Did she make the right <u>choice</u> ? Old testament <u>women</u> (<u>J</u>)
What do Christians believe about the Prince of peace? - keep	How do Christians perceive the birth of <u>Jesus</u> ? KEEP <u>Incarnation</u> .
Q <u>6.1</u> - Is everyone's journey the same? - link to Pilgrimage work (<u>H</u> , I, J, S)	Q <u>6.5</u> - What is the importance of Ascension and Pentecost to Christians ? (<u>link</u> to previous work on Holy Spirit)
Q 5.4 - Why do Christians believe that Easter is a celebration of victory? Make links to previous topic on why the resurrection is central to Christian beliefs.	Who was responsible for the death of <u>Jesus</u> - CSI ? KEEP
Q5. <u>1</u> - How and why do Christians read the Bible ? Sacred <u>texts</u> (all faiths)	Q6.7 – How does having faith affect peoples <u>lives</u> ? People of faith and justice links from previous work.
Q6. <u>4</u> - Who was Jesus? Who is Jesus? Links to previous work on metaphors (<u>B</u> , H, I, J, S)	Could go into Christians Aid big justice <u>topic</u> .

Content and Sequence: KS2 - Years 5 & 6.
Learning is taught over a 2 year cycle.



Implementation

Religious Education. 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



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.



Vocabulary

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.

As part of the new Questful scheme and leading on from child feedback, we will implement a Vital Vocabulary sheet in books. This will be similar to those used in other subjects and will help to focus on religious vocabulary

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Theology Philosophy Human Sciences

- The three disciplines are included at the planning stage.
- Here are some of the ideas used to ensure coverage of the 3 disciplines.

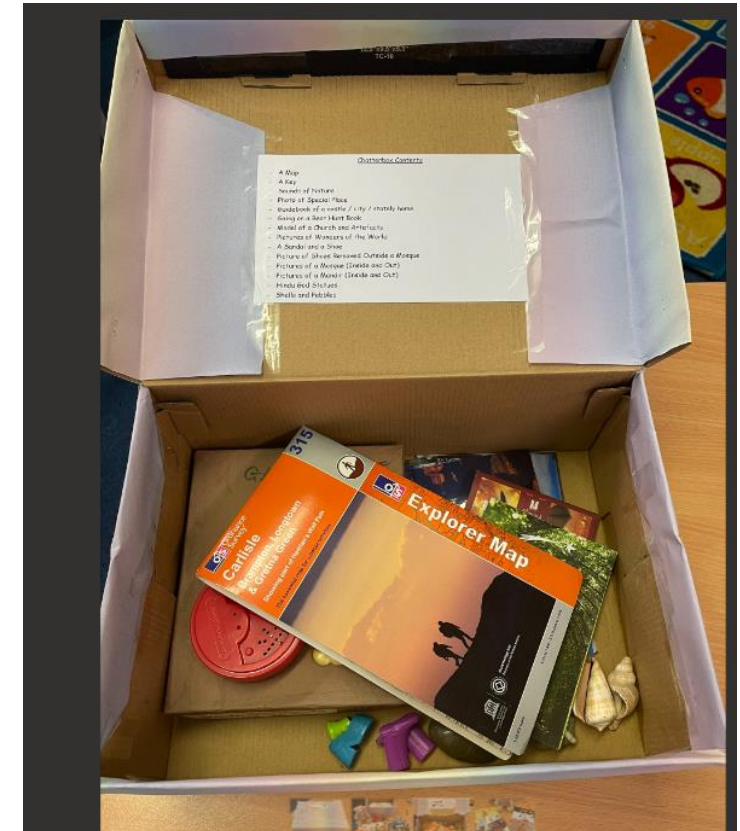
What are the 'research methods' for each discipline?



?	Interviews	Community of enquiry	Investigating texts	?	Carrying out a survey
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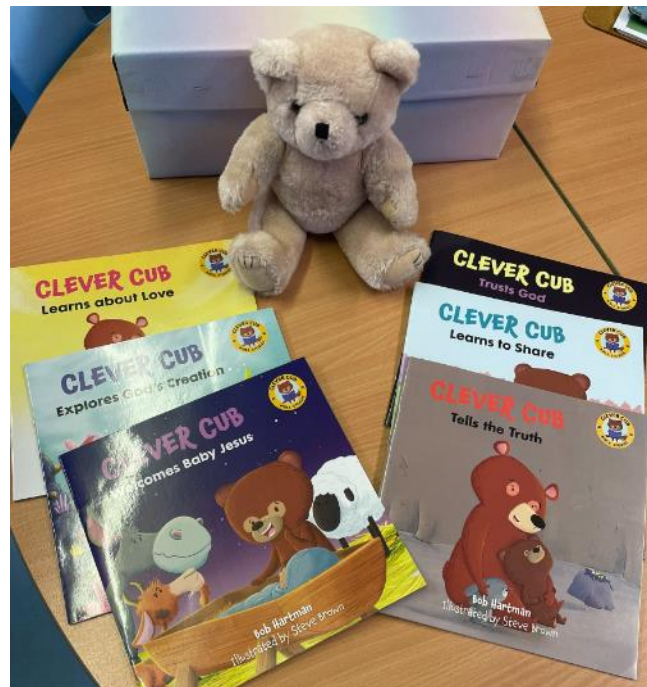
EYFS and Questful RE.

- 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.

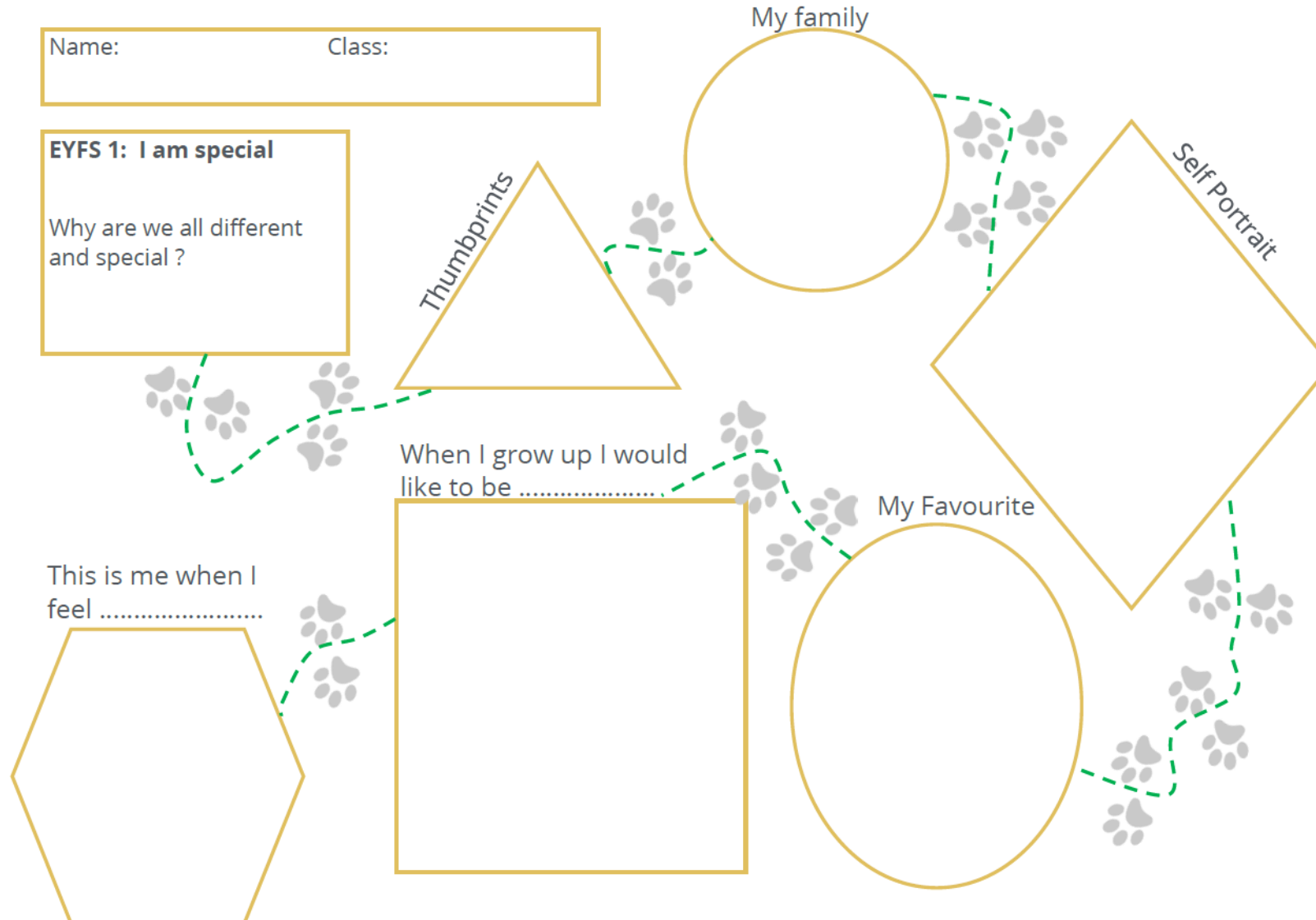


Clever Cub and Questful RE.

- 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.



Example of EYFS learning map.



- 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.

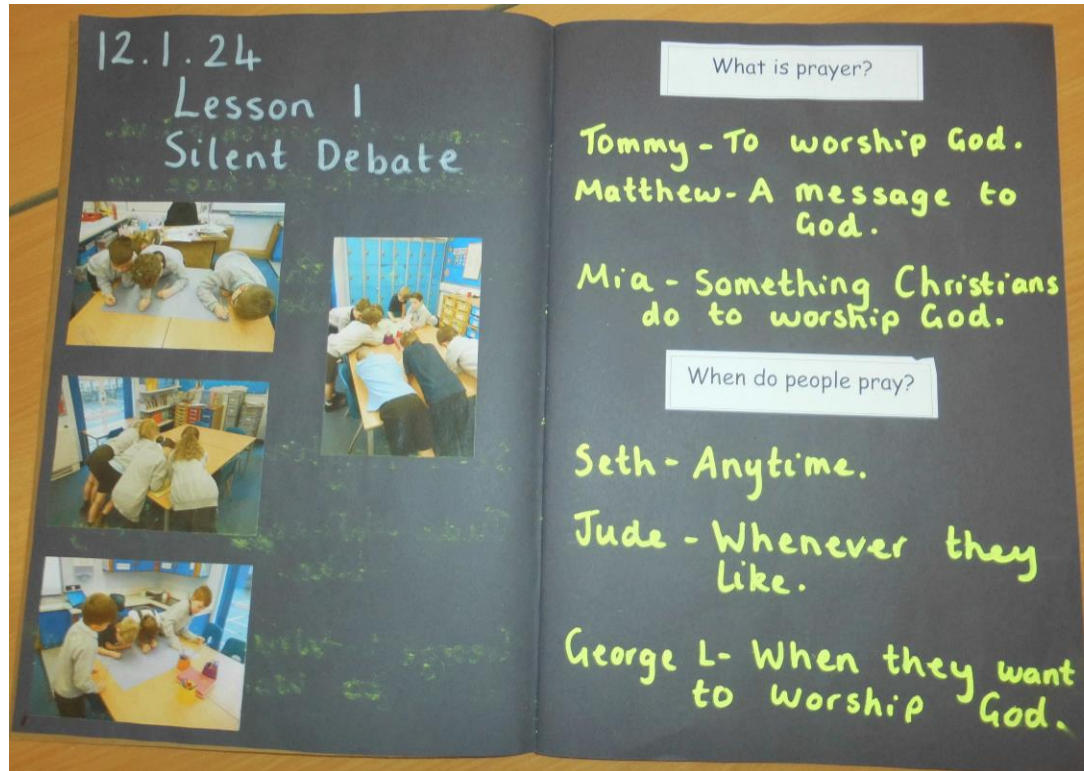
These are often included in displays and referred to within lessons

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



Scrapbooks in KS2.

Implementation



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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<p>My answers to the question Is every person's journey the same? Why not ?</p> <table border="1"> <tr><td>Date</td><td></td></tr> <tr><td>Date</td><td></td></tr> <tr><td>Date</td><td></td></tr> </table> <p>Why do people of faith make pilgrimages?</p>	Date		Date		Date		<p>Life is a journey. Do you agree? Why?</p>	<p>Explain..... Is a pilgrim a tourist? Why? Why not?</p>
	Date							
	Date							
Date								
<p>How does having faith give meaning and purpose to the journey of life?</p>	<p>Encounter..... Where would you like to visit once in a lifetime? why?</p>							
<p>Why is the Holy Land so important to Jews Christians and Muslims?</p>	<p>Experience..... List 3 things that are the same for all pilgrims.</p> <ul style="list-style-type: none"> • • • 							

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.

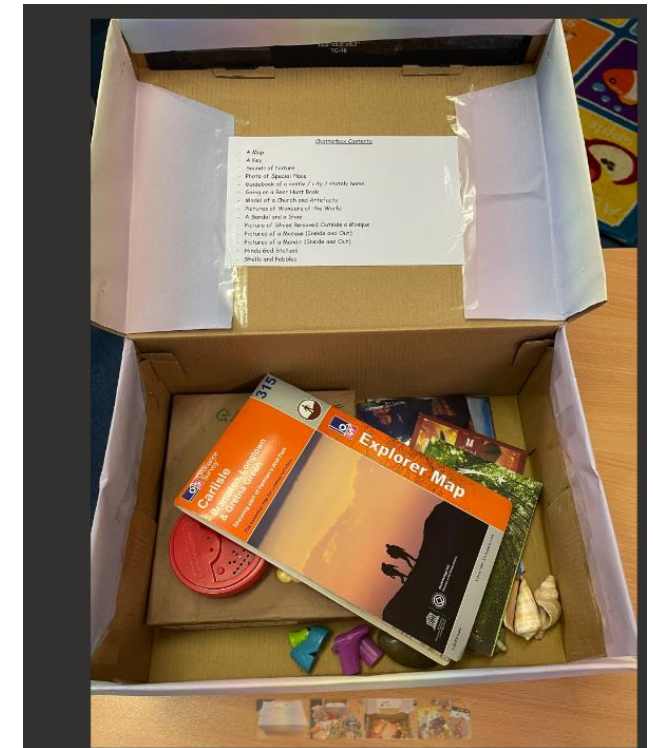
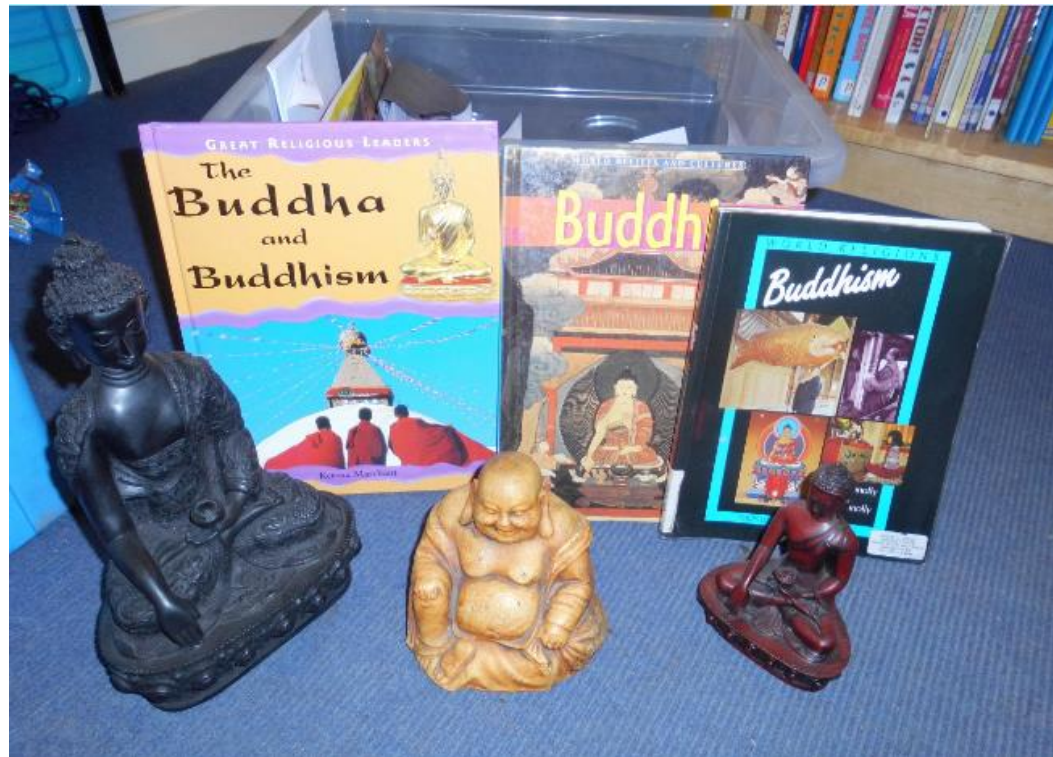
Word banks and adapted tasks are used where appropriate and regular oral quizzing and repetition related to key terms.



Implementation

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.





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.



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 will begin to implement this from January 2024



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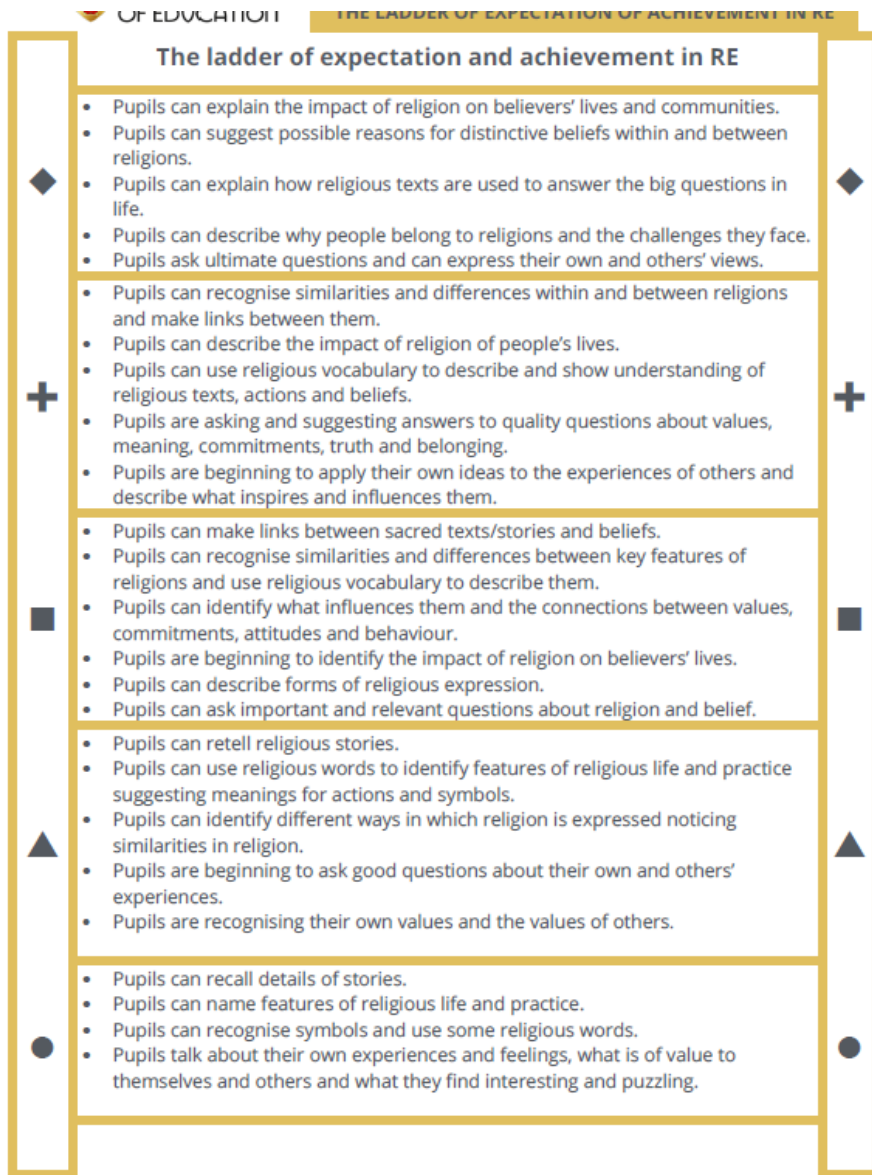
Religious Education

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.

Assessment in children's books.

- Each child has their own assessment sheet in their book, we look at these in class and children can mark off when 'they can' and 'they know'.
- The Questful map is kept in each child's book, we use this as retrieval practice - completing the sections as we come to them.

Impact

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.	✓	30/1
describe the impact of religion on people's lives.	✓	6/2
describe the impact that being a Christian has on a person's life.	✓	6/2
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.		

My answers to the question
Is every person's journey the same? Why not?

No because they will go through life different to all.

No because people have choices.

Life is a journey. Do you agree? Why?

Yes, because you have steps like a journey

Yes, because there are choices you have to make

How does having faith give meaning and purpose to the journey of life?

You have a little spot of faith where ever you go.

Why do people of faith make pilgrimages?

Why is the Holy Land so important to Jews Christians and Muslims?

Explain.....
Is a pilgrim a tourist? Why? Why not? 20.2.24

No, because a tourist goes not to religious pbes but to holidays.

Encounter.....
Where would you like to visit once in a lifetime? why?

Experience.....
List 3 things that are the same for all pilgrims.

-
-
-

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.



The scrapbook runs alongside the class book. Work is recorded in one or the other. Work/photographs in the scrapbook are dated and have a learning intention.

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.



Impact

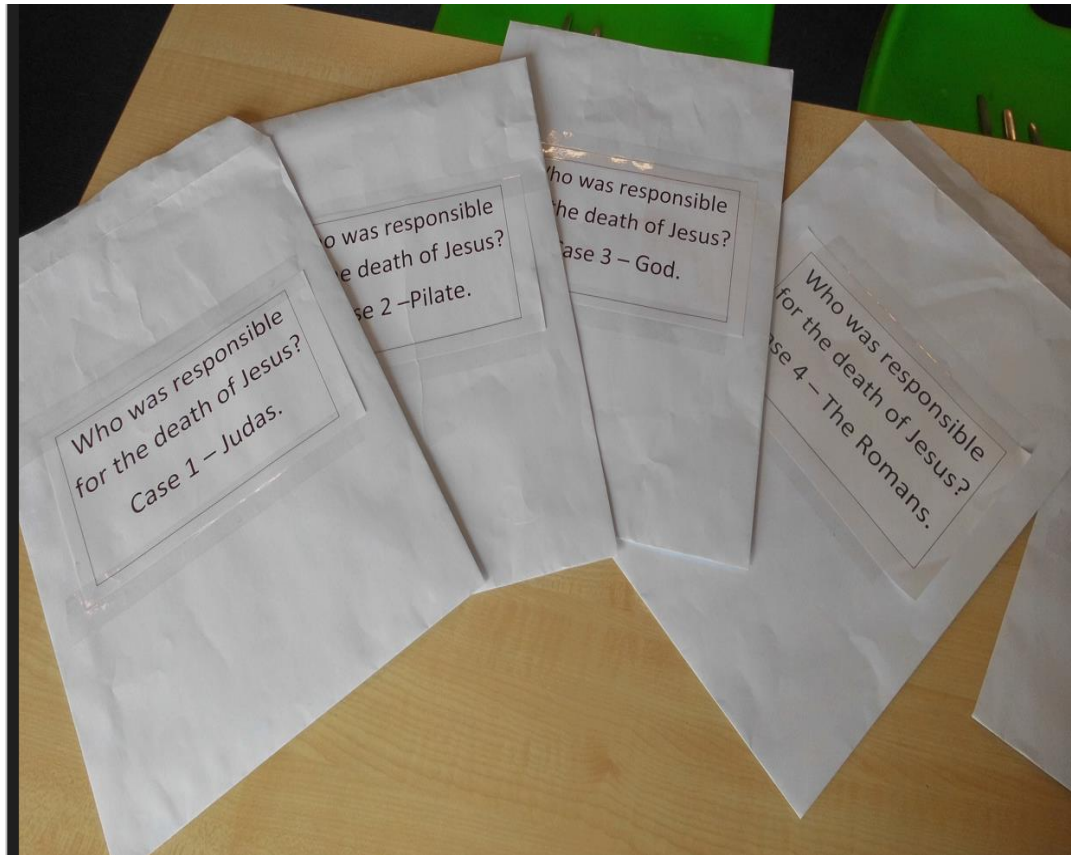


Hands on RE in
KS1.



Investigating the Easter story in Y5/6.

Impact





Impact

Pupil voice and monitoring.

- Children speak enthusiastically about Religious Education.
- During recent monitoring KS2 pupils said, "it's a time to focus on your self and your own beliefs, and challenge others, I like that. It gives you more opportunity to think/speak/ show what you think , not just writing it down."

"I love the chance to think , to ask questions to do things like the silent debate when we can really express ourselves."

- When asked what skills were needed for RE children said:

"to know you can be whoever you want."

"to think for yourself instead of following the flock, having your own ideas is very important."

"letting yourself believe what you want to if you can justify it."

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.