














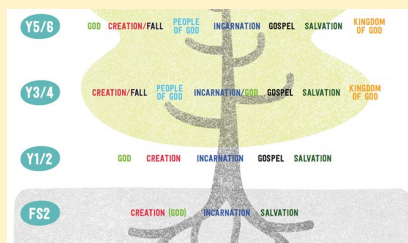
<div></div> <div>R = Encourage Resilience and Perseverance</div> <div></div> <div>A = Develop Articulate Learners.</div> <div></div> <div>I = Influence Aspirations</div> <div></div> <div>N = Nurture Curiosity</div> <div></div> <div>B = Instil British and Christian Values</div> <div></div> <div>O = Provide Opportunities to build upon knowledge and skills</div> <div></div> <div>W = Wellbeing and Health.</div>	<div></div> <div>INTENT STATEMENT</div> <p>The intent of our Religious Education curriculum, reflecting our Christian distinctiveness and theologically underpinned Christian Vision, is for all of our pupils to acquire and develop a deepening knowledge and understanding of global Christianity, alongside the principal world religions that are represented throughout our multi-cultural world. Our core religious teaching encourages pupils to develop positive attitudes to all aspects of their learning and also to enhance their personal spiritual, moral, social and cultural development—thus providing our learners with the wisdom, knowledge and skills to be a functioning member of society. These attitudes include: self-awareness, respect, open-mindedness and appreciation and wonder.</p> <p>A key feature of our curriculum is within the large number of questions included in each unit, nurturing our children's curiosity around the impact of Religion within their lives. The purpose of these questions is to give pupils the opportunity to investigate, reflect, evaluate and make meaning. In doing so, they will discover more about themselves, their relationships with others, their relationship with the world around them and their relationship with God.</p> <p>Through our RE teaching, we also prepare children for citizenship in today's diverse society and enabling our children to celebrate difference and diversity by developing ways to show respect for others.</p>	<div></div> <div>INTENT - CURRICULUM SEQUENCED AND KEY CONTENT PRIORITISED</div> <p>We use the newly revised Blackburn Diocesan Board of Education Syllabus – Questful RE to compliment the content from Understanding Christianity, subtly adapted with medium-term planning created.</p> <p>A key feature of the syllabus is the large number of questions included in each unit. The purpose of these questions is to give pupils the opportunity to investigate, reflect, evaluate and make meaning from their religious learning and become active Christian citizens.</p> <p>70% of our curriculum focuses on Christianity and 30% on World Faiths as per QUESTFUL guidance. During their time at Parish, each child will visit significant others places of worship.</p> <p>The curriculum is planned so that the key transferrable concepts and progression of skills are both revisited across units throughout the year and across each year group. The transferrable concepts each have a knowledge organiser, which supports lesson delivery and learning at home.</p> <p>Key knowledge and vocabulary is identified within each unit alongside links to previous learning. Work is recorded in individual exercise books (from Y1-Y6) alongside in class-reflection books (all years) dependent on the task selected.</p>	
<div></div> <div>VISION</div> <p>To deepen children's understanding of the Christian world in which we live and to be inspired to continue their Christian journey after their time at Parish Primary School.</p> <p>For all of our pupils to be tolerant of all World faiths and beliefs and significantly be able to articulate their own religious beliefs with clear justification and increasing sophistication.</p>	<div></div> <div>EYFS AS THE 'BEDROCK'</div> <div>ELG - Understanding the world.</div> <div>People, Culture and Communities - The Discipline of Religious Education.</div> <p>RE in EYFS is taught through Chatterbox Units Children's thoughts, ideas and work are recorded in the class reflection book.</p> <p>The EYFS RE Chatterbox units, gently introduce the children to the first three 'big ideas' of Christianity (namely the concepts of creation, incarnation and salvation). This units also begin to highlight where the stories they explore fit into God's 'Big Story', This prepares the children for the RE they will encounter in Key Stages 1 and 2.</p>	<div></div> <div>CULTURAL CAPITAL</div> <p>Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a pupil will draw upon to be successful in society.</p> <p>We value the purpose in learning and the opportunity to develop a broad and rich awareness of the world around us. We recognise the importance and the strength of RE as a subject in order to do this.</p>	<div></div> <div>READING AS THE BEATING HEART</div> <p>Reading the Bible and Bible stories (progressive Bibles stored across school).</p> <p>Link texts mapped throughout the curriculum including through the celebration of diversity.</p> <p>Reading about people of faith and their impact on others.</p> <p>Use of knowledge organisers for key concepts.</p> <p>Use of library service Religious Education boxes.</p>



CURRICULUM PROGRESSION

The following ten skills are developed through our RE Curriculum. The skills are expressed in four progressive steps, which teachers may relate to advancing age groups.

Investigate	Express
Interpret	Reflect
Empathise	Apply
Discern	Analyse
Synthesise	Evaluate



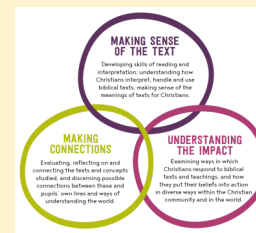
Throughout the RE curriculum, children will explore 8 key concepts taught within a spiral to aid retention. Each has its own knowledge organiser.

God, Creation, Fall, People of God, Incarnation, Gospel, Salvation, Kingdom of God.



PEDAGOGICAL APPROACH TO TEACHING AND LEARNING (LESSON STRUCTURE)

-After 'a way into the unit' and revising key concepts, each includes the following:



Delivered using: Rosenshine's Principles of Instruction: Review, Check for understanding, Provide Models, Provide Scaffolds, Guide practice as a **Learning Quest**.



STAFF CPD (LINKED TO GOOD PRACTICE)

- Blackburn Diocese 2022 Curriculum training for subject leader. Whole staff training from RE leader on 2023 Curriculum updates.
- LDST R.E curriculum networks for subject champion, shared with staff.
- Liverpool Diocese Network termly.
- Church of England R.E ECT training for ECTs.
- Other faiths training, including Muslim leaders.
- R.E Coaching cycle in 2023 academic year.
- Annual LDST Inset Day with Andy Wolfe.



APPROACH TO ASSESSMENT

In RE, children are assessed against the **Ladder of Expectations**. Each unit has clear statements about what the children should know and the skills they should acquire related to the ladder. This is reported in Pupil Progress Meetings.

Each unit has **I know** and **I can** statements for the children to use for self assessment.



MEETING THE NEEDS OF ALL LEARNERS

The planning that we use allows children to improve their own metacognition and access the lesson at their level. Children are encouraged to deepen their own understanding with use of our knowledge organisers for pupil support.

Pupils are given additional support within lessons dependent on their individual needs. Pre-teaching and interventions also take place to support the retention of knowledge.



OUR IMPACT

The subject leader regularly monitors the impact of our Religious Education offer through both qualitative and quantitative data by assessing views of pupils, staff and members of the wider school community (with our visitor logbook upon arrival in school). Qualitative assessment data illustrates the clear opportunities to build upon knowledge and skills.

Our children are both academically and spiritually prepared for further study and life in Modern Britain (by applying their learning from both R.E lessons and collective worship). This includes through development in our Rainbow Promises; namely resilience and perseverance and embracing of diversity.

Children are equipped with a wide knowledge of a range of Christian and British Values where the impact is clearly shown through their behaviour and beliefs through pupil and parent questionnaires.



GOVERNOR COMMUNICATION

Our Link Christian Distinctiveness Governor is Reverend Rachel Shuttleworth.



SUBJECT PRIORITIES AND ASSEMENT DATA

Talk to the Subject Leader about their priorities for this year and up-to-date assessment data.

Teacher assessment: Overall class working at (ladder of expectation)										
♦	Explain the impact of religion on believers' lives, identify distinctive beliefs within and between religions, and express their own views									
+	Show understanding of and describe, using a wide vocabulary, religious beliefs, actions and values. Begin to apply ideas to situations and experiences.									
■	Ask important questions, make links between stories and beliefs, begin to identify the impact of religion and make connections to their own experiences.									
▲	Retell stories using religious words to identify features and expression of religion and begin to ask questions.									
•	Recall stories, recognise features of religion and talk about their own experiences.									
Approximate Expectation:										
Pupil Name:	PP	SEN	EWS	Y1	Y2	Y3	Y4	Y5	Y6	K53
				•	▲	Same	Most	All	+	♦