



Parish Church of England Primary School

Religious Education Teaching and Learning Subject Handbook:

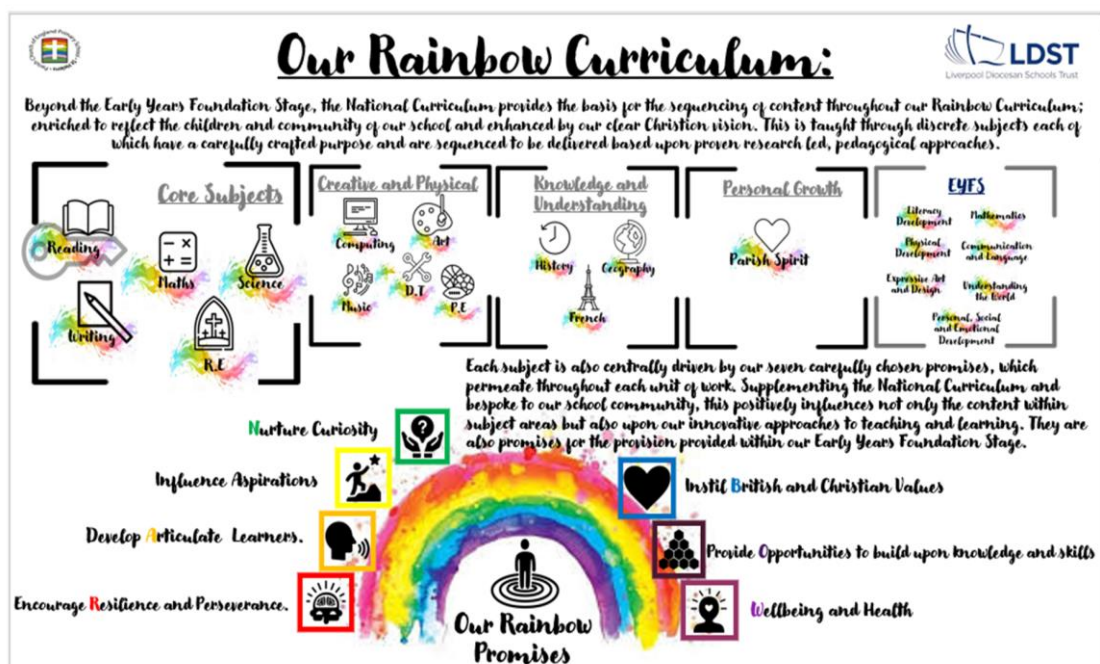


Parish C.E Primary School

1.) Whole School Curriculum Intent:

Our Rainbow Curriculum has been designed by Parish C of E Primary School to provide a bespoke, unique and exciting learning experience which, through the nurturing of curiosity, aims for our pupils to develop into articulate learners with high aspirations. Within this broad and balanced approach, we place an important emphasis on developing resilience and perseverance and promoting wellbeing and health, with reading as the key to everything that we do.

The purpose of our Rainbow Curriculum is to ensure that our children are successful in life and learning, no matter what their starting points and barriers to learning may be. Just as the Rainbow symbolises hope from a Christian perspective, the Rainbow Curriculum is designed to offer our children hope for the future in terms of their achievements and aspirations. As a school, our curriculum sets high expectations for each and every child, meaning that we are relentless in our commitment to overcoming barriers faced by our pupils and to developing children who are self-motivated in their pursuit of learning. In Genesis, God tell us that the Rainbow signifies his promise to the Earth; following his lead, our Rainbow Curriculum signifies our promise to the education of the pupils that we serve.



2.) Religious Education Curriculum Vision:

Our Christian vision is defined as “Learning and Growing Together in Faith, Hope and Love.” These three virtues are not only important in Christian discipleship; they are also important to how we live our lives at Parish CE Primary School. These values give us strong links to our PAST, as well as acting as a reminder of what is most important to us in the PRESENT and forming a basis for how we want to help the children in our care to learn and grow in the FUTURE. They also connect our school ethos to the wider Church of England vision for education enabling all members of our school community to truly flourish.

At Parish CE Primary School, Religious Education (R.E) plays an important role, along with all other curriculum areas in promoting the spiritual, moral, social and cultural development of our children. As a result of our bespoke RE curriculum, we endeavour for our children to become well-rounded individuals with respect and appreciation for religion, beliefs and morals – both their own and that of others, creating a deeper understanding of the world and their place within it.

We want children to understand Christianity as a global, multi-cultural faith and to understand God’s Salvation Plan (the Big Story), including the big ideas (or concepts) in Christianity. This complements our balanced and relevant teachings of a wide range of World Faiths.

Concept	Story
God Father, Son and Holy Spirit	In the beginning God....
Creation	...created the heavens and the earth and everything was good.
Fall	Humankind spoilt creation and broke the relationship with God. Therefore, humans became in need of rescue.
People of God	In the Old Testament God tries to restore his relationship with people, choosing particular people to work with him. He spoke through the words of the prophets, but the people did not listen and were awaiting the Messiah.
Incarnation	The arrival of the Messiah, the Saviour, to rescue the people from the results of the fall and restore their relationship with God. Jesus, the Son of God, who came to live among us.
Gospel	Jesus' good news for everyone. His life, ministry and teaching, showing people what it means to live in relationship with God who is their father, and loves them.
Salvation	The death and resurrection of Jesus is the ultimate rescue plan. God's people are saved because through Jesus sin is dealt with and forgiveness offered. People can now choose to follow the way back to God.
Kingdom of God	God's kingdom is the world as God intended it to be. Christians look forward to the day when God's kingdom fully comes and earth and heaven are transformed. Until that time they strive to build the kingdom in their communities, empowered by the Holy Spirit and reflecting Jesus example in the world.

Our children will be encouraged to become courageous advocates and champion causes which are special and meaningful to them, be it global issues or matters far more personal and closer to home.

Through strengthening children’s understanding of our Christian Values, we aim to empower children to make positive choices and develop themselves as unique, confident and compassionate individuals who are “Learning and Growing Together in Faith, Hope and Love.”

3.) R.E Curriculum Intent:

i.) What are the 'Words of Wisdom' from scripture that inspire our RE teaching?

These words, which I am commanding you today, shall be on your heart. You shall teach them diligently to your sons and shall talk of them when you sit in your house and when you walk by the way and when you lie down and when you rise up.
Deuteronomy 6:6-7

ii.) What is the intent statement for our R.E curriculum?

The intent of our Religious Education curriculum 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 and school. 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.

Our bespoke curriculum utilises the Questful RE scheme of work (from the Blackburn Diocese) which ensures that our RE curriculum is progressive and well sequenced to build on prior learning. Complementing resources from Understanding Christianity, the RE long term plan highlights the World Religions to be taught, with each year group receiving a workshop or visiting a different place of worship (part of our 'Pots of Gold' experiences) to support the teaching of world religions each academic year.

A key feature of our curriculum is 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 'big 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.

Through our RE teaching, we also prepare children for citizenship in today's diverse and Globally connected world thus enabling our children to celebrate difference and diversity by developing ways to show respect for others. Our curriculum also has extensive

opportunities for spoken activities as we endeavour for our children to truly become articulate learners and advocates for change.

In our teaching of Religious Education (R.E.), we are always striving for excellence, reflecting the school's distinctly Christian character. Parish CE Primary School is a Voluntary Aided School and as such the management of Religious Education is a distinctive role of the Governors and Head Teacher. At Parish Church of England Primary School, the Religious Education provided conforms with the rites, practices and doctrines of the Church of England as laid down in the Trust Deed.

iii.) How is our R.E curriculum linked to our intrinsic 'Rainbow Promises' (including British/Christian Values alongside SMSC development)?

 R = Encourage Resilience and Perseverance  A = Develop Articulate Learners  I = Influence Aspirations  N = Nurture Curiosity  B = Instil British and Christian Values  O = Provide Opportunities to build upon knowledge and skills  W = Wellbeing and Health	 ENCOURAGE RESILIENCE AND PERSEVERANCE <p>Reference to our Christian Vision 'Learning and Growing Together in Faith, Hope and Love' in all that we do, with the core value of Faith central to supporting the development of resilience and perseverance.</p> <p>Teaching of key religious skills including to investigate, analyse and question mapped out progressively throughout the curriculum.</p> <p>Study of carefully selected Bible stories which illustrate resilience and perseverance.</p>	 DEVELOP ARTICULATE LEARNERS <p>Opportunities for 'Speak Its' are woven throughout our R.E curriculum.</p> <p>Development of key RE skills including to reflect and enquire mapped out progressively throughout the curriculum.</p> <p>Application of religious teaching to real life spiritual development including during collective worship and during 'Philosophy for Children' sessions.</p> <p>Extensive opportunities for Pupil Leadership including our creation champions, vision ambassadors and ethos team. All children from Y1-Y6 are members of a Rainbow Leadership group.</p> <p>Pupils deliver collective worship including all pupils leading 'In Class Worship' for one half-term throughout the year.</p>	 INFLUENCE ASPIRATIONS <p>Core value of Hope central to our Christian Vision and all that we do.</p> <p>Experiences and visits to Places of Worship across all World Faiths through our 'Pots of Gold Experiences.'</p> <p>Programme of courageous advocacy within the local and wider community empower our children to empower them to make a difference.</p>
 NURTURE CURIOSITY <p>Extensive opportunities for Spiritual Reflection through 'Spirituality Spotlights' including within Religious Education lessons and throughout the wider curriculum.</p> <p>Experiences and visits to Places of Worship across all World Faiths through our 'Pots of Gold Experiences.'</p> <p>Eight key Christian Concepts taught progressively within R.E building sequentially on knowledge from previous year groups.</p>	 INSTIL BRITISH AND CHRISTIAN VALUES <p><u>Christian Values:</u></p> <p>Focus on a variety of Christian Values throughout all lessons linking back to our Christian Vision 'Learning and Growing Together in Faith, Hope and Love.'</p> <p><u>British Values:</u></p> <p>A core focus upon 'Mutual Respect and Tolerance' of all World Faiths. Study of World Faiths with 80/20 teaching split across the school year.</p> <p>Individual Liberty encouraged linking to being an articulate learner.</p> <p>SMSC also woven throughout with a real focus on spiritual development.</p>	 PROVIDE OPPORTUNITIES TO BUILD UPON KNOWLEDGE AND SKILLS <p>Use of Understanding Christianity scheme of work for in built progression.</p> <p>QUEST structure to lesson delivery supporting the answering of 'Big Questions' and use of retrieval activities to support knowledge retention.</p> <p>Creation of bespoke knowledge planners and knowledge organisers for all units to meet community needs and support our Christian Vision. Units designed with Rainbow Promises in mind.</p> <p>Clear schema in place with use of transferrable concepts and key learning progression to build understanding.</p>	 WELLBEING AND HEALTH <p><u>Curriculum Content:</u></p> <p>Schemes of work and resources used for both lessons and worship are centred upon spiritual development.</p> <p>Carefully developed timetable of collective worship throughout the year to support children and adults to be able to 'Learning and Growing Together in Faith, Hope and Love.'</p> <p><u>Promote Personal Development and Wellbeing by:</u></p> <p>Opportunities for prayer (both planned and spontaneous) across school.</p> <p>Use of classroom reflection area and prayer spaces for individual spiritual reflection.</p> <p>Bespoke Parish Spirit Curriculum complements and enhances our Religious Education Curriculum.</p>

At Parish, we instil Christian Values in the subject of R.E by:

Faith:

Religious Education is all about learning about Faith! Our Faith plays a hugely significant role in shaping our school communities' beliefs, attitudes and culture, impacting the way in which people live their lives, think and behave. This is progressive throughout the curriculum and in line with the ladder of expectations. We strive to provide the building blocks for all our children to achieve their full potential safe in the arms of Christ

Hope:

Hope is intrinsic to our study of the Bible throughout our R.E curriculum. Through examining stories within the New and Old Testament, we are able to understand fully that God is an ever-present provider of Hope in our lives. Throughout our R.E curriculum, we encourage our children to take responsibility for the world around them, and to act as courageous advocates for those less fortunate than themselves, as well as for wider local and global concerns.

<u>Love:</u>	
At the heart of everything we do is love. Learning from the Bible, we want our love for each other to be a reflection of God's love for every one of us, and we trust that we will teach the children in our care the importance of community and living well together. We want the way we learn and model love and care for one another to be evident to all our children, so they share in our attitudes, motivations and behaviour.	
<u>At Parish, we instil British Values in the subject of R.E by:</u>	
<u>Individual Liberty:</u>	
Children will learn that religion is a good example of the balance between individual liberty and the greater good. Pupils are actively encouraged to express their own views and opinions in line with the ladder of expectations understanding that others may have different viewpoints and this is to be celebrated. It is also the right of the parent to withdraw their child from RE.	
<u>Rule of Law:</u>	
In RE, pupils examine different codes for living and consider the value of the rule of law where all people are equal before the law.	
<u>Democracy:</u>	
Our R.E curriculum is democratic where all pupils have an equal right to be heard and democracy is modelled by the teacher and expected of every pupil. We take the views of and opinions of others into account and take turns and instructions from others	
<u>Mutual Respect and Tolerance of those with Different Faiths and Beliefs:</u>	
Finally, our R.E Curriculum aims to build an understand of different cultures and recognise this is an important part of our world. Children learn about World religions and are taught respect and understanding for the cultures, beliefs, opinions and traditions of all. Mutual respect is taught and given when children are expressing their opinions and beliefs. Children are taught and encouraged to show respect to each other's beliefs, feelings and opinions.	
<u>At Parish, we develop SMSC in the subject of R.E by:</u>	
<u>Spiritual</u>	
<u>Mirrors</u> (Reflection on thoughts and feelings).	<ul style="list-style-type: none"> Exploring the idea that each person has a spirit which can be nurtured. Exploring stories from the Bible and a variety of World Faiths reflecting on thoughts and feelings, experiencing wonder and joy. Consider impact of worship on self and others. By exploring spiritual practices (such as worship and prayer) considering the impact of these on believers as well as any relevance to their own life.
<u>Windows</u> (Looking out)	<ul style="list-style-type: none"> Looking out at religious celebrations across the world, noticing similarities and differences across all World Faiths including Global Christianity. Asking big questions based on what has been read – the power of QUESTFUL RE. <p>Consider impact of worship on believers including events across the world.</p>
<u>Doors</u> (Stepping out into the world)	<ul style="list-style-type: none"> Children learn about issues of injustice, develop their understanding and make connections to their own lives. They then explore and evaluate, choose a way to respond then act! Courageous advocacy in action! Completion of the 'Young Leaders Award' in Year 5. Developing of our own faith journeys – self act of prayer and empowerment to act on your faith. Living out fundamental British Values.


	<ul style="list-style-type: none"> • Ethos team contributing to worship. • All children being a 'Rainbow Leader' empowering children to demonstrate what they have learned through their leadership activities.
<u>Moral</u>	
<p>Through our R.E curriculum, we encourage children to respond appropriately to the needs and feelings of others and to show consideration and kindness to others. We create opportunities for children to learn from people who are excellent models of positive behaviour both within scripture, religious texts and the wider world.</p> <p>We teach children to communicate in ways that will enable them to form positive relationships and enjoy participating in school and community life. We give children opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong.</p>	
<u>Social</u>	
<p>Through our R.E curriculum, we provide a range of activities which develop children's social skills and understanding, like how to care for people, living things, property and the environment. We teach children to work cooperatively as a member of a group or team, taking turns and sharing within a range of social contexts. We teach children to help and support others and to experience being helped by others.</p>	
<u>Cultural</u>	
<p>Through our R.E curriculum we learn and celebrate about each other's cultural identities and teach children to value their own cultural heritage and develop a positive, personal identity, and to show respect for other people's values and beliefs. We encourage children to show an interest in exploring cultural diversity including World Religions and show positive responses towards different religions, ethnic and socio-economic groups in the local, national and global communities.</p>	

4.) R.E Implementation:

i) What is our consistent pedagogical approach to teaching and learning in R.E?

Each unit of work has a bespoke knowledge planner informed by the specified sequence of learning from the Blackburn Diocese alongside Understanding Christianity resources. This allows for community needs to be fully met within the teaching sequence, links to values made, progression in skills fostered and creative activities designed with our Christian Vision and 'Rainbow Promises' permeating through all that we do. This approach also ensures that vocabulary is aspirational, pupils build on prior knowledge and learning progressively meets the ladder of expectations. Clear moments for 'Spiritually Spotlights' (promoting intrinsic spiritual development) also take place throughout the learning sequence.

Year Groups	Year 2
Unit (hours)	Unit 2.1: The Bible - Why is the Bible such a special book? (10 hours in total - 6 hours Christianity and 4 hours World Faiths).
Term	Autumn 1.
Christian Concepts	God - Creation - Fall - People of God - Incarnation - Gospel - Salvation - Kingdom of God (All concepts are visited within this unit with a particular focus on God).
Unit Aims	<ul style="list-style-type: none"> To widen the children's understanding of the Bible, its contents, presentation and importance to Christians. To begin to develop children's understanding of holy books in the lives of people of all world faiths.
Christian Values	Faith, Reverence, Respect, Wisdom.
Key Vocabulary	Bible, Old Testament, New Testament, Holy, Gospel, Word of God, Mary Jones, Dead Sea Scrolls.
Key Skills	Enquire, Investigate, Analyse, Evaluate.
Ladder of Expectations	Retell stories using religious words to identify features and expression of religion and begin to ask questions.
Links to Books (to share/enjoy)	The Garden, the Curtain and the Cross.

Unit Sequences	Learning Goals	Key Skill(s)	Religious Teaching/Values	Activity/Evidence
To Begin With (1) L1	What is your favourite book and why? 	Analyse	<p>Discuss with the children what their special/favourite books are and why they are special (children may mention here the Bible and holy books from around the world).</p> <p>Display a collection of both your own books and the children's special books, including Bibles and holy books.</p> <p>Introduce your favourite book as the 'Bible'. Discover what the children already know about the Bible.</p>	<p>Look carefully at the books during a circle time, talking about them with the children.</p> <p>Key questions to promote discussion and reflective thinking:</p> <ul style="list-style-type: none"> Why are these books special? Why are some of these books believed to be holy? How do we look after them? Where do we keep them? When do we look at them? Were they gifts, expensive or heirlooms? Do they evoke memories? Are they your favourite stories? Do they have beautiful pictures? <p>Record the children's responses in Class Reflection Book.</p>

Our approach to teaching and learning is supported by Rosenshine's Principles of Instruction (Review, Check for understanding, Provide Models, Provide Scaffolds, Guide practice). Each R.E lesson follows a 'QUEST approach' to lesson delivery ensuring consistency across school. Beginning with a question to answer, this is introduced in Reception and ensures consistency in teaching and learning while allowing children to explore 'Big Questions.'

Question to answer.
 Understanding previous learning.
 Explore new knowledge and vocabulary.
 Student practise.
 Talk, test, tell.



ii.) How do we ensure high expectations in R.E?

We ensure high expectations through:

- The high-quality intent for our Religious Education Curriculum at Parish, with tangible links to our Rainbow Curriculum (through our Rainbow Promises) that can be evidenced across all year groups and enable ALL children to flourish.
- A consistent approach to teaching and learning (through implementation of our 'Learning Quests' across school) supporting children's working memory and the opportunity to explore big questions.
- Creation of bespoke knowledge planners derived from the locally agreed syllabus with creative and engaging opportunities to record and assess learning.
- Regular monitoring and coaching to support staff with an extensive programme of wider professional development including teaching and learning, curriculum pedagogy and spiritual development. This is supported by LDST.
- Investment in high-quality teaching and learning resources including our high-quality literature and authentic religious resources.

iii.) How is collective worship enabling pupils and adults to flourish spiritually?

Collective worship enables pupils and adults to flourish; it is as the heart of Religious Education at Parish and complements our core R.E curriculum delivery. Spiritual flourishing is felt over time. Spirituality is about how we experience life and therefore how we live our own lives. It is also about our relationship with our self, others, the world and with God. Pupils use Mirrors, Windows and Doors to develop their spirituality throughout worship and beyond.

Invitational prayer also plays a large part in worship with use of the Lord's prayer in addition to the Trust prayer, planned prayers and also spontaneous prayer. There are extensive experiences of stillness and reflection. Our Trust also has a large impact of school worship including Trust worship events in addition to work around the curriculum upon spiritual development.

Our worship is inclusive, invitational and inspirational (Church of England, 2021). Different types of worship take place throughout the week to appeal to ALL children and adults. Worship is planned, led and sequenced in line with our Christian values and all link to our theologically rooted Christian Vision. Worship is evaluated by staff and children then monitored by the leaders and the 'Ethos Team' to lead to continuous improvement that is meaningful to our school community.


All stakeholders play a part in worship including senior leaders, the church (working with the pupil Ethos Team), teachers as special guest appearances and our peripatetic music teacher. In class worship is also led every Tuesday by our pupil 'Worship Captains' with every child given the opportunity to lead throughout the year. This ensures all pupils are participating and contributing to collective worship.

iv.) How is reading promoted and vocabulary taught in R.E?


"Reading is at the Beating Heart" of our R.E curriculum through use of high-quality texts that are shared, enjoyed and incorporated into our bespoke planning. In Reception, the 'Clever Cub' book series is used to drive the learning sequence and provide context to learning. Across school, further carefully selected texts are then used as a teaching reference, to provide a 'big picture, complex ideas, enrich vocabulary and are inclusive for all' (Mary Myatt, 2021). In all year groups, reading around the subject also regularly takes place with books from the school's library service, our progressive school Bibles (which each class have access to) in addition to our eight tailor-made knowledge organisers to fully 'Understand Christianity.'


Books are also mapped out for our fundamental school values and stored within our Prayer Spaces. They are regularly visited and shared within classes to ensure that reading is central to our teaching and learning approach. High-quality, engaging literature is widely utilised across school to ensure 'Reading is at the Beating Heart' of all that we do in Religious Education.


Carefully chosen tier two and tier three vocabulary is taught using the consistent 'Word-Aware' approach throughout school. Taking place in the 'exploring new knowledge and skills' section of a 'Learning Quest' beginning in EYFS, a range of age-appropriate strategies are used to internalise our 'Vital Vocabulary' (seen below on our 'Word Wizard'). This vocabulary is revisited throughout topics (to both activate and reactivate knowledge) and is also assessed at the end of a topic to measure progress.



New Knowledge and Skills - Our Vital Vocabulary:



1. Symbols: 

2. Sound:  It starts with... It has ____ syllables
It rhymes with... Say the word to your partner


Correct responses


Correct responses


3. Meaning


Correct responses


Look it up on Collins!

4. Use the word in a sentence: 

5. Action: 

6. Song or Rap:  Word rap
https://www.youtube.com/watch?v=428l9PIED_I
 Jump up high
<https://www.youtube.com/watch?v=5AAatWTmOxI>
 This is the way we
<https://www.youtube.com/watch?v=OyXmY4FaiIk>
 He word for today
<https://www.youtube.com/watch?v=OONQAXxi8PU>

7. Add to class 'Build Your Vocabulary' wall: 

8. Add to class 'Word Pot': 

E - Exploring New Knowledge and Skills.
https://www.youtube.com/watch?v=428l9PIED_I

v.) How do we meet the needs of all learners (including disadvantaged pupils, SEND pupils and high achieving learners) in R.E?

Our in-depth R.E planning (driven by 'Big Questions' allows children to improve their own metacognition and access the lesson at their own level. Our focus on high quality literature, including sensory and why stories, provides context to learning and makes Religious Education relatable.

For other children with a SEND, they are supported within R.E by the following recommendations from the LDST 'Quality First Teacher Toolkit'. This supports our work on the EEF's recommendations around 'Adaptive Teaching' and meeting the needs of all learners through appropriate explicit instruction, cognitive strategies, scaffolding, flexible grouping and technology.

1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



Physical and Sensory Needs:

Encourage oral presentations as an alternative to some written work

Give as many first-hand 'real' multi-sensory experiences as possible including sensory and 'why' stories.

Always uses verbal explanations when demonstrating to the class. Read out aloud as you write on the board.

Allow more thinking and talking time.

Social and Emotional Needs:

Provide lots of opportunities for practical activities, experiential learning and multi-sensory resources

Ensure groupings provide positive role models.

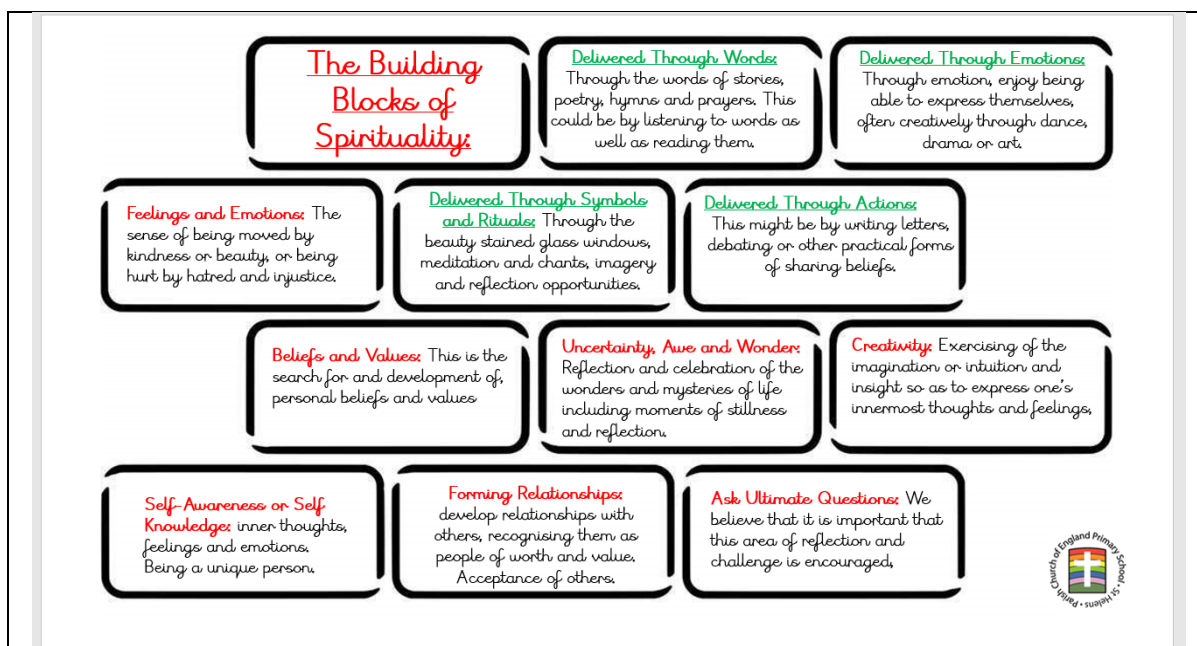
Use interactive strategies e.g. pupils have cards/whiteboards to hold up answers, come to the front to take a role etc.

<u>Cognition and Learning:</u>	<u>Communication and Interaction:</u>
<p>Discrete teaching of subject vocabulary.</p> <p>Links to prior learning explicitly made.</p> <p>Key learning points reviewed at appropriate times during and end of lesson.</p> <p>An awareness of alternative ways to demonstrate understanding such as diagrams, mind maps, use of voice recorders, post it notes, typing.</p> <p>Use of diagrams and pictures to add meaning alongside text to support Religious understanding.</p>	<p>Delivery of information slowed down with time given to allow processing.</p> <p>Use of talk partners actively encouraged to support interaction.</p> <p>Parents advised of new vocabulary, so it can be reinforced at home (with use of knowledge organisers).</p>


vi.) What does Spiritual Development look like in R.E lessons?

"Learning and Growing Together in Faith, Hope and Love."

Our vision influences the ethos of our school and the policies and practices within it. We believe that spirituality is a core thread that runs through our school and we attach great importance to it for both children's development and for the growth and well-being of all within our school community. With staff holding a secure understanding of our consistent school approach, involving Windows, Mirrors and Doors (please see our 'Developing Spirituality Policy'), opportunities for spiritual development are then woven throughout the curriculum supporting the 'Building Blocks of Spirituality' (informed by David Smith's Spiritual Capacities).



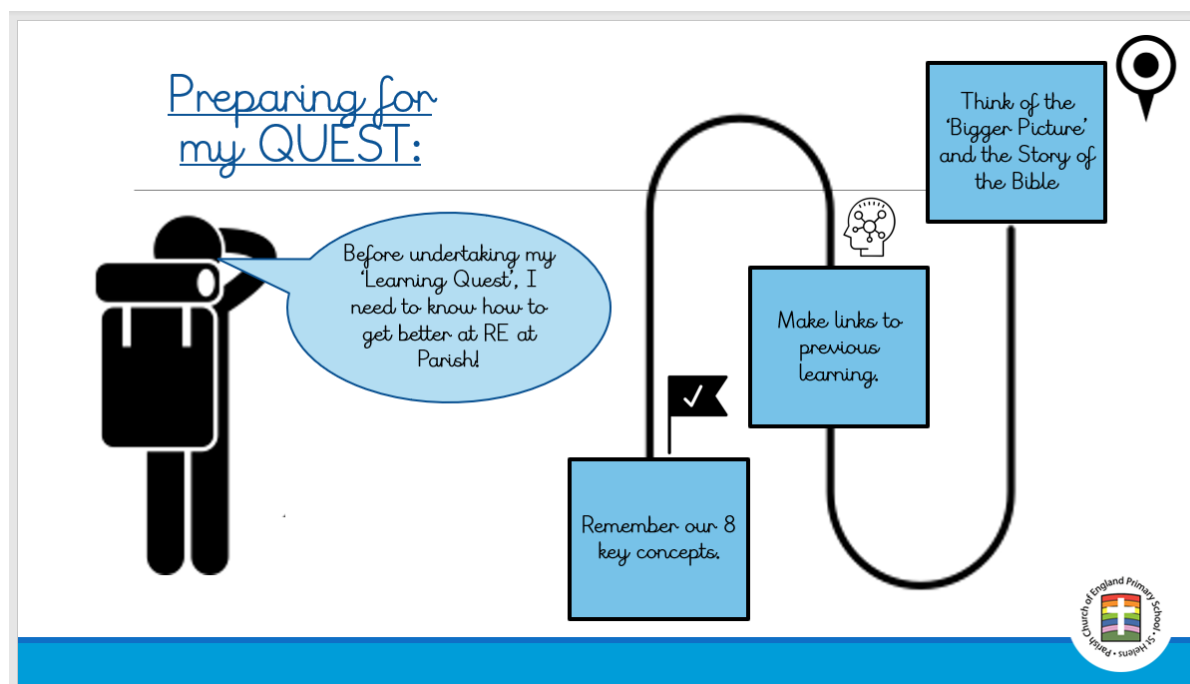
Across the curriculum and built into R.E medium term planning, Spirituality Spotlights are and may take the form of:

<u>Religious Education:</u> 	
Mirrors (Reflection on thoughts and feelings).	<ul style="list-style-type: none"> Exploring the idea that each person has a spirit which can be nurtured. Exploring stories from the Bible and a variety of World Faiths reflecting on thoughts and feelings, experiencing wonder and joy. Consider impact of worship on self and others. By exploring spiritual practices (such as worship and prayer) considering the impact of these on believers as well as any relevance to their own life.
Windows (Looking out)	<ul style="list-style-type: none"> Looking out at religious celebrations across the world, noticing similarities and differences across all World Faiths including Global Christianity. Asking big questions based on what has been read - the power of Questful RE. Consider impact of worship on believers including events across the world.
Doors (Stepping out into the world)	<ul style="list-style-type: none"> Children take part in 'Acts of Courageous Advocacy' (to be agents of change). Completion of the 'Young Leaders Award' in Year 5. Developing of our own faith journeys - self act of prayer and empowerment to act on your faith. Living out fundamental British Values. Ethos team contributing to worship. All children being a 'Rainbow Leader' empowering children to demonstrate what they have learned through their leadership activities.

viii) What does 'getting better in R.E' look like?

Getting better in R.E involves:

- To 'know more, and remember more' - particularly about the eight Christian concepts (to really understand the links between units) and knowledge of World Faiths.
- Making links to previous learning to ensure knowledge is sticky and can be retained. All children understand the meaning of retrieval and regularly are encouraged to make links to prior knowledge.
- Ways of knowing including knowledge of 'how to know' about religion and non-religion in line with 'Ladder of Expectations'
- Personal knowledge including a growing knowledge of your own ideas and values to apply both in school and in the outside world.
- Spiritual development, around how we experience life and therefore how we live our own lives! It is also about our relationship with our self, others, the world and with God.



viii.) How are our staff (including the subject leader) supported with their R.E subject knowledge)?

Our R.E curriculum has been planned and adapted to meet our school community needs in conjunction with the Blackburn Diocese Syllabus. Use of a consistent knowledge planner supports all staff in their subject knowledge ensuring they feel confident and have the relevant knowledge to deliver the lesson to a high standard.

In the last two year, an extensive programme of CPD has taken place across school. Recorded in our in-depth professional development log, staff at all levels have received bespoke, purposeful professional development from a variety of external agencies and internal dissemination to address areas where staff believed support was required. Some examples of professional development include from the: Liverpool Diocese, Archbishop of York Young Leaders Programme, Muslim Learners Service and School Improvement Liverpool. A theme of these sessions has included spirituality development and staff understanding of World Faiths with a clear impact always recorded. Please read our professional development log for our in-depth impact statement (an example is seen below).

Date	Continued Professional Development (Who attended):	Impact:
5/9/22	Archbishop of York Young Leaders Award Introductory Session (DHT).	Ensure full completion of Young Leaders Award in Y5 with clear next steps. Improved clarity on processes to support courageous advocacy and the five steps to action that were disseminated with all teaching staff on 12/9/22.
15/9/22	Prayer Spaces in Schools Training (R.E Subject Leader)	Ideas for prayer spaces collated (using Prayer Spaces website) that were shared with SLT on 20/9/22. Prayer spaces updated and system for updating throughout the year created.
25/9/22	SIAMS Update from Liverpool Diocese Director of Education (SLT)	Review of SIAMS framework and reflection on curriculum vision by whole-school community throughout October 22.
4/10/22	LDST Ethos Network (R.E Subject Leader)	Christian Distinctiveness action plan fully updated incorporating ideas to promote shared understanding of theologically underpinned Christian vision.

Finally, the R.E subject leader and Leadership time have attended a number of 'LDST Networks (including work on the vision, curriculum, spirituality and Christian Distinctiveness). These updates are shared and regularly disseminated to teaching staff to ensure consistent messages are shared throughout our school community.

Across all subjects, bespoke coaching CPD cycles also take place every seven weeks with a focus on our teaching and learning pedagogy ensuring that strong teaching and learning is at the heart of our R.E curriculum offer.

ix.) What does research say is good practice in R.E?

Best practice is outlined in the 'Ofsted R.E Review' (February 2022), outlining the features of a high-quality R.E education. Although not inspected by OFSTED, the recommendations support effective teaching and learning and have been embedded into both our curriculum and teaching and learning approaches. One poignant example being the pillars of progression in Religious Education and how these are interwoven with one another:

- Substantive knowledge: knowledge about religious and non-religious traditions
- Ways of knowing: knowledge of 'how to know' about religion and non-religion.
- Personal knowledge: a growing knowledge of how pupils' own ideas and values relate with those which they learn about in a religious and non-religious context.

Working closely with the Liverpool Diocese and local networks also ensures that research is embedded throughout our curriculum. Good practice is also shared through the extensive programme of LDST Networks.

Keeping up-to-date with relevant research ensures that the 'Statement of Entitlement' is fully delivered.

x.) What are assessment procedures in R.E?

Across our R.E Curriculum, a range of robust assessment procedures are in place. Our assessment procedures include:

- Retrieval based learning techniques every lesson (as a feature of the QUEST approach) with three formally evidenced per topic. These are specifically chosen by the class teacher to meet the needs of their class and fulfil the pillars of progression.
- Ongoing formative assessment throughout the topic to monitor progress and adapt teaching sequence accordingly. This includes written and verbal responses.
- An assessment task at the end of the unit including use of summative assessment sheet to inform the next unit of work.
- Children judged against the ladder of expectations termly with in-depth discussion during pupil progress meetings.

5.) R.E Impact:

i.) What do our assessment tell us about attainment and progress in R.E?

The impact of our R.E curriculum has been:

- Our R.E curriculum is an important factor in children and adults 'Learning and Growing Together in Faith, Hope and Love.' Our curriculum fosters further learning and encourages pupils to ask further, deeper questions.
- Children are engaged both within R.E lessons and collective worship and are curious to discover, learn and remember more about the world around them. Intrinsic Spiritual development is developing and their spiritual development has been identified as a strength during curriculum monitoring both within R.E and across a range of subjects.
- R.E work is of a high quality, demonstrating how all pupils are acquiring knowledge and thinking deeply about their personal knowledge. There is clear progression across school showing a deepening understanding, preparing children for the next stage of their education.
- During pupil voice, pupils recognise the importance of R.E in their lives and can apply this outside of the classroom.
- Our children are responsible global citizens, who appreciate and respect the diverse cultures and traditions of our world in line with our British and Christian Values. This enables all members of our school community to flourish together.
- Our acts of Courageous Advocacy, illustrate an active culture of justice and responsibility,

ii.) What does monitoring tell us about standards in R.E?

Monitoring that has taken place this year includes lesson drop ins from EYFS through to Year 6, book looks and pupil/staff interviews to provide a clear triangulation of standards.

The curriculum monitoring this year has shown that standards of Religious Education are high. It has shown that the teaching of R.E is balanced, relevant, and diverse, and not a Eurocentric approach to Christianity.

All children across school are accessing the curriculum and independence is increasing. Children are knowing more and remembering more and now are widely applying this to support their actions in terms of behaviour and global citizenship. EYFS planning is clearly providing the bedrock of knowledge needed to support progression through the school's R.E curriculum. SEND children are well supported in R.E lessons and all key groups are able to access our R.E curriculum.