

Singleton Church of England Primary School

RE Overview

"Passion for LearningPassion for life"

Governors and school leaders facilitate a reflective and ambitious culture. Constructive challenge and creative ideas are encouraged, valued and used to inform whole school planning. The views of learners, parents, staff, governors, therapists, social workers and other stakeholders inform the evaluation of the quality of our work and provision, which in turn is used to identify areas for improvement.



Living, Loving, and Growing Through our **CARE** Curriculum

At Singleton School, we have a **CARE-ing** culture, built on our Christian Values and our **CARE** ethos. All adults act as positive role models, actively teaching the children six school values (Friendship, Respect, Trust, Endurance, Wisdom, and Love) and how we can live by these.

We have developed **CARE** as a vehicle through which we explicitly teach these Values through our curriculum. Our **CARE** principles guide our behaviours and actions in school, drive our curriculum, and underpin every policy and decision that is taken within the school. Every member of our school community lives our values and ethos, and they are also explicitly taught to our pupils through our CARE Cultural Curriculum

CARE

C – Choices – Moral – Wisdom & Endurance - Inclusivity

A – Aspiration – Cultural – Respect - Empowerment

R – Reflection – Spiritual – Love - Service

E – Engagement – Social – Friendship & Trust – Community

CARE ensures that all of our children grow to become the best they can be in a loving place where we all care, learn, and grow together. Through our **CARE Curriculum**, we create regular, well-thought-out opportunities that encourage our children to make good choices, appreciate themselves, each other, and the world in which they live, reflect on their learning experiences and events, and engage with each other, their learning, and opportunities. Our Care Curriculum is designed so that it enables all children to **CARE**, learn, and grow within our Christian community so that they are ready to make a positive contribution to the wider world and are fully prepared for the next stage of their education and development.

Care
Caring about God's family



Intent

Our school vision epitomises our intent and our beliefs and it underpins all that we do

“Passion for Learning and Passion for Life”

“With God all things are possible” Matthew 19:26

“I have come so that they may have life and have it to the full” John 10:10

To provide the children with a variety of challenging and enriching opportunities, enabling them to live life to the full. Developing a growth mind-set, believing that with God everything is possible. To show, love, trust, wisdom and respect, becoming exemplary role models in our community and the wider world.

There is a shared commitment to a clear vision, strongly focused on our Christian values. All staff embrace our vision of ‘passion for learning, passion for life,’ aspiring to create learning opportunities that inspire our children to be proactive, independent learners, and to strive to be the best they can be.

Our vision, based on the Bible verses Matthew 19:26 and John 10:10, is the cornerstone of our educational approach:

- **Matthew 19:26 - “With God all things are possible”**

This verse teaches us that even the seemingly impossible can be achieved with God’s help. At Singleton School, we believe in the potential of every child. Our supportive environment and growth mindset philosophy encourage pupils to overcome challenges and strive for their best, knowing that with effort and faith, they can achieve remarkable things. This belief extends to all areas of school life, from academic excellence to physical development and social-emotional growth.

- **John 10:10 - “I have come so that they may have life and have it to the full”**

This verse highlights Jesus’ mission to provide a rich and fulfilling life. Our curriculum is designed to offer a holistic education that nurtures spiritual, emotional, and physical well-being. We provide a variety of enriching opportunities that allow pupils to explore their interests and talents, ensuring they enjoy a life filled with joy, love, and purpose. By appreciating and enjoying God’s gifts, our pupils learn to live life to the full, reflecting the holistic care of the Good Shepherd.

By embedding these verses into our school vision, we remind everyone at Singleton School that with faith, dedication, and God’s support, we can achieve remarkable things together. This vision underpins our belief that every member of our community can thrive and flourish in all aspects of life.

We want our pupils to understand what it means to be part of the ‘Singleton Family,’ to wear their uniform with pride, to embrace every opportunity, to have a growth mindset, and aspirations, and to feel valued, nurtured, and happy.

Our Religious Education curriculum follows the Blackburn Diocese Questful RE syllabus.

“In all Church schools religious education must be considered an academic subject. All pupils are entitled to religious education that is delivered in an objective, critical and pluralistic manner. Pupils are entitled to a balanced RE curriculum which enquires into religions and worldviews 3 through theology, philosophy and the human and the social sciences. It should be a coherent curriculum that enables progress through ordered and sequential learning developing both knowledge and skills. There should be a clear curriculum vision and intent, a structure for implementation and provision and a process for evaluating impact.” RE Statement of Entitlement: The Church of England Education 2019

“Christianity should be the majority study in RE in every school. In Church schools that should be clearly adhered to. KS 1 – 3 at least 2/3rds of RE curriculum is to be Christianity. Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5%.” RE Statement of Entitlement: The Church of England Education Office 2019

Our Questful RE planning documents have been written with a 60/40 split (Christianity 60% World Faiths 40%) to ensure a balanced coverage of faiths studied. This guidance is only available for units with World Faith links.

Curriculum Aims

The aim of our curriculum is to:

- **Understand Christianity:** Know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- **Appreciate Diversity:** Gain knowledge and understanding of a range of religions and worldviews, appreciating diversity, continuity, and change within them.
- **Engage with Big Questions:** Engage with challenging questions of meaning and purpose raised by human existence and experience.
- **Recognize Religion's Influence:** Recognize the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures, and places.
- **Explore Personal Beliefs:** Explore their own religious, spiritual, and philosophical ways of living, believing, and thinking.

Our school is a diverse and wonderful community, and our curriculum provides equality of opportunity for all. We are incredibly proud of our school and believe that all children deserve the best Christian education. We have the highest expectations for pupil attainment, teacher performance, governor involvement, support staff contributions, and parental engagement. We encourage everyone to strive for excellence and achieve their full potential.

It is also our intent to:

- **Foster Connections:** Encourage pupils to make links between themselves and others and develop an understanding of different cultures and ways of life.
- **Teach Unique Roles:** Educate children about their unique roles within their home, school, and community.
- **Connect Biblical Events:** Make connections between biblical events and life on earth over time and in today's world.
- **Promote Awareness:** Provide pupils with an awareness of the world around them and encourage mindfulness of others' beliefs.
- **Encourage Enquiry:** Use an open, investigative approach to explore major religions and worldviews.
- **Create Memorable Experiences:** Offer a broad range of memorable learning experiences in a vocabulary-rich environment to promote positive attitudes towards lifelong learning.
- **Enable Flourishing:** Ensure every child flourishes through high-quality religious education.
- **Impact Actions and Decisions:** Explore how religious values and teachings influence actions and decisions for people of faith.
- **Provide Creative Activities:** Allow pupils to experience a wide range of creative and challenging activities to help them discover answers to key questions.
- **Prepare for Global Community:** Prepare children to live, flourish, and work in a global and diverse community.
- **Self-Discovery:** Help children discover more about themselves, their relationships with others, the world around them, and their relationship with God.
- **Develop Awe and Wonder:** Foster a sense of awe and wonder in our students by providing opportunities to explore the beauty and mysteries of life. Equally important, we address 'ouch' moments, the difficult challenges such as death, poverty, and other hardships, ensuring that our students are prepared to face and understand these aspects of life with resilience and compassion.
- **Respect and Understanding:** Provide experiences of church and Christian traditions alongside respect and understanding of people and traditions from other faith backgrounds.

Implementation

Lord, keep us safe this night,
Secure from all fears;
May Angels guard us while we sleep
Till morning light appears.

More beautiful Prayers at: 8-Images.blcgspl.com



RE SYLLABUS FOR CHURCH SCHOOLS

Questful RE

Creative and Challenging

Religious Education in Church Schools Blackburn Diocesan Board of Education

“The drive for excellence and effectiveness in Church Schools is paramount, but not merely because the Government says so. The enabling of every child to flourish in their potential as a child of God, is a sign and expression of the Kingdom and is at the heart of the church’s distinctive mission.” (Chadwick 2012)

The Blackburn Diocesan Board of Education believes that high-quality Religious Education (RE) is the key to enabling every child to flourish. We believe that quality RE has the potential, more than any other subject, to have the most powerful and lasting effect on the child’s heart and mind. It is a subject that combines academic rigour with the development of the character and spirit of the child. Questful RE provokes challenging questions about meaning and purpose, truth and values, identity and belonging. Offering pupils authentic encounters with living faith communities Questful RE equips them with religious literacy and diversity dexterity.

Questful RE online is the 5th revision of the Blackburn Diocesan Board of Education Religious Education (RE) syllabus. It has been updated and redesigned to ensure that it is in line with current best practice and pedagogical strategies. Questful RE promotes the explicit teaching of Christian concepts and God's big salvation story, therefore the content of this syllabus gives pupils a deeper understanding of Christianity. Through an open investigative enquiry approach pupils are given the opportunity to explore major religions and world views. The large number of questions included in each unit is a key feature of the syllabus. As pupils explore these questions they will discover more about themselves, their relationships with others, their relationship with the world around them and their relationship with God.

"Parents and pupils can expect that in a Church school RE will have a high profile within the curriculum and will be a priority for senior leaders. The RE curriculum is intrinsic to the outworking of a Church school's Christian vision in enabling all pupils to flourish. In addition, the RE curriculum will contribute to British values and spiritual moral social and cultural development: The Church of England Education Office 2019

In an Anglican/Methodist school, RE is rooted in the message of the Gospel and the living faith of the school. However, it must be made clear that it is not the role of RE to indoctrinate or evangelise. Taught within an environment where Christianity is witnessed and experienced in action, pupils will experience, explore and encounter a wide range of creative and challenging activities that will help them to discover the answers to fundamental questions such as these: -

- Who am I and what does it mean to be me?
- In what ways do/can I relate to others?
- How/where can I encounter God?
- How can I make a positive contribution to the world in which I live?
- What values, attitudes, beliefs and behaviour are important to me?
- What does it mean to have faith?
- Who/what influences and inspires me?

As Church schools the standard of our RE provision should be nothing less than excellent and its impact should be visible in all areas of the curriculum and school life. RE makes a significant contribution to the Christian ethos of the school and should therefore be considered a priority when writing development plans, setting budgets, arranging timetables and staffing.

This syllabus contains a clear Christian emphasis. Many of the learning objectives have been written from the point of view that **"we believe"**, because this is a Church school syllabus and **we do** believe. However, it is recognised that teachers will have to be sensitive to the other faith backgrounds of their pupils.

Appropriate to age at the end of their education in Church schools the expectation is that all pupils are religiously literate and, as a minimum, pupils are able to:

- develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection.
- have a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging.
- have opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews.

RE Statement of Entitlement: The Church of England Education Office 2019

RE should be taught to all registered pupils in maintained schools except for those withdrawn by their parents. RE is a component of the basic curriculum to be taught alongside the national curriculum in all maintained schools. For Voluntary Aided Church of England and Methodist schools the RE offered is to be determined by the governors in accordance with the Trust Deed. Funding agreements stipulate that all academies are required to teach RE. Church of England or Methodist Academies will teach RE in line with the denominational syllabus.

Blackburn Diocesan Board of Education hope that Governors in all of our schools and academies will choose this recommended syllabus.

The Diocesan Board of Education also makes the following recommendations to Governing Bodies: -

- a) That the amount of time allocated to RE should be at least 5%. This is the minimum recommended in national guidelines. There will be occasions when RE takes a larger slice of the curriculum, reflecting the Church School's greater commitment to the subject.
- b) That out of the curriculum time for RE, Christianity should occupy a minimum of **70%** of the time, up to a maximum of **80%**. Therefore, **20%** to **30%** of RE Curriculum time should be devoted to non-Christian faiths. The guidance given in this syllabus leads to an 80/20 split.
- c) That as well as Christianity pupils should study aspects of the practices and beliefs of the other five major world faiths. (Buddhism, Hinduism, Islam, Judaism and Sikhism.)
Guidance is given in the syllabus overviews and units as to appropriate content and length of time for this study.
- d) The Governing Body should nominate a member to be responsible for oversight of the school's RE provision and standards.

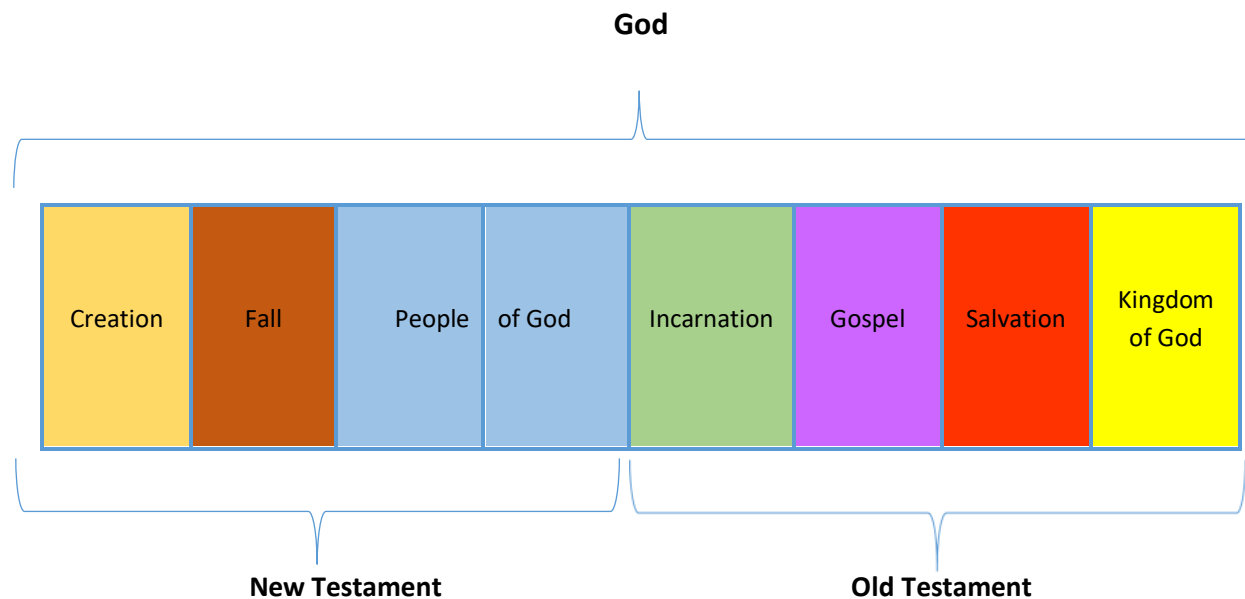
"Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages 1-4.."
RE Statement of Entitlement: The Church of England Education Office 2019

"No other aspect of school life can ensure better than RE that school is experienced by staff and students alike not as a fact factory but as a laboratory for learning the values and virtues, attitudes and aptitudes which make for the wholeness of body, mind and spirit," (Saxbee 2013)

The Big Frieze



Throughout the syllabus units the big frieze is referred to. If you have an Understanding Christianity resource, then you will have a big frieze designed by Emma Yarlett. If not, then you will need to create one of your own. The big frieze is important in helping pupils to understand the big story (God's salvation plan) and the big ideas in Christianity (the concepts). The big frieze has 8 panels.



Use pictures or paintings from the internet or create your own.

The 'big' ideas and the 'big' story

Eight core concepts of Christianity and God's salvation plan.

Throughout this syllabus pupils will be introduced to and given opportunity to explore the big ideas of Christianity. These are eight core concepts at the heart of Christianity that together tell God's big story.

The eight core concepts in this syllabus match those identified by the authors of Understanding Christianity (RE Today Services) so that the two resources are compatible. The core concepts are expressed in the Bible and lived out by Christian people each day. These big ideas reveal God's salvation plan, the big story.

Concept	Story
God Father, Son and Holy Spirit	In the beginning God.....
Creationcreated 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.	

How do we implement the teaching of RE at Singleton CE Primary School?

- RE is taught as a discrete lesson for 1 hour per week, following the Questful RE Syllabus in Foundation - Year 6
- Links to other subjects are made throughout our 'Long-Term Planner', for example to Art, DT, Music, Forest Schools etc...
- The curriculum overview is planned to ensure that teaching is sequential with the subject leader ensuring that knowledge and skills are taught in a logical and progressive order.
- The curriculum is enhanced by teaching children about World Faiths / festivals as and when they arise in the yearly calendar, through trips, visitors, inspirational speakers and whole school RE days e.g., Diwali, Eid etc
- We create an environment where children are able to express their views, discuss similarities or differences between various faiths and also consider other people's views in a healthy manner.
- The teaching of key vocabulary will be a primary feature in each unit. Knowledge Organisers are used to enhance the learning of key vocabulary.
- The curriculum encourages children to know about a range of religions and worldviews
- A Growth Mindset approach is used consistently in RE
- The curriculum encourages children to develop skills of reflection, empathy, communication, analysis, investigation, interpretation and evaluation

Impact



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Singleton Church of England Primary School			
Address	Church Rd, Singleton, Poulton-le-Fylde FY6 8LN		
Date of inspection	10/10/2019	Status of school	VA Primary School
Diocese	Blackburn	URN	119560

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Excellent
Additional Judgements	The impact of collective worship	Grade	Excellent
	The effectiveness of religious education (RE)	Grade	Excellent

Key findings from our 2019 SIAMS inspection:

- The recently revised Christian vision is clearly underpinned by Christian theology and has a deeply rooted biblical base. This has had a significant impact on all areas of school life and is shaping the direction of the school.*
- The exemplary Christian leadership, especially by the senior staff, ensures that the Christian vision underpins all areas of provision.*
- All pupils are exceptionally well supported, particularly the most vulnerable, and make outstanding progress.*
- There is an impressive variety in approaches to worship which engages the whole school community and makes a significant impact on personal and spiritual development.*
- Pupils achieve above national expectations in Religious Education (RE). The enthusiasm and commitment of the subject leader has been inspirational in supporting staff in introducing the new diocesan curriculum.*

We know the Impact of our RE curriculum ensures that:

- Children develop detailed knowledge and skills across the curriculum and, as a result, achieve well.
- Children with SEND achieve the best possible outcomes.
- We offer opportunities for personal reflection and spiritual development.
- We aim for children to develop more creatively, spiritually, socially and emotionally, thus enabling them to be ready for their next stage in education and life itself.
- Most children will have a confident set of questioning skills and knowledge supported by Christian values which can be used in education and life more generally.



- The impact of our RE curriculum is evaluated through teacher assessment during each unit. The assessment is based on the I know and I can statements. These are then reviewed half termly by the subject leader to ensure there is progress and continuity across school.
- The RE curriculum is also evaluated through Governor meetings, book looks, learning walks and pupil voice.
- Progress in RE is reported annually to parents and has a prominent position in the end of year report

Progression of learning across the school



Foundation Class

Questful RE	<p>I am special</p> <p>-give pupils an understanding that they are unique and special. To know they are loved, valued and made by God.</p> <p>Harvest</p> <p>-give pupils an understanding of why we say thank you to God at harvest time and talk about him being creator.</p>	<p>Special People</p> <p>-Give pupils an opportunity to explore Christian values through their own actions and the actions of others.</p> <p>-Highlight the role of significant/special people in pupil's lives.</p> <p>-emphasise the ways in which Jesus was a special person.</p> <p>Christmas</p> <p>-Explore the nativity story in a variety of ways and ensure pupils know that Christmas is the celebration of Jesus' birth</p>	<p>Stories Jesus Heard</p> <p>- Introduce pupils to stories of the Old Testament and understand that Jesus would have heard these stories as he was growing up.</p> <p>Stories Jesus Told</p> <p>- Explore the stories that Jesus told and know that he told them to teach us about God.</p> <p>Easter</p> <p>- Explore the events of Easter through a variety of multi-sensory experiences ensuring that pupils know it is a celebration of Jesus' death and resurrection.</p>	<p>Easter</p> <p>- Explore the events of Easter through a variety of multi-sensory experiences ensuring that pupils know it is a celebration of Jesus' death and resurrection.</p> <p>Friendship</p> <p>-Explore the meaning of friendship, how we make friends and why friends are important.</p> <p>-Know about Jesus making friends, how he made friends and who he chose</p>	<p>Prayer</p> <p>-Start children on their journey towards understanding what prayer is and the different ways people of faith talk to God.</p> <p>Special Places</p> <p>-Begin to develop pupils understanding of a place being considered as a special/holy place where believers go to worship.</p>	<p>Special Times</p> <p>-Develop pupils understanding of special/holy times. Increasing their knowledge of the ways special times are celebrated, remembered and the reasons why.</p> <p>-Introduce pupils to the story of Pentecost and God as Holy Spirit.</p>
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Year 1/2 Cycle A

<p>Questful RE</p>	<p><u>Questful RE – Understanding Christianity</u></p> <p>Unit 2.1 The Bible and why it is a special book (This contains a Non-Christian Faith unit)</p> <p> Holy Books Mutual Respect & Tolerance</p> <ul style="list-style-type: none"> widen the children's understanding of the Bible, its contents, presentation and importance to Christians. begin to develop children's understanding of holy books from faiths other than Christianity and their significance in the lives of believers. <p>Unit 1.2 God and Creation</p> <ul style="list-style-type: none"> give children the opportunity to develop their perceptions and understanding of God. provide an opportunity for reflection on feelings of awe, wonder, delight and mystery in relation to the natural world. <p>Unit 1.3 Christmas – Why do we give and receive gifts?</p> <ul style="list-style-type: none"> deepen the children's understanding of the true meaning of Christmas through emphasising that Jesus was a gift from God. discuss the thoughts and feelings associated with giving and receiving gifts. 	<p><u>Questful RE – Understanding Christianity</u></p> <p>Unit 1.4 Jesus was special</p> <ul style="list-style-type: none"> enjoy exploring these Bible stories that reveal Jesus' power and divine nature. talk about how and why Jesus was special. <p>Unit 2.4 Easter – How do symbols help us to understand the story?</p> <ul style="list-style-type: none"> give children an understanding that symbols are pictures or objects with a deeper meaning and a story to tell. extend pupils knowledge of the details of the Easter story. develop pupil's understanding of the importance of Easter and the concept of salvation. 	<p><u>Questful RE – Understanding Christianity</u></p> <p>Unit 2.6 What happened at the Ascension and Pentecost?</p> <ul style="list-style-type: none"> begin to develop the children's knowledge and understanding of these two very significant events. give children an opportunity to begin to explore the concept of God as three in one. emphasize the importance of these events in the life of Jesus and the Church, then and now. <p>Unit 1.7 Why is Baptism special? (This contains a Non-Christian Faith unit)</p> <p> How do people of other faiths welcome new babies? Mutual Respect & Tolerance</p> <ul style="list-style-type: none"> deepen children's understanding of what it means to belong through exploring the celebration of baptism and the ways in which people of faith welcome babies.
<p>Whole School Assembly / Worship Focus</p>	<p>Y1/2 Class worship – Parents invited</p> <p>World faith Focus</p> <p>Sukkot (17th – 23rd October)</p>	<p>Year 1 /2 Worship - Parents invited</p> <p>THEME:- The Creation with a particular focus on LIGHT IN THE WORLD AND LIGHT OF THE WORLD</p> <p>Genesis 1:1-4 and John 8:12 Frieze Panel 1& 6 – Gospel</p>	


Year 1/2 Cycle B

<p>RE Questful RE</p>	<p><u>Questful RE – Understanding Christianity</u></p> <p>1:1 Harvest (This contains a Non-Christian Faith unit) How do Jews celebrate the harvest?  Non-Christian Faith Unit – Jewish Harvest Sukkot</p> <p>Mutual Respect & Tolerance</p> <ul style="list-style-type: none"> raise awareness that we harvest food all around the world and that we usually have plenty but others do not. to discuss what our response as Christians should be to the need of others. <p>1:9 My World Jesus' World</p> <ul style="list-style-type: none"> help children understand that Jesus lived a long time ago and that the world we live in is very different to Jesus' world over 2000 years ago. <p>2:2 Christmas, why was the birth of Jesus such good news?</p> <ul style="list-style-type: none"> look at the story of Christmas from the perspective that it was good news then and now. 	<p><u>Questful RE – Understanding Christianity</u></p> <p>2:3 Jesus, a friend to everyone</p> <ul style="list-style-type: none"> enjoy these stories of Jesus' Miracles and to increase the children's awareness that Jesus was an extraordinary person who welcomed everyone as a friend. <p>1:5 Easter, celebrating new life and new beginnings</p> <ul style="list-style-type: none"> give children an opportunity to reflect upon the miracles of nature and new life during springtime. for pupils to hear and be able to retell the Easter Story. to make links between the transformation of plants and animals and the Easter story in order to develop an understanding of the resurrection. 	<p><u>Questful RE - Understanding Christianity</u></p> <p>2:5 Why is the Church a special place for Christians? (This contains a Non-Christian Faith unit)  Where do people of other faiths worship? Non-Christian Faith Unit – Places of worship</p> <p>Mutual Respect & Tolerance</p> <ul style="list-style-type: none"> give pupils an understanding of 'church' as a holy place and a body of people. begin developing in pupils an understanding of what happens in church and why. give pupils an opportunity to begin exploring places of worship other than a church. <p>1:8 Joseph</p> <ul style="list-style-type: none"> explore one of the most well-known epic stories of the Old Testament. help pupils to talk about the actions and feelings of the characters and relate them to their own experiences. consider what we can learn from this story. learn more about the nature and characteristics of God.
<p>Whole School Assembly / Worship Focus</p> <p>Non-Christian Faith focus</p>	<p>Assembly / Worship focus:</p> <p>Harvest</p>	<p>Assembly / Worship focus:</p> <p>Our World - Recycling</p>	



Year 3/4 Cycle A

<p>Questful RE</p>	<p><u>Questful RE – Understanding Christianity</u></p> <p>Unit 3.6 Harvest (This contains a Non-Christian Faith unit)</p> <p> Jewish festival of Sukkot Mutual Respect & Tolerance</p> <ul style="list-style-type: none"> explore further the meaning and purpose of Harvest Festival celebrations building on knowledge from KS1 <p>Unit 3.1 Called by God</p> <ul style="list-style-type: none"> give children an opportunity to consider what it means to be called by God and the responses people have made to that call. <p>Unit 4.2 Christmas – Exploring the symbolism of light (This contains a Non-Christian Faith unit)</p> <p> Hanukkah (The Jewish Festival of Light) Mutual Respect & Tolerance</p> <ul style="list-style-type: none"> give pupils an understanding of the Christian belief that Jesus is the, 'Light of the World'. explore the multi-faceted metaphor of bringing light into people's lives. 	<p><u>Questful RE – Understanding Christianity</u></p> <p>Unit 4.3 Jesus, the son of God (This contains a Non-Christian Faith unit)</p> <p> Jewish Shabbat Mutual Respect & Tolerance</p> <ul style="list-style-type: none"> deepen the children's understanding of Jesus, who he was, his teaching and behaviour. use the events covered in the stories in this unit to illustrate and emphasise that Jesus is the Son of God; that he was born both God and man. <p>Unit 3.4 Exploring the sadness and joy of Easter</p> <ul style="list-style-type: none"> explore the Easter story from the angle of the feelings evoked by the different events throughout Holy Week. discover how the services held in churches during Holy week reflect the sadness and joy. develop further the pupils' understanding of the concept of salvation. 	<p><u>Questful RE – Understanding Christianity</u></p> <p>Unit 3.5 Which rules should we follow? (This contains a Non-Christian Faith unit)</p> <p> Does everybody follow the same rules? Why? Why not? – Rules for Living Mutual Respect & Tolerance</p> <ul style="list-style-type: none"> give pupils an opportunity to consider the value and purpose of rules. examine Christian rules for living and the source of these rules. encourage pupils to reflect upon their own lifestyle and the influences upon it. consider the rules followed by other faiths and the ways in which the rules influence behaviour and decisions. <p> Unit 4.6 What is prayer? (This contains a Non-Christian Faith unit)</p> <p>How do people of other faiths pray? Mutual Respect & Tolerance</p> <ul style="list-style-type: none"> ensure that the children know that prayer is a way of communicating with God. know that we/Christians believe that God listens and responds.
<p>Whole School Assembly / Worship Focus</p> <p>Christian Faith focus</p>	<p>Y3/4 – Whole class worship – Parents invited</p> <p>Theme:- World faith Focus</p> <ul style="list-style-type: none"> Diwali 	<p>Year 3/4 Class worship – Parents invited</p> <p>Theme:- I am the bread of life</p> <ul style="list-style-type: none"> John 6: 32-35 Frieze Panel 6 – Gospel <p>https://www.worldatlas.com/articles/most-important-staple-foods-in-the-world.html</p>	<p>Y3/4 – Whole class worship – Parents invited</p> <p>Theme:- World faith Focus</p> <ul style="list-style-type: none"> Diwali



Year 3/4 Cycle B

<p>Questful RE</p>	<p><u>Questful RE – Understanding Christianity</u></p> <p>4.1 God, David and the Psalms</p> <ul style="list-style-type: none"> • explore the Story of David and his strengths and qualities. • to read the Psalms and use them to discover more about the nature of God. <p>3.2 Christmas – God with us</p> <ul style="list-style-type: none"> • give children the opportunity to reflect upon Christmas as a celebration of God's presence with us 2000 years ago and now. 	<p><u>Questful RE – Understanding Christianity</u></p> <p>3.3 Jesus, the man who changed lives</p> <ul style="list-style-type: none"> • deepen children's insight into the impact Jesus had/has on people's lives. <p>4.4 Exploring Easter as a story of betrayal and trust</p> <ul style="list-style-type: none"> • give children the opportunity to reflect upon the importance of power and the effect of betrayal, trust and forgiveness. • deepen pupil's understanding of the concept of salvation. • focus on the significance of the incidents of betrayal and trust in the Easter story. 	<p><u>Questful RE – Understanding Christianity</u></p> <p>4.5 Are all churches the same?</p> <p> Are all places of worship the same? Do people worship God in the same way?</p> <p>Mutual Respect & Tolerance</p> <ul style="list-style-type: none"> • Give children an understanding of the church in its widest sense. • To ensure pupils know that Christianity is a multi-cultural worldwide faith. • To enable pupils to see the similarities and differences between denominations and to develop further their understanding of symbolism. • To further develop children's understanding of places of worship from faiths other than Christianity e.g., Islam, Sikhism, Hinduism etc.
<p>Whole School Assembly / Worship Focus</p> <p>Non-Christian Faith focus</p>	<p>Assembly / Worship focus:</p> <p>Christian Value – Respect</p>	<p>Assembly / Worship focus:</p> <p>Our World - Poverty</p>	<p>.</p>

Year 5/6 Cycle A

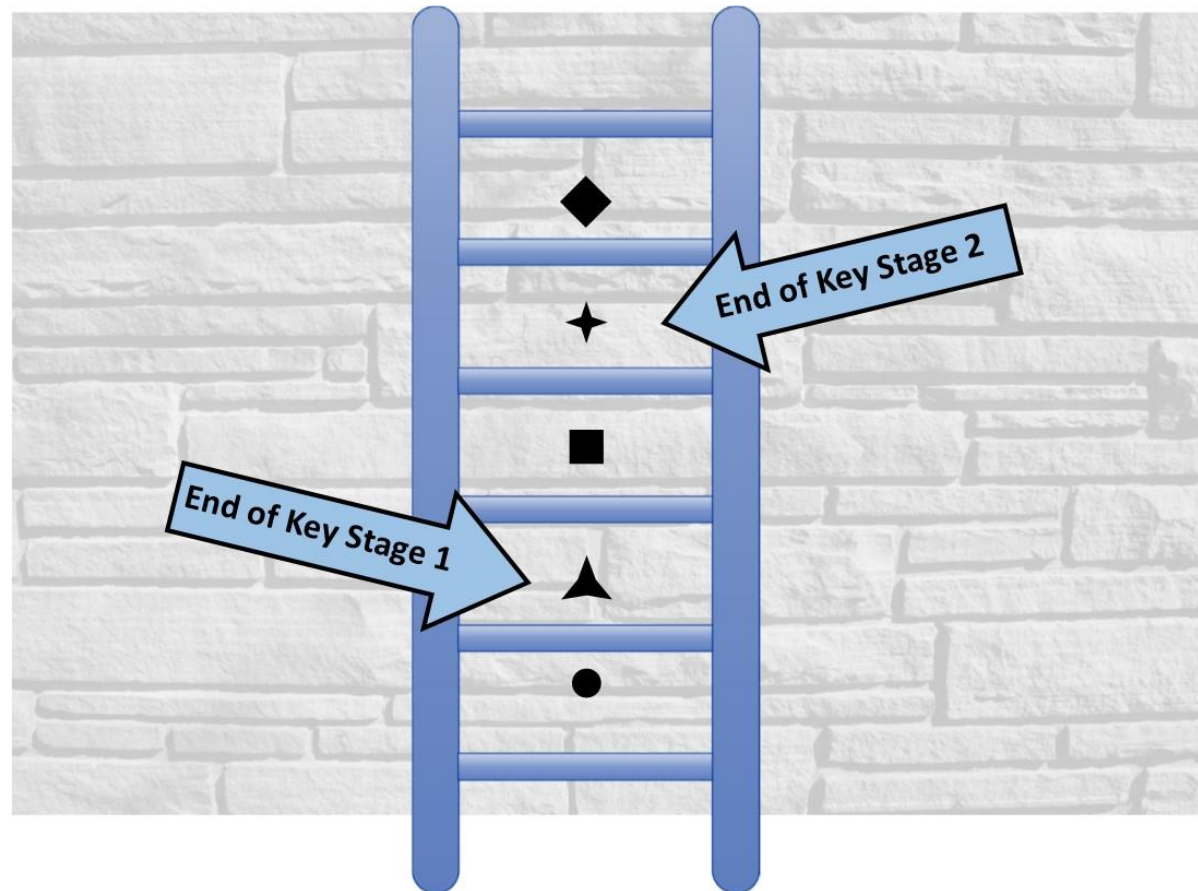
<p>Questful RE</p>	<p><u>Questful RE – Understanding Christianity</u></p> <p>Unit 5.1 How and why do Christians read the Bible? (This contains a non-Christian faith unit)</p> <p>How important are holy books in faiths other than Christianity? Mutual Respect & Tolerance</p> <ul style="list-style-type: none"> deepen children's understanding of the importance and impact of the contents of the Bible. <p>Unit 6.2 How do Christians prepare for Christmas?</p> <ul style="list-style-type: none"> delve deeper into the themes of the season of Advent. introduce pupils to the Christian belief that Jesus will return (the second coming). 	<p><u>Questful RE – Understanding Christianity</u></p> <p>Unit 5.3 Jesus the teacher</p> <ul style="list-style-type: none"> emphasise Jesus' skills as a great teacher. consider carefully the messages of the parables and how they impact on the lives of practising Christians. <p>Unit 6.4 Easter - Who was Jesus?</p> <ul style="list-style-type: none"> allow children the opportunity to stand back and consider 'Who was Jesus?' and 'Who is Jesus?' from their own point of view and the views of others in the past and today. 	<p><u>Questful RE – Understanding Christianity</u></p> <p> Unit 6.6 Ideas about God (This contains a non-Christian faith unit)</p> <p>What names do faiths other than Christianity give to God? Mutual Respect & Tolerance</p> <ul style="list-style-type: none"> further the children's understanding of the nature of God, His characteristics and His relationship with people. <p>Unit 5.5 Exploring the lives of significant women in the Old Testament (This unit includes a non-Christian faith)</p> <p> Jewish festival of Purim Mutual Respect & Tolerance</p> <ul style="list-style-type: none"> widen the children's knowledge and understanding of the role and significance of women in the Bible and God's big story. to reflect upon the actions of these women and consider what we can learn from their stories.
<p>Whole School Assembly / Worship Focus</p> <p>Christian Faith focus</p>	<p>Year 5/6 Class worship – Parents invited</p> <p>World faith Focus</p> <p>Narrati - 10 day Hindu Festival</p>	<p>Year 5/6 Class Worship – Parents invited</p> <p>Theme:- Water of Life – see below for ideas / support</p> <ul style="list-style-type: none"> WHAT WOULD JESUS DO? – BRINGING WATER TO THOSE WHO DON'T HAVE IT John 4:13-14 <p>https://wellfound.org.uk/about/</p> <p>https://lifewater.org/</p>	<p>Year 6 leavers service</p>

Year 5/6 Cycle B

<p>Questful RE</p>	<p>6.1 Life as a journey and pilgrimage (This unit contains a non-Christian Faith unit)</p> <p> ISLAM / JUDAISM / HINDUISM / SIKHISM</p> <p>Pilgrimage Mutual Respect & Tolerance</p> <ul style="list-style-type: none"> -give children an opportunity to think about the idea that that life is a journey and what it means to make that journey as a Christian. enable pupils to begin to understand the concept of undertaking a religious pilgrimage. <p>5.2 Christmas – The Gospels and Matthew and Luke</p> <ul style="list-style-type: none"> -give children a Biblical perspective on the nativity story. -challenge their ideas and deepen their understanding of the true meaning of Christmas. 	<p>6.3A – Exodus</p> <ul style="list-style-type: none"> -give pupils a greater understanding of the significance of the Exodus and Passover. -introduce pupils to the links between Christianity and Judaism. <p>6.3 Why do Christians celebrate Eucharist?</p> <ul style="list-style-type: none"> -identify the links between the Passover meal, Last Supper and Eucharist. -develop pupils' understanding of the Eucharist and the symbolism connected with it. -develop pupils' understanding of the importance of the Eucharist and why it is celebrated. <p>5.3 Why do Christians believe that Easter is a celebration of victory?</p> <ul style="list-style-type: none"> -explore the Easter story from the perspective of it being the story of Christ's triumph and victory over death. 	<p>5.9 Pentecost – What happened next?</p> <ul style="list-style-type: none"> -provide children with an opportunity to gain greater understanding of the lives and resilience of the early Christians. -to realise the significance of the life of St Paul and the concept of mission. -to learn basic facts about how Christianity came to Britain. <p>6.7 People of faith (This unit contains a non-Christian faith unit)</p> <p> HINDUISM / BUDDHISM / ISLAM</p> <p>How does having faith affect people's lives? Mutual Respect & Tolerance</p> <ul style="list-style-type: none"> -explore what it means for a person to have faith and how having faith affects people's lives, values and decisions. -discuss that Christian people are called to build God's kingdom here on earth.
<p>Whole School Assembly / Worship Focus</p> <p>Christian Faith focus</p>	<p>Assembly Worship focus:</p> <p>Christianity around the World</p>	<p>Assembly Worship focus:</p> <p>Our World - Pollution</p>	<p>Assembly Worship focus:</p> <p>Leavers</p>

Assessment

The ladder of expectation of achievement in RE



Example of Assessment document

[illegible]

Singleton Church of England Primary School

Mapping SMSC through **CARE** in the Curriculum – RE

Children benefit from spiritual learning in RE by experiencing fascination, awe, and wonder. However, they also experience more challenging ‘Ouch’ moments that make them feel sad. They can explore the values and beliefs of others, understanding human feelings and emotions through imagination and creativity in learning. Moral education is developed by investigating moral and ethical issues, recognising what is right and wrong, which they can apply to their everyday lives. The study of RE also helps them to understand the consequences of actions; knowledge and ability to develop personal qualities and social skills so that they can participate and cooperate in resolving conflicts, which helps to deepen an understanding of how communities and society function. Our RE curriculum enables children to explore, understand, and respect diversity, deepening their cultural experiences. They are therefore better able to participate in and respond to cultural activities, understanding and appreciating personal influences. SMSC through CARE enables our children to deepen their learning in RE and RE as an academic subject supports our children’s SMSC development

C – Choices – Moral A – Aspiration – Cultural R – Reflection – Spiritual E – Engagement – Social

C – Choices – Moral

- Linking the actions of Christians (and others of different religions and worldviews) in their treatment of others, and how this relates to their faith
- Where do our ideas of right and wrong come from?
- What do religions teach about how we should live our lives?
- Looking at religious commitment within a range of faiths, and what this involves
- Why does it matter how we treat the world?
- What responsibilities do we have to the natural world and why?
- The concept and practice of charity
- How do I show that places are special to me and how does this affect my life?
- Describe how inner feelings, beliefs, and experiences are expressed in religion and in life.
- What matters most to different religious communities identifying values, moral codes, and moral concepts; expressing their ideas about them
- The concept and practice of charity
- How do I show that places are special to me and how does this affect my life?
- Describe how inner feelings, beliefs, and experiences are expressed in religion and life.

A – Aspiration – Cultural

- What does it mean to be a Christian in Britain today – developing an understanding of how Christianity has shaped their heritage
- Exploring cultural and religious diversity locally and globally (both about the children themselves and in the faiths and worldviews studied)
- Exploring Places of Worship
- Exploring the rules of guidance used by believers and how we can apply that when working with others from different cultures.
- What do festivals mean in the lives of individuals and communities?
- How do festivals express important beliefs and events in each religion? Exploring cultural and religious diversity locally and globally (both about the children themselves, and in the faiths and worldviews studied)
- How can celebrating rites of passage affect how individuals and communities live life?
- What do the rites of passage tell us about religious beliefs about and attitudes towards life and God?
- Exploring cultural and religious diversity locally and globally (both about the children themselves and in those faiths and worldviews studied)
- What is meant by the term diversity?
- Why are there different views, beliefs, and traditions in each religion?
- What do different styles and places of worship and other religious practices and forms of expression within faiths show about their different beliefs?

R – Reflection – Spiritual

- Daily collective worship with reflection time.
- Themed worship is built into the year, and incorporates special days from all faiths, values, and themes relevant to local and national events.

E – Engagement – Social

- Appreciating, appraising, and sharing experiences and ways of expressing meaning from a variety of faiths (both about the children themselves and of those religions and worldviews studied)

- Responding to questions posed, and responses offered by sources of wisdom found in religions
- Exploring Places of Worship
- The experience of prayer
- How do religions teach about how we should live our lives?
- Are religious teachings about how we should live still helpful in the 21st Century?
- The appreciation and use of creative means to learn and express themselves – e.g. art, drama, role-play, music, creative writing
- What do our celebrations show about what we think is important in life?
- What do different religions say about how the universe and life came about?
- Compare different ideas about creation and human and animal life in the traditions studied
- The appreciation and use of creative means to learn and express themselves – e.g. art, drama, role-play, music, creative writing
- Responding to questions posed, and responses offered by sources of wisdom found in religions (Islam, Hinduism, Judaism, Christianity)
- The appreciation and use of creative means to learn and express themselves – e.g. art, drama, role-play, music, creative writing
- Describe and explain different ideas about God concerning religious and non-religious points of view.
- Describe how believers develop their relationship with God through pilgrimage and personal spiritual experience

- To be able to provide clear reasons for their views and the connections that they make
- Why is community important?
- Which communities am I a part of?
- What evidence is there of religious belief in our community?
- Appreciating, appraising, and sharing experiences and ways of expressing meaning from a variety of faiths (both about the children themselves and of those religions and worldviews studied)
- To provide good reasons for the views they have and the connections they make.
- Appreciating, appraising, and sharing experiences and ways of expressing from a variety of faiths (both about the children themselves and of those religions and worldviews studied)
- Describe how symbolism helps believers to express their faith by Appreciating, appraising, and sharing experiences and ways of expressing meaning from a variety of faiths (both about the children themselves and of those religions and worldviews studied)
- What difference does going on a pilgrimage have on the lives of individuals and communities?
- Exploring how communities bond and come together using shared beliefs and experiences EG: pilgrimages.

British Values

- Recognising the diversity which exists within and between communities (specifically the Christian community) and amongst individuals within Britain today (mutual respect)
- Enquiring about what enables different individuals and communities to live together respectfully for the wellbeing of all (tolerance)
- Pupils are taught and able to apply speaking and debating skills throughout their RE lessons so that they are well prepared to engagement with modern life and feel sufficiently confident and self-assured to present their own point of view without hesitation.
- The principle of democracy is explored RE as well as in assemblies. (Democracy)
- Children are encouraged to voice their opinions and to shape their thinking through enhanced knowledge and understanding (Individual Liberty)