



FARINGTON MOSS ST PAUL'S
CHURCH OF ENGLAND PRIMARY SCHOOL

Thrive in the gift of life John 10:10: 'I came that they may have life and have it abundantly.' We realise our vision through inspiring and nurturing our whole school family to grow and reach their full potential.

Subject Leader Report – Religious Education

Subject Leader: S. Napier

Subject Overview – Intention

At Farington Moss, St Paul's C of E Primary School, our vision and values are at the heart of everything we do. Our vision: 'Thrive in the gift of life', based on John 10:10, underpins all we teach and consequently provides opportunities for children to further explore how this relates to their everyday lives.

The curriculum content is a balance of the three essential disciplines of quality RE: Theology, Philosophy and Social Science. This means our pupils will look at concepts through a theological lens, exploring what people of faith believe. Alongside this they will explore questions and answers raised in relation to the lived reality and impact of religion and world views on people's lives. They will also think like philosophers and be equipped with the skills that will enable them to make sense of life's experiences.

Through this approach, our children will experience, explore and encounter a wide range of creative and challenging multi-sensory 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?

The aims and objectives of Religious Education at St. Paul's are to enable all pupils to:

- Engage meaningfully and critically with learning which helps them to make sense of the multi-religious and multi-secular world in which they live.
- Know about and understand Christianity as a diverse global living faith through the exploration of beliefs and practices, using approaches which engage with biblical text and key sources of authority.
- Gain knowledge and understanding of a range of religious and non-religious worldviews, appreciating the complexity, diversity, continuity and change that exists within those worldviews being studied.
- Grapple with questions of meaning and purpose raised by human existence and experience.
- Understand the concept of religion and recognise its continuing influence on Britain's cultural heritage and in the lives of individuals, communities and societies in different times, cultures and places.
- Develop disciplinary knowledge which equips pupils to be religiously literate.
- Explore their personal worldviews; their own religious or non-religious, spiritual and philosophical ways of living, believing and thinking.

(RE Statement of Entitlement for Church of England Schools 2026)

Appropriate to age at the end of their education at St Paul's, all pupils can expect:

- RE to be a high-profile subject and a priority for those who lead their school.
 - To be enabled to achieve highly in RE, irrespective of educational need or disadvantage.
 - A sequenced curriculum where they will learn about a range of religious and non-religious worldviews and the diversity that exists within those worldviews.
 - A balanced curriculum, using high-quality resources, where they engage with a range of ways of knowing, including theology, philosophy and the human and social sciences.
 - Teachers who have secure RE subject knowledge and are able to deliver content accurately whilst having the ability to challenge common misconceptions.
 - RE to be delivered in an objective, critical and pluralistic manner.
 - RE classrooms which are safe, supportive spaces where pupils can openly explore their own religious, spiritual, and/or philosophical ways of living, believing, thinking, and belonging.
 - To be given the opportunity to articulate their personal worldviews and engage in meaningful, respectful dialogue with others.
 - RE teaching which promotes religious and cultural understanding within communities and society
- (RE Statement of Entitlement for Church of England Schools 2026)

Implementing the above will ensure that teaching and learning will

- Critically engage with a range of religious and non-religious source materials, including biblical texts.
 - Utilise different disciplinary lenses, including theology, philosophy and the human and social sciences.
 - Provide opportunities to understand the roles of texts, beliefs, rituals and practices and how they help form identity in a range of religious and non-religious worldviews. Pupils should explore how beliefs, rituals and practices may change in different times, places, communities and cultures.
 - Develop confident religious literacy, including the explicit teaching and development of disciplinary knowledge.
 - Generate meaningful and informed dialogue around a range of religious and non-religious worldviews.
 - Recognise that students bring personal knowledge to the RE classroom and enable them to navigate and develop this.
 - Practise a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection.
 - Provide for the needs of all pupils, including pupils with special educational needs and disabilities.
 - Be based upon accurate and inclusive assessment of the different forms of knowledge, which enables pupils to make progress in their learning.
- (RE Statement of Entitlement for Church of England Schools 2026)

As a result, our RE curriculum will support all of our children will leave school as 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 worlds and their place within it. We will ensure that all the children at Farington Moss, St Paul's C of E Primary School understand Christianity as a global, multi-cultural faith and understand God's Salvation Plan (The Big Story), including the big ideas/concepts in Christianity.

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.

The children at Farington Moss, St Paul's will always be encouraged and supported to become courageous advocates and champion causes that are special and meaningful to them, whether these matters are global issues or matters more personal and community related.

Through strengthening children's understanding of our Christian Values, we aim to encourage children to make positive choices and develop themselves as unique, confident and passionate individuals.

Planning - Implementation

At Farington Moss, St. Paul's C of E Primary School, the implementation of our intent is planned using the Questful RE Curriculum by Blackburn Diocese. In keeping with The Church of England's RE Statement of Entitlement, a minimum of 5% of class teaching time over the course of an academic year is dedicated to the teaching of RE. At least two-thirds of this time will focus on Christianity with the remaining time focussing on the teaching of non-Christian faiths and world views, predominantly Buddhism, Hinduism, Islam, Judaism and Sikhism.

It is vital that children hear first-hand experiences from a wide range of people talking about their faith. This is supported through the Building Bridges support programme and St Paul's Parish Church, to ensure that children are given the opportunities to visit church regularly, for services, as part of their RE sessions and to support their journey of faith. We also aim for children to visit at least one non-Christian place of worship during their time at St Paul's. There are no presumptions made as to the religious backgrounds, beliefs and values of children or staff and we strive to create an atmosphere of respect and understanding so that all individuals can share their own experiences freely.

Questful RE encourages children to take a journey of exploration, investigating a series of key questions in response to different religious ideas. As the children work alongside their peers, using a variety of teaching and learning activities, they can reflect, evaluate and reach their own decisions in response to the key questions. Whilst responding to the key questions, children will be encouraged to use the display that depicts God's Salvation Plan and develop a better understanding of the Biblical timeline.

Assessment, Monitoring and Evidence - implementation and impact

During RE sessions, children will record their work in individual books and/or whole class floor books to facilitate the intent that all children will learn through a variety of activities and learning opportunities. Each classroom has its own reflection/RE area that provides children with an age-appropriate area in which to further respond to the current unit of work outside RE sessions. All the children will show that they are getting better at RE by knowing more and remembering more. All teaching staff are aware of the different types of knowledge in RE, this in turn will help to address misconceptions about religions and the differences between types of knowledge in RE. Substantive knowledge - knowledge about religious traditions, artefacts and texts. Concepts such as 'incarnation', 'prayer' that relate to religious traditions. Ways of knowing - knowledge of 'how to know' about religion and non-religions and personal knowledge - a growing knowledge of how children's own ideas and values relate with those which they are learning about in a religious context.

Ongoing formative assessment and review is fundamental to the learning and teaching at Farington Moss St. Paul's. It allows for adaptive teaching and benefits the children in terms of feedback they receive. Teachers are constantly making judgements with regards to attainment and understanding in lessons and altering provision accordingly to further challenge and support all children's learning and ensuring that children are able to access RE at a suitable level, whilst at the same time, providing appropriate challenge. Teachers are clear about what and why they are assessing before they make decisions about the most appropriate assessment tools. It might be that composite tasks are used or more simple tasks when isolated portions of knowledge are being assessed.

Enrichment Opportunities - implementation and impact 2025-2026

Enrichment	Further Information
Planned visits to Church to explore the building, use the building as a place of worship and to experience silence and peace.	Most classes were able to visit the church to experience at least one experience.
Visit from an Imam providing workshops for the KS2 children.	Children gained knowledge and understanding of several areas of Islam and were all taught by a Muslim leader.
Prayer Corner and Prayer Day	Children engaged in several prayer activities and shared their experiences and learning with others.

It would be impossible to try to teach everything and so curriculum content has been purposefully selected for children to learn. This means all curriculum content is a representation or reconstruction of religious traditions, worldview and concepts.

It is important that leaders and teachers choose the most precise and accurate representations possible, as school RE plays a significant role in building children's knowledge and conceptual models about religion. What children learn needs to resemble the complexity of religion and of religion in society. They should have a 'mental model' which reflects the global and historical complexity of religion.

Targets 2025-2026-impact

Target - intent	Implementation	Evaluation - impact
Teach with passion about RE, showing that it is enjoyable and inspirational. Talk freely and openly about children's	Walk around school Monitoring Pupil voice	A more robust long term has been put into place, allowing the teachers and children to access a relevant and inspiring RE curriculum. With the use of floor books/discussion books, the children can freely

own beliefs and grow in their faith.	CW engagement Book look	record their thoughts and feelings and openly share their beliefs. As a school we have embraced the updated Questful RE scheme of work.
Continue to incorporate the school's Christian Values, to know what these look like in practise and to apply this understanding to help make everyday choices.	Walk around school Monitoring Pupil voice CW engagement Book look	Displays with the Christian Values are placed around the hall and a mural has been placed on a predominant wall in the hall. The Christian values are discussed in CW and in classrooms with the current value on display in each classroom. A copy of the Christian values has been placed at the front of all the children's RE books.
Mature spiritually, academically, emotionally and morally to enable the children to become well-rounded, successful citizens in future life and have a positive impact on their friends, family, local and wider community.	Walk around school Monitoring Pupil voice CW engagement Book look	Through promotion of these values around school, the children have an awareness, that being a Christian, we are tasked with being spiritually, emotionally, morally and academically responsible and respectful. On most occasions, these values are instilled in each one of us and by working together as a school community we are able to help others beyond the walls of the school building.
Develop the children's understanding of the idea of advocacy, to know how they can challenge injustice and how they can help to make the world a better place. Provide the children with opportunities to grow as Christians and moral citizens through lunchtime and after school clubs.	Walk around school Monitoring Pupil voice CW engagement Book look	Children are encouraged to join in with debates, listen to others and are encouraged to contribute their personal thoughts and feelings. Individuals have engaged in fund raising, entered competitions to promote the awareness of injustice from a child's perspective.

Staff Training: - Impact 2025-2026

STAFF CPD	
Staff development.	All staff benefit from staff meetings based on the RE curriculum. Subject leader will deliver these during this academic year.
Continual RE Lead training	Updates and identifying the requirements needed to be a good RE Lead across the school. This will then enhance the teaching and learning of RE in each year group.
Courageous Advocacy	Instilling this throughout the school, areas to promote and how children can be introduced/supported when becoming an advocate. Worship Group, Ethos Club, Children's Chaplains are opportunities for children to become courageous advocates for school and within the local community.
Continued implementation of Questful RE Syllabus	RE Lead to inform the teaching staff of any changes within the new syllabus and website. Identify the need for new resources to deliver the syllabus. A clear Long-Term plan shared with teaching staff to ensure that all aspects of the syllabus is being taught.

Focus for learning 2026-2027

Target intent	Implementation	Evaluation - impact
Support children to develop the concept of Courageous Advocacy	Encouragement of children engaging in enrichment	

in school. Increase links with the church including opportunities at Harvest, Advent, Easter, end of term and the Leaver's Service that are held in Church	opportunities - Worship Group, Children's Chaplains. Enrichment activities to be offered to the children to engage in the wider school community. Confirmation classes Induction of the new vicar.	
Assess children's knowledge and understanding of the units taught through the Questful Syllabus using consistent and informative assessment procedures including that of retrieval.	Book look Pupil voice Subject lead to attend training on the updated units.	
Visit from Praggs to cover Sikhism and Buddhism to all children in EYFS, KS1 and KS2	Photo evidence Pupil voice Staff voice	

Future targets - Intention, implementation and impact. 2026-2027

- ✓ Updates from Blackburn Diocese once all syllabus units have been updated.
- ✓ To attend subject leader cluster meetings.
- ✓ Prayer day for all children to experience the wonder of prayer.
- ✓ All children to experience a visit to the Church to engage in silence and thoughtfulness.