



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.

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.

Religious Education has an important role with the school, along with other curriculum areas, particularly PSHE and the teaching of British Values, in promoting the spiritual, moral, social and cultural development of our children. Therefore, we endeavour to ensure that Religious Education consists of well-planned lessons providing varied and high quality, engaging and inclusive learning opportunities to inspire children and enable them to explore religious key questions, reflect critically upon their learning and to develop skills to analyse, interpret and apply Biblical text.

INTENTION – Subject Overview:

The aims of Religious Education at St. Paul's are:

- To 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.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
 - To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise 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.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.

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

Appropriate to age at the end of their education at St Paul's, the expectation is that all pupils are religiously literate and, as a minimum, pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and world views in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of all faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

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

As a result of an excellent RE curriculum, 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.

IMPLEMENTATION – Planning:

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.

IMPLEMENTATION AND IMPACT – Assessment, Monitoring and Evidence:

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.

IMPLEMENTATION AND IMPACT – Enrichment Opportunities:

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.

IMPACT – Targets:

Target	Evaluation
Teach with passion about RE, showing that it is enjoyable and inspirational. Talk freely and openly about children's own beliefs and grow in their faith.	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 record their thoughts and feelings and openly share their beliefs.
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.	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.	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.	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.

IMPACT – Staff Training:

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 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.

FUTURE INTENTION, IMPLEMENTATION AND IMPACT – Future Targets:

Target	Success criteria
Support children to develop the concept of Courageous Advocacy in school.	Whole school initiatives have been put in place – Warm Café, Ethos Group, Worship group and Children's Chaplains. All have thrived during the academic year.
Increase links with the church including opportunities at Harvest, Advent, Easter, end of term and the Leaver's Service that are held in Church	Additional opportunities have been given to the children and the wider school community to take part in Church services. The school choir have sung in church and children have been Confirmed. Each class has been to Church as part of their learning in RE.

Implementing the Questful RE Learning Maps. These will be implemented throughout the teaching of each RE unit to help embed children's knowledge and understanding.	Each teacher has assessed each unit completed. Professional discussions have taken place and adjustments to the syllabus, where necessary, have taken place. The Big Picture Frieze has a predominant place within the school and is easily accessible to all children and the school community. It is a well-used resource and focal point when teaching areas of Christianity and other religions.
RE will be taught by the class teacher in the first instance. This will ensure that the children are receiving high quality teaching to develop their Christian ethos and educational journey as a Christian.	This has been successfully implemented across the school. It has also had an impact on Learning Assistant's knowledge and understanding when they have been able to teach the subject.
Throughout the unit teacher assessment ladders will be completed to ensure that each unit has been taught thoroughly and with clear understanding.	This area is constantly evolving and is informing the RE Lead of any units that need to be a focus. Children can show their retrieval skills through the answering of questions and through discussions.