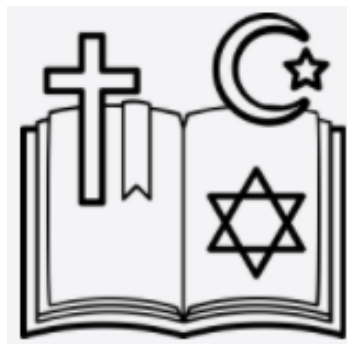




Religious Education



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Our School Vision

"For with God, everything is possible" Matthew 19:26

Through our continued service to our community and rooted in our Christian Values, the opportunities we provide, inspire our children and adults at our school to learn, to grow and to flourish. We are committed to developing our children into confident individuals who make a positive difference through developing a respect for themselves, each other and the world around them. For with God, everything is possible. (Matthew 19:26)

Spirituality at Queen's Park

The spiritual development of our children is a priority across all areas of the curriculum. At Queen's Park CE/URC Primary School, we define spirituality as connecting with ourselves, others, the world and God, through whom, everything is possible (Matthew 19:26).

We explore spirituality through our Spiritual Capacities (our Spiritual C's) which are curiosity, creativity, compassion, captivation, consciousness, being courageous contributors and having opportunities to contemplate.

We understand the importance of both planned and spontaneous opportunities in all aspects of our CROWN Curriculum. This is evidenced in our class reflections book, through 'spirituality in the spotlight' and through speaking to our children.

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In our Religious Education curriculum, we ensure that children value and respect all religions, practices and traditions (both religious and non-religious) and understand the impact that faith has on a believer's life. Children are given the opportunity to learn about different faiths and reflect on their own spirituality

Our Five Crown Principles



Challenge



Resilience



Opportunities



Wellbeing



kNnowledge

Our five Crown Principles drive our Religious Education curriculum.

Rationale for our RE curriculum

Challenge

Through the 'challenge' curriculum driver we want our children relish challenges that being a theologian can bring: asking perceptive questions, thinking critically, weighing evidence, sifting arguments, and developing perspective and judgement. Children are challenged to develop their own views on religion and given a range of philosophical questions that enable them to ponder and reflect on morality and the meaning of life.

Resilience

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Through the 'resilience' curriculum driver, we promote optimism and determination in Religious Education. A selection of carefully chosen theologians, philosophers and key religious figures are included within the curriculum for children to learn from and reflect on their studies and teachings. Children are encouraged to be resilient in their own spirituality and make informed choices about their own beliefs.

Opportunities

Through 'opportunities', we raise aspirations to broaden our children's horizons - opening their eyes to the myriad careers they might pursue. A range of religious and non-religious experiences are carefully planned throughout the Religious Education curriculum so that children are given the opportunity to visit an array of places of worship and meet with people who practice major world religions. We want our pupils to have a clear understanding of the link between achieving well and having goals for the future.

Wellbeing

At Queen's Park, we understand that happiness is linked to personal growth, health and development. We ensure our children are happy, healthy individuals. Religious Education allows children to enrich their own spiritual, moral, social and cultural development so that they might make informed decisions about their own wellbeing. Religious Education provides a safe space to ask big questions and offers a chance to reflect and think about their own sense of self. Children are taught that all religions believe that we are made with a purpose and that we are all special and unique. With 'wellbeing' as a curriculum driver, we give children the confidence to thrive in a diverse, global society and be respectful citizens with British and Christian Values at the core.

kNowledge

Through the 'kNowledge' curriculum driver, we encourage our children to be resourceful learners. It is uniquely challenging and coherent to our children. The knowledge imparted in our Religious Education curriculum is sequenced and views of major world religions and non-religious practices are taught. All our teachers

teach with the aim to ensure pupils have sufficient knowledge to progress through primary school and beyond.

Being a Queen's Park theologian

Being a theologian means that disciplinary, substantive knowledge and personal knowledge complement each other harmoniously. Our

Religious Education curriculum is underpinned by three main strands, theology, philosophy and human/social sciences. We use the analogy of a three-legged stool, the three legs (strands) provide a stable equilibrium for these disciplines. If one leg was shorter than the other then we would fall off so we have to make sure that we get the balance right. Holding the three disciplines in balance is key.

Through disciplinary literacy, all children read like theologians: reading religious and non-religious texts along with commentaries, diaries and accounts of believer's lives. Reading is the 'beating heart' of our Religious Education curriculum.



Intent









For with God, everything is possible (Matthew 19:26)



Queen's Park CE/URC Primary School Religious Education Long Term Plan

Queen's Park 'Crown Curriculum' - all our planning is based on our key principles and intent for our curriculum
Challenge Resilience Opportunities Wellbeing & Knowledge

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concepts	God Creation/Fall 	People of God Incarnation 	Gospel + World Religion Day 	Salvation 	Kingdom of God 	World Faiths 
EYFS	God - Why is the word 'God' so important to Christians? Creation - Who made our wonderful world?	People of God - Who are God's people? Incarnation - Why do Christians perform Nativity plays at Christmas?	World Faiths - Revise Religious Festivals covered so far.	Why is Easter a special time for Christians?	What kind of King might Jesus have been?	What is Judaism? A range of other faiths and festivals are celebrated throughout the year.

Year 2	Gad - What do some stories in the Bible teach about Gad?	People of Gad- Why did Gad need people to spread his message?	How does the bible show Jesus living his life as good news?	How do symbols help Christians to find the meaning of Salvation?	What is Ascension and Pentecost?	Why is Synagogue a special place for Jewish people?
		Incarnation - Why does Christmas matter to Christians?	Revise Judaism outcomes from Y1.			Islam
Year 3	Creation Why did Gad create humans?	People of Gad- What is a prophet?	How did Jesus change lives?	Why do Christians call the day Jesus died Good Friday?	When Jesus left, what was the impact of Pentecost?	What is Islam?
		Incarnation - Is Gad with us today?	Revise Judaism outcomes from Y2.			Hinduism
Year 4	Gad - What do symbols reveal about the nature of Gad?	People of Gad- Why were the prophets important?	Does Jesus have power and authority?	Is sacrifice an important part of a Christian's life?	What does Pentecost mean to Christians today?	Sikhi
		Incarnation - Why is the symbol of light important to Christians?	Revise Islam studies from Y3.			
Year 5	Gad - Is Gad all loving and all powerful?	People of Gad- What can we learn from Gad's people?	What would Jesus do?	How do Christians remember the sacrifice that Jesus made?	What kind of King was Jesus?	Buddhism
		Incarnation - How is the birth of Jesus	Revise Islam studies from Y4.			

		the Gospels?				
Year 6	Part 1 Creation - Are all creation stories the same?	People of God - Where the prophets essential to God's Big Story?	Who was Jesus? (Metaphors Jesus used to describe himself)	What difference does resurrection make for Christians?	As a Christian, is it always right to forgive?	How can religious communities live in peace? What are the challenges? Creation Part 2 - Creation and Science - conflicting or complimentary?
		Incarnation - How do Christians prepare for Christmas?	Revise Hindu Dharma studies from Y5.1			
Islam and Hindu Dharma are taught progressively in our World Faiths units. Non-religious world views are also taught throughout our curriculum.						

Religious Education is taught in seven blocks across the year to coincide with the Understanding Christianity key concepts and the Church's Liturgical Calendar. An in depth study of one World Faith is taught in each year group with links to other religions throughout the rest of the year. Enhancement days are including

throughout the year to celebrate a range of celebrations and festivals from both religious and non-religious events.

Progression in Religious Education

Our progression documents have been created by the Religious Education Subject Leader to ensure clear progress in the key concepts that are covered through Understanding Christianity and in line with the statutory assessment outcomes from the Lancashire Agreed Syllabus.

The progression documents show key knowledge (substantive knowledge), key vocabulary and key skills (disciplinary knowledge) and assessment outcomes from EYFS - Year 6.

(Example below from People of God unit - Year 1 and 2)

	Key knowledge progression	Key vocabulary	Assessment outcome
EYFS - Stories that Jesus heard	<p><u>Old Testament Focus - People of God discussed:</u> Noah and the Ark, David and Goliath, Jonah and the Big Fish.</p> <p>I know that God sent special people to help make the world a better place.</p> <p>I know that Old testament stories teach us what God is like.</p> <p>I can recall/retell three stories from the old testament that Jesus would have heard.</p> <p>I can discuss which story is my favourite and why.</p>	<p><u>Vocabulary to be modelled in teaching time and within provision</u></p> <p>Old</p> <p>New</p> <p>Ark</p> <p>Promise</p> <p>Flood</p> <p>Giant</p> <p>People of God</p>	<p>Ask the children to talk about each story and what it teaches us about God. Which story was their favourite and why?</p>
Year 1 -	<p><u>Old Testament Focus - People of God discussed:</u> Noah and the Ark, David</p>	<p><u>Vocabulary on Crown Planners (to be explicitly taught)</u></p>	<p>What qualities does a person of God need to display? (Children should refer to the</p>

Stories that Jesus heard.	<p>and Goliath, Jonah and the Big Fish. (Revisited from EYFS) Moses and Daniel in the Lion's Den.</p> <p><u>Key knowledge to be explicitly taught throughout unit of work (and revised constantly through retrieval practice)</u></p> <p>I understand that God sent special people to spread his message in the Old Testament.</p> <p>I can retell the stories of Moses and explain that God spoke to him.</p> <p>I can give an example of a Bible story that shows that God's people put their trust in him.</p>	<p>Obedience Trust Message People of God</p> <p><u>Other key vocabulary to be used in this unit of work</u></p> <p>Old New</p>	five people of God taught so far.)
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Vocabulary

Vocabulary is V.I.T.A.L in Religious Education

Valued

We value vocabulary in Religious Education and in everything we do.

Identified

Key vocabulary is identified by the Religious Education subject leader and is explicitly planned for.

Taught

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Vocabulary is explicitly taught in every lesson. Our Crown Planners are used as a teaching tool for key vocabulary and the Religious Education medium term plans include additional vocabulary to be taught.

Applied

Once vocabulary is taught, it is applied. Children apply their vocabulary in their speaking and listening, writing and assessment outcomes in Religious Education.

Learned

Vocabulary is revisited and relearned. Vocabulary sticks in the children's long-term memory. Lesson by lesson, year by year, children revisit and relearn key vocabulary.



Through an 'explosion of experiences', our youngest theologians are exposed to the foundations of their Religious Education learning. Carefully planned knowledge of different religions including religious and non-religious traditions and festivals, skills and experiences are provided for our children. High quality books, stories and rhymes are the beating heart of our Religious Education curriculum in EYFS. Key vocabulary is planned for. Staff are role models in demonstrating this vocabulary and this is further enhanced in our excellent provision. Religious Education is explicitly taught every week by the class teachers. The foundations of learning about and from Different Religions is taught in EYFS is linked to Year 1 and beyond.

Year 1 to Year 6

Year on year, children will build upon their knowledge of Christianity and the major World Religions, skills and vocabulary. The curriculum leader and Religious Education subject leader have created a meaningful, sequential learning journey through Religious Education. Careful curriculum thinking and planning ensures that our children have the subject knowledge and components embedded in their long-term memories.



Implementation

Pedagogy



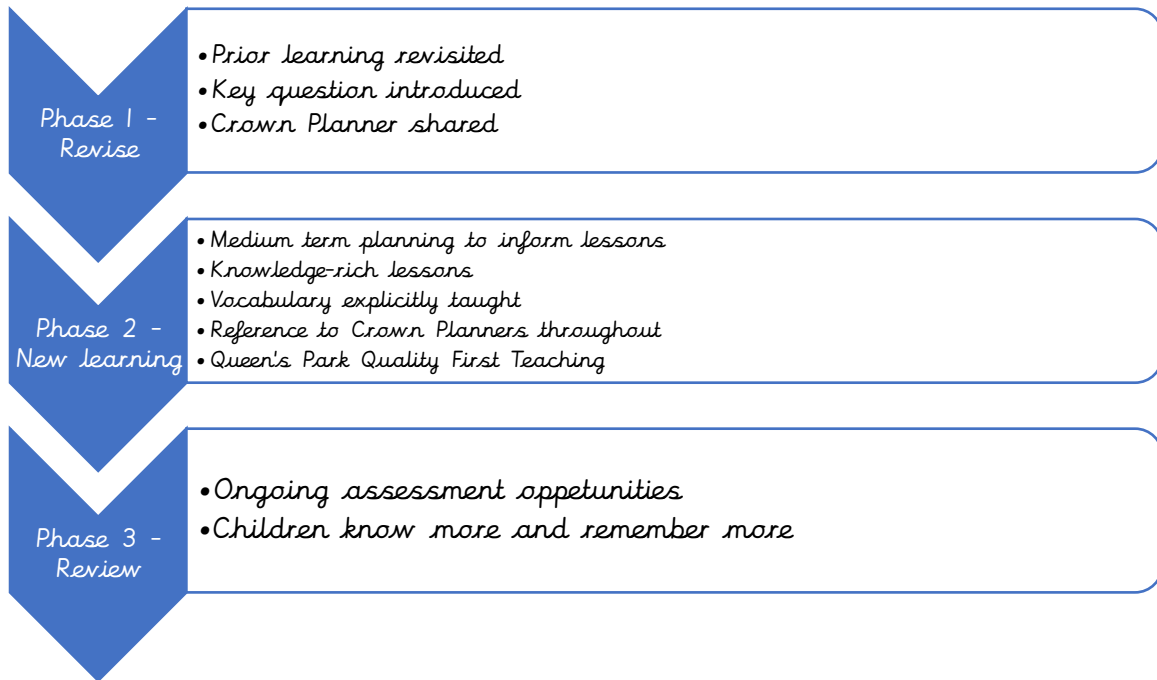
Both our staff and children are enthusiastic about Religious Education. Through ongoing CPD, we strive to ensure our teachers have expert knowledge of the religious and non-religious knowledge, practices and traditions that they teach. Our pedagogy is firmly based upon our curriculum intent of embedding concepts into long-term memory so that they are able to be recalled, to ensure substantive and disciplinary knowledge and skills can be applied fluently.

Our 'Queen's Park Quality First Teaching' model ensures that lessons are effectively sequenced so that new knowledge and skills build on what has been taught before and towards defined end points.

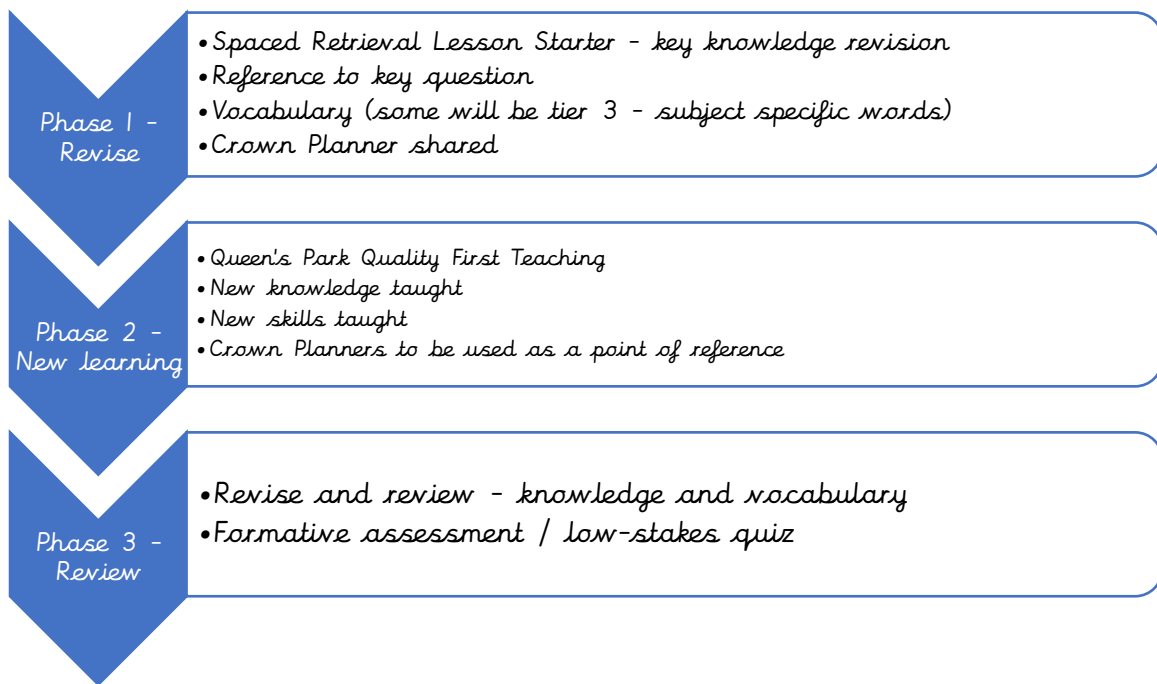
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Lesson Structure

The sequence of lessons across Religious Education follows the same structure:



Each lesson, within the sequence, follows the structure so prior knowledge is constantly revisited and transferred to long term memory.



Crown Planners

Our Crown Planners support our children with vocabulary and key knowledge for each unit of work. They enhance children's understanding of key concepts, present information clearly and promote appropriate discussion



Queen's Park CE/URC Primary School - Crown Planner



Year group: EYFS		Subject: Religious Education	Term: Spring 2
Starting Question: Why is Easter a special time for Christians?			
Key vocabulary:		Key Concept: Salvation	Duration: 4 sessions
Easter <i>easter</i>	Easter is a Christian festival that celebrates Jesus dying and being raised from the dead.		I can recall the events of Holy Week
Palm Sunday <i>palm Sunday</i>	The day that Jesus rode into Jerusalem on a donkey. People loved him, waved palm leaves and called him a KING.		I can tell you that Christians believe Jesus died on a cross to show God's love to the world, and that because of Jesus, everyone can be forgiven for their 'sins'
The Last Supper <i>the last supper</i>	A special meal that Jesus shared with his friends the night before he died. (Linked to the Jewish festival - Passover)		I can tell you that Christians believe Jesus rose from the dead
Garden of Gethsemane <i>garden of geth-se-mey-n</i>	The garden that Jesus went in to pray on the night that he died.		
Cross <i>cross</i>	A sign that Christians use. Jesus died on a cross on Good Friday.		



Queen's Park CE/URC Primary School - Crown Planner

Year group: Year 5		Subject: Religious Education	Term: Spring 2
Starting Question - How do Christians remember the sacrifice that Jesus made?			
Key vocabulary:		Key Concept: Salvation	Duration: 6 sessions
remembrance <i>ree-mem-br-ans</i>	An act that helps you to remember something. Jesus said, "Do this in remembrance of me."		I can explain why Christians take communion making clear links to the Last Supper.
Last Supper <i>last-supper</i>	The Last Supper is the final meal that, in the Gospel accounts, Jesus shared with his apostles in Jerusalem before his crucifixion.		I can explain what Jesus meant by 'This is my body' and 'This is my blood.'
Communion (Eucharist service) <i>co-m-u-n-ion</i>	The service of Christian worship at which bread and wine are consecrated and shared in remembrance of Jesus.		I can discuss how the act of communion influences a Christians day-to-day life.
penance <i>pe-n-ans</i>	A time when Christians confess their sins.		
redemption <i>ree-de-m-p-tion</i>	The action of saving or being saved from sin, error, or evil.		

Impact

We understand that we may not see the true impact of our Religious Education curriculum on our children as our RE curriculum is just the beginning of a lifetime of learning.

Our well-constructed and well-taught RE curriculum leads to great outcomes. Our results are a reflection of what our children have learnt. At Queen's Park, our philosophy is that broad and balanced leads to great outcomes and meeting end points at the end of each key stage. National assessments are useful indicators of the outcomes our children achieve.

We ensure all groups of children are given the knowledge and cultural capital they need to succeed in life. We strive to ensure that our children are equipped with the skills (through a growth mindset approach) to fluently be able to retrieve key facts from their semantic memory.

The quality of our children's work, at every stage, is of a high standard. All learning is built towards an end point and at each stage of their education, we prepare our children for the next stage.

We ensure all our children read to a stage appropriate level and fluency. Reading is the beating heart of our Religious Education curriculum. Through disciplinary literacy in Religious Education lessons, the impact of reading on the children's learning is paramount.

The impact of Queen's Park Religious Education curriculum is measured through the following:

- Assessment at the end of each unit of work
- Vocabulary and knowledge are assessed at the end of each lesson and at the end of each sequence
- Pupil voice
- Progress evident in children's books and record of experiences
- Seeking views of parents where appropriate