



R.E

Intentions, Implementation and Impact Statement

At St. Philip's our R.E Curriculum is driven by our whole school vision and values.

Happiness, Love and Security Abound

Everyone is Special

Every achievement is celebrated

Relationships and teamwork matter

A beacon of light in the community

Christ is in everything we do



R.E: intentions

Our golden threads run throughout our R.E provision - **Educating for Wisdom, Knowledge and skills - Educating for hope and aspiration - Educating for community and living well - Educating for dignity and respect**

The world our children live in (local, national and global) has been shaped by religion and so they cannot really understand their world without knowing about the religions of the world.

The aims of Religious Education **in Church Schools** are:

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

RE Statement of Entitlement: The Church of England Education Office 2016

These three aims all fit within our school 'golden' threads.

The intent in our school is to inspire, engage, challenge and encourage pupils, equipping them with the knowledge and skills to answer challenging questions and explore different religious beliefs, values and traditions. We want them to develop a better understanding of different religious traditions, beliefs and practices that are followed in our multi- cultural society. We want them to combat prejudice, preparing them for the challenges they may face ahead of them.

We aim to see R.E as a cross- curricular subject and especially good for supporting the development of English skills- both written and oral.

By the end of the Juniors we want our children to leave our school with a range of positive R.E experiences, skills and an understanding of all religions. We also aim to ensure that our pupils:

- enjoy R.E
- know why it is an important subject to study
- have a sound knowledge of the areas outlined in the National Curriculum
- understand R.E concepts
- have a range of R.E skills such as investigating, expressing, interpreting, reflecting, empathising, apply, discern, analyse, sympathise and evaluate.
- understand the contribution that religious texts, key people of faith, religious beliefs and practices have made to our way of life now
- have a good understanding of Christian and British values and how these can impact our lives and impact our beliefs and actions.

Our school believes it is vital that religious education encourages pupils to develop positive attitudes to their learning and to the beliefs and values of others. The following four attitudes are

essential for good learning in religious education and are developed as children progress throughout our school.

Self-awareness in religious education includes pupils:

- feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule;
- developing a realistic and positive sense of their own religious, moral and spiritual ideas;
- recognising their own uniqueness as human beings and affirming their self-worth;

Respect for all in religious education includes pupils:

- developing skills of listening and a willingness to learn from others, even when others' views are different from their own;
- being ready to value difference and diversity for the common good;
- appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society;
- being prepared to recognise and acknowledge their own bias;
- being sensitive to the feelings and ideas of others.

Open-mindedness in religious education includes pupils:

- being willing to learn and gain new understanding;
- engaging in argument or disagreeing reasonably and respectfully (without belittling or abusing others) about religious, moral and spiritual questions;
- being willing to go beyond surface impressions;
distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith
- appreciation and wonder.

Appreciation and wonder in religious education includes pupils:

- developing their imagination and curiosity;
- recognising that knowledge is bounded by mystery;
- appreciating the sense of wonder at the world in which they live;
- developing their capacity to respond to questions of meaning and purpose.

R.E: implementation

Class teachers are supported in a range of ways:

- ❖ A subject specialist who is the subject leader
- ❖ An outline scheme of work (Blackburn Diocesan, Understanding Christianity)
- ❖ A series of R.E ladders which outline progression
- ❖ Word banks for each topic-including big questions
- ❖ Knowledge organisers
- ❖ Reaching out to local clergy and other visitors who can come in and share their own experiences and understanding

INSET which has...

- ❖ demonstrated activities to develop pupils understanding and extend skills in R.E
- ❖ modelled using the scheme to deliver engaging, active, challenging lessons
- ❖ equipped teachers with ideas for developing spirituality

- ❖ given an opportunity to share work among different year groups.
- ❖ motivates every member of staff to provide the best RE learning experiences for every pupil in school.

A curriculum which ...

- ❖ is carefully planned to build and deliver new knowledge
- ❖ has a real focus upon R.E skills and understanding
- ❖ is inclusive and eye opening in terms of religions, race, cultures, age, abilities, gender and gender identity
- ❖ supports and promotes Christian values, British Values and political awareness
- ❖ encourages Christian and British values to be linked through all curriculum areas.

A curriculum which focuses on oracy skills:

We recognise that developing strong oracy skills—the ability to express ideas clearly, listen carefully, and engage in respectful dialogue—is fundamental to effective learning in Religious Education (RE). RE provides rich opportunities for pupils to explore complex ideas, beliefs, and values through discussion, questioning and reflection.

Through talking and listening, children learn to:

- Express their own thoughts, beliefs and experiences with increasing confidence and clarity.
- Listen respectfully to the views of others, even when they differ from their own.
- Ask thoughtful questions and develop curiosity about the world around them.
- Use precise vocabulary related to religion and belief to articulate understanding.
- Engage in dialogue and debate that promotes empathy, tolerance and mutual respect.

Teachers plan structured opportunities for discussion—such as circle time, paired talk, role play, storytelling, and class debates—to support the development of reasoning, reflection and respectful communication. These experiences help pupils to appreciate diversity, challenge stereotypes and develop the language of moral and spiritual understanding.

By embedding oracy throughout RE lessons, we enable pupils to become confident communicators who can listen deeply, think critically, and contribute meaningfully to discussions about faith, belief and values—skills that are essential for life in a diverse society.

Worship Warriors who...

- ❖ Promote R.E (and Collective Worship) around the school...displays, worship time and Worship warriors meetings
- ❖ Lead whole school worship focussing on Christian values and key biblical characters.
- ❖ Help with displays- prayer wall and Christian values
- ❖ Undertake learning walks
- ❖ Plan, develop and lead prayer spaces events
- ❖ Deliver competitions which encourage pupils to take an interest in R.E, Christian values and our Prayer spaces events.
- ❖ Engage with our local community via visits to the church prayer meetings
- ❖ Organise fund raising and raising money for charities and to buy equipment to help with our worship
- ❖

Early Years RE

In Early Years there is a focus on encouraging an atmosphere of community where everyone, child and adult are learning together. Right from the start planning involves consultation with the child so that a blend of child and adult initiated activities will take place. This child centred approach will inspire and motivate both children and adults. The needs of visual, audio and kinaesthetic learners will be met, thoughts and ideas shared and the depth of learning will be greater. Children will feel confident to ask questions and make choices. The results will be enthusiastic, interested and creative children.

- ❖ The EYFS units gently introduce the children to the 'big ideas' of Christianity (the concepts) and begin to highlight where the stories they explore fit into God's big story- highlighted on the Bible timelines displayed throughout school. This also prepares the children for the RE they will encounter in Key Stages 1 and 2 and sets the ethos of 'questfulness'
- ❖ Christian and British values continue to be linked through all curriculum areas. The use of the Reception/ Year 6 Buddy systems helps to foster good relationships throughout the school and develops and nurtures both Early Years and Year 6 children.

R.E: impact

A lively, engaged and informed group of Worship Warriors

High levels of pupil enjoyment of R.E

Impressive examples of R.E across the age range in terms of oral and written work

Developing sense of R.E as a discreet subject with skills and vocabulary but also of its connections to other areas of the curriculum and its relevance to our world today

R.E Knowledge of pupils is developed, alongside development of a variety of skills. In RE pupils need general skills such as gathering information, expressing ideas or evaluation sources. There are some skills that RE particularly needs to develop and use. As pupils progress in developing these skills, they will be increasingly able to understand the characteristics of each religion, and the similarities and differences between religions.

Skills for learning in RE:	Teaching should enable pupils to:
Investigate – this includes: • asking relevant questions; • knowing how to use different types of sources as a way of gathering information; • knowing what may constitute evidence for understanding religions.	• ask increasingly deep and complex questions about religion and what it means to be human; • use a widening range of sources to pursue answers; • focus on selecting and understanding relevant sources to deal with religious and spiritual questions with increasing insight and sensitivity; • evaluate a range of responses to the questions and issues raised.
Express – this includes: • the ability to explain concepts, rituals and practices;	• explain what words and actions might mean to believers; • articulate their own reactions and ideas about religious questions and practices;

Skills for learning in RE:	Teaching should enable pupils to:
- the ability to identify and articulate matters of deep conviction and concern; - the ability to respond to religious issues through a variety of media.	- clarify and analyse with growing confidence aspects of religion that they find valuable or interesting or negative; - explain in words and other ways their own responses to matters of deep conviction.
Interpret – this includes: - the ability to draw meaning from artefacts, music, works of art, poetry and symbolism; - the ability to suggest meanings of religious texts.	- say what an object or a symbol means; - use figures of speech or metaphors to speak creatively about religious ideas; - understand different ways in which religious and spiritual experience can be interpreted; - explain the role of interpretation in religion and life.
Reflect – this includes: - the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices; - the ability to use stillness, mental and physical, to think with clarity and care about significant events, emotions and atmospheres.	- identify some places and experiences that help them to think deeply; - describe how actions and atmospheres makes them feel; - experience the use of silence and thoughtfulness in religion and in their own lives; - respond with insight to religious and spiritual issues.
Empathise – this includes: - the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; - developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow; - the ability to see the world through the eyes of others and to see issues from their point of view.	- see with sensitivity how others respond to their actions, words or behaviour; - connect their feelings, both positive and negative, with those of others, including those in religious stories and contexts; - imagine with growing awareness how they would feel in a different situation from their own; - identify thoughtfully with other people from a range of communities and stances for life.
Apply – this includes: - making the association between religions and individual community, national and international life; - identifying key religious values and their interplay with secular ones.	- see links and simple connections between aspects of religions; - make increasingly subtle and complex links between religious material and their own ideas; - apply learning from one religious context to new contexts with growing awareness and clarity; - apply their learning from different religious sources to the development of their own ideas.
Discern – this includes: explaining the significance of aspects of religious belief and practice;	experience the awe and wonder of the natural world and of human relations;

Skills for learning in RE:	Teaching should enable pupils to:
• developing insight into people, motives, actions and consequences; • seeing clearly how individuals might learn from the religions they study for themselves	• be willing to look beyond the surface at underlying ideas and questions; • weigh up the value religious believers find in their faith with insight, relating it to their own experience; • discern with clarity, respect and thoughtfulness the impact (positive and negative) of religious and secular ways of living.
Analyse – this includes: • distinguishing between opinion, belief and fact; • distinguishing between the features of different religions.	• see what kinds of reasons are given to explain religious aspects of life; • join in discussion about issues arising from the study of religion; • use reasons, facts, opinions, examples, arguments and experience to justify or question a view of a religious issue; • analyse the religious views encountered with fairness, balance, empathy and critical rigour.
Synthesise – this includes: • linking significant features of religion together in coherent ways; • trying to connect different aspects of life into a meaningful whole.	• notice similarities between stories and practices from religions; • use general words (e.g. sacred book, festival) to describe a range of religious practices from different faiths; • make links between different aspects of one religion, or similar and contrasting aspects of two or more religions; • explain clearly the relationships, similarities and differences between a range of religious arguments, ideas, views and teachings.
Evaluate – this includes: • the ability to debate issues of religious significance with reference to evidence and argument; • weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.	• talk about what makes people choose religious ways of life and the reasons they give for these choices; • describe how and why religious people show the importance of symbols, key figures, texts or stories; • weigh up with fairness and balance the value they see in a range of religious practices; • evaluate skilfully some religious responses to moral issues and their own responses.

Early Years Areas of Learning and Development

R.E gives opportunities in Early Years to develop a wide range of skills and has a huge impact on children's development.

Through the units delivered our children develop a wide variety of skills:

- ❖ communication and language (how to be a good friend),
- ❖ listening and attention (how to value each other, listening to and learning from Bible stories, role playing)
- ❖ Understanding (what happens in key Christian events throughout the year, thinking about why people pray)
- ❖ Speaking (expressing thoughts about Bible stories, retelling stories Jesus told in different ways)
- ❖ Self- confidence and self-awareness (becoming better friends, talking about people who are special to them, recognising that they are God's special creation)
- ❖ Managing feelings and behaviour (how to solve arguments with friends, following rules on visits to special places – church for Harvest, Christmas, Easter services and reacting a wedding)
- ❖ Making relationships (playing co-operatively, respecting friends,)
- ❖ Reading- Bible stories
- ❖ Writing-
- ❖ Understanding the world- (who is special to them, special places, tolerance to others and respecting different beliefs, religions and family situations)
- ❖ Being imaginative – (representing their own ideas about the Bible stories in different ways)

Quality Religious Education has the potential to make the greatest impact on the wellbeing of our pupils. It is a subject that combines academic rigour and the development of the character and spirit of the child. "A good education must promote life in all its fullness." (Church of England Vision for Education, July 2016).

Quality RE makes a huge contribution to this goal. At its best RE offers pupils authentic encounters with living faith communities equipping them with the ability to hold an informed conversation about religious beliefs and practices. Quality RE breaks down barriers and builds communities. Therefore, RE can make a lasting impact on the whole school community.

Our golden threads - Educating for Wisdom, Knowledge and skills - Educating for hope and aspiration - Educating for community and living well - Educating for dignity and respect