ROOTED IN GOD'S LOVE, EVERYONE GROWING TOGETHER
TO BECOME THE BEST THAT WE CAN BE

# RELIGIOUS EDCUATION
# Curriculum Overview
## 2026/27
## Subject Leader: Mrs Cox

BARROW U.R.C. PRIMARY SCHOOL

ROOTED IN GOD'S LOVE, EVERYONE GROWING TOGETHER TO BECOME THE BEST THAT WE CAN BE

# Intent, Implementation and Impact

# Our Vision

Rooted in God's love, we will grow and learn together through the delivery of an enriched and creative curriculum. We are passionately committed to developing happy, well-rounded children who can reach their full potential with the skills, knowledge, and experiences to achieve their dreams. Our Curriculum drivers help to drive and shape our curriculum and are incorporated across all subjects and themes. Our Drivers are:



ACHIEVEMENTS & ASPIRATIONS



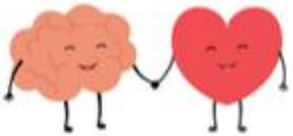
ACTIVE CITIZENS



DIVERSITY



HEALTHY ADVOCATES



RESILIENCE

# Intent

Religious Education has a significant role for the development of pupils' spiritual, moral, social and cultural development at Barrow URC Primary School. It promotes respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self awareness and reflection. The principle aim of RE is to engage pupils in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community. As a unique, URC Church primary school Religious Education is taught, explored and enjoyed in accordance with Blackburn Diocese Board of Education Syllabus. We hope that religious education will not only teach our children about religion and belief, but our children will also learn from Christian belief and values.

# Implementation

We will use the following approaches in our teaching of Religious Education:

- We teach RE through half termly topics. In most half terms there is one unit taught but sometimes 2 shorter units may be taught.
- A minimum of 1 hours teaching each week in each class in RE.
- From Y1 each pupil has their own RE book and the class has a floorbook. In EYFS all work is put into the floorbook.
- We teach specific key vocabulary for pupils to use, modelled by the staff linked to each unit.
- We have reflection areas in each classroom linked to the Church calendar and 'The Big Question,' for that week.
- Cross-curricular learning and activities are planned to support subject knowledge in different situations e.g. English, drama and art.
- Questioning to support learner's knowledge and to encourage pupils to apply their learning in an open manner within class.
- Trips, RE days and other opportunities such as experts who enhance the learning experience for the pupils.

We base our teaching and learning style in RE on the key principle that good teaching in RE allows the children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their own views and values in relation to the themes and topics studied in the RE curriculum.

At Barrow URC Primary School the Religious Education provided is in conformity with the rites, practises and doctrines of the United Reformed Church as laid down by the Trust Deed. R.E plays a major part in promoting the Christian aims, values and ethos of the school as expressed in the School's Christian Vision. Within the context of this Church School, R.E will support the children in developing their own beliefs, values and attitudes through the exploration of shared human experience, the place and significance of Christianity and other religions in the contemporary world with such emphasis on Anglican beliefs and practises as appropriate to our school situation.

The school has adopted the R.E syllabus produced by the Blackburn Diocesan Board of Education and the North Lancashire District of the Methodist Church. A total of 5% of teaching time is spent on the teaching of R.E in each Key Stage. Within this time, Christianity is taught for 60% of the time, with other religions taught for the remaining 40%. This is mainly Hinduism and Islam but other major world faiths are also studied (Judaism, Buddhism, Sikhism).

At Barrow URC Primary School we follow 'Questful RE', the Blackburn Diocesan Board of Education Syllabus for RE (fully revised in 2017, based on practical research and development in schools in Blackburn and Liverpool dioceses). 'Questful RE' fulfils all legal requirements and the RE Statement of Entitlement from the Church of England Education Office 2016 and the requirements of SIAMS.

Through an open investigative enquiry approach our pupils are given the sense of being on a quest of discovery. A key feature of the syllabus is the large number of questions included in each unit. The purpose of these questions is to give pupils opportunity to investigate, reflect, evaluate and make meaning. In doing so they will discover more about themselves, their relationships with others, their relationship with the world around them and their relationship with God. The questions set the route through the curriculum content.

The eight core concepts in the 'Questful RE' syllabus match those identified by the authors of 'Understanding Christianity' so that the two resources are highly compatible. These eight core concepts or big ideas are expressed in the Bible and lived out by Christian people each day. These big ideas reveal God's salvation plan, the big story, and are the starting point of each unit throughout the RE curriculum.

Each unit of RE will focus on one or more of the eight key concepts: God (Father, Son and Holy Spirit), Creation, Fall, People of God, Incarnation, Gospel, Salvation and Kingdom of God.

Teachers use first-hand experience, visits, visitors and artefacts and the local and wider environment to engage children's interest, imagination and to deepen knowledge and understanding in RE. We celebrate World Religion Day and Inter Faith and Harmony week. A variety of resources will are used to support effective implementation of the RE curriculum such as high-quality books, posters, photographic packs, video clips, persona dolls, toys and games. All resources are stimulating, authentic and have educational validity. When using religious artefacts, teachers model to pupils how to handle these with respect and sensitivity.

RE prepares children for citizenship in today's diverse society. It enables them to develop sensitivity to, and respect for others. Through authentic encounters with living faith communities, pupils will develop diversity dexterity and be equipped with the ability to hold an informed conversation about different religious beliefs and practices.

The teaching of RE is both a huge responsibility and a privilege that must be recognised by those who teach it.

# Impact

We will assess the impact of the curriculum by:

- Reflection on standards achieved against the planned key enquiry questions;
- Pupil discussions about their learning,
- Marking and feedback to further inform planning,
- Sticky knowledge will be assessed by revisiting topics taught during Pupil Voice sessions,
- Pupil will have an increased subject specific vocabulary,
- Learning will be assessed through the key question at the end of each unit using the assessment record sheet,
- Children will be inspired to follow future careers related to RE, eg youth worker, charity worker, counsellor

The implementation and impact of the school's RE intent is monitored and evaluated by the school's subject lead for RE using a range of monitoring strategies: work and floorbook scrutiny, learning walks, assessment scrutiny and pupil voice.

Assessment is in accordance with guidance given in the Blackburn syllabus. Teachers assess and confirm professional judgements based on expectation and achievement. The ladder of expectation and achievement is intended primarily to contribute to planning excellent tasks at the right level appropriate for the pupils' experience, knowledge and ability. However, the ladder is also used to make judgements about the level of individual pupils' achievement. Assessments should be based on overall understanding of each unit of work.

By providing an RE curriculum that ensures progression and repetition, pupils will develop the skills and knowledge needed to meet the end of key stage expectations. Pupils should leave Barrow URC Primary School with an in-depth knowledge of Christianity as a worldwide living faith alongside a greater understanding of other World religions, beliefs and cultures. Pupils will be resilient and independent learners with the ability to question and reflect on their own thoughts and values. Pupils should leave Barrow URC Primary School being able to make links between beliefs, practice and the value systems of Christianity with a range of other faiths and world views, remembering their inspiring RE lessons and experiences in school.

# RELIGIOUS EDCUATION in EYFS

In the EYFS we follow Questful RE as part of Understanding the World; People Culture and communities. The end goal is for children to 'know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.' The content of the EYFS units in this syllabus also provide opportunities for our children to develop skills in communication and language, personal, social and emotional development, literacy and expressive arts and design.

# RELIGIOUS EDCUATION and SEND Provision

The RE curriculum is planned and delivered to accommodate and challenge pupils of all abilities and address a range of learning needs. Teachers of RE will consider any additional needs of SEND pupils and will implement any relevant targets and support strategies as outlined on pupils' Individual Education Plans. Where necessary, we will provide specialist equipment, adapt room layouts, utilise adult support and allow additional time for tasks, according to the needs of our pupils.

# RELIGIOUS EDCUATION and the more able learner

In **RE**, we use this criteria to identify the characteristic of the More Able Learner;

- Is fascinated by, or passionate about RE, enjoys learning new knowledge and wants to be a successful learner.
- Communicates their thoughts and ideas well in RE. Makes connections between facts and concepts they have learned, using more extensive vocabulary than their peers.
- Makes sense of and draws meaning from religious symbols, metaphors, texts and practices.
- Understands, applies and transfers ideas and concepts across topics in RE and into other religious and cultural contexts.
- Has highly developed skills of comprehension, analysis and research.
- Is highly empathetic and reflective showing a greater depth of understanding and thought than their peers.

# . RELIGIOUS EDCUATION and provision for the more able learner

At Barrow, we ensure that those children who display characteristics of a more able learner in RE are provided with opportunities that stretch and challenge them to a deeper level. Some ways that we do this are through:

**Interest and Curiosity**: We ensure that children are provided with opportunities to find out about a range of religious buildings, artefacts and beliefs.

**Making Meaning**: We ask children to think about how different beliefs influence the way people live. We encourage children to make sense of different religious symbols, metaphors, texts and practices. We include opportunities to compare and contrast eg How do different faiths pray?

**Empathy and Awareness**: We use a range of resource such as images, videos, artefacts to explore the feelings evoked by these. We encourage children to move on from what they see to explaining what it might mean to people of that faith.

**Questioning**: Children are provided with opportunities to develop higher order thinking skills through answering open-ended questions. Pupils can reflect on their learning and can explain not just what they know but what they understand about the belief/ritual/artefact/symbol.

**Communication Skills:** We give opportunities for children to share their knowledge, understanding and ideas in a variety of ways, choosing the most appropriate means for their message and audience. We encourage independent research and choice in how to present and share work with others.

**Arguing and Reasoning:** We encourage children to challenge others views, using arguments based on the ideas they have explored and considered judgements.

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# Knowledge and Skills Progression

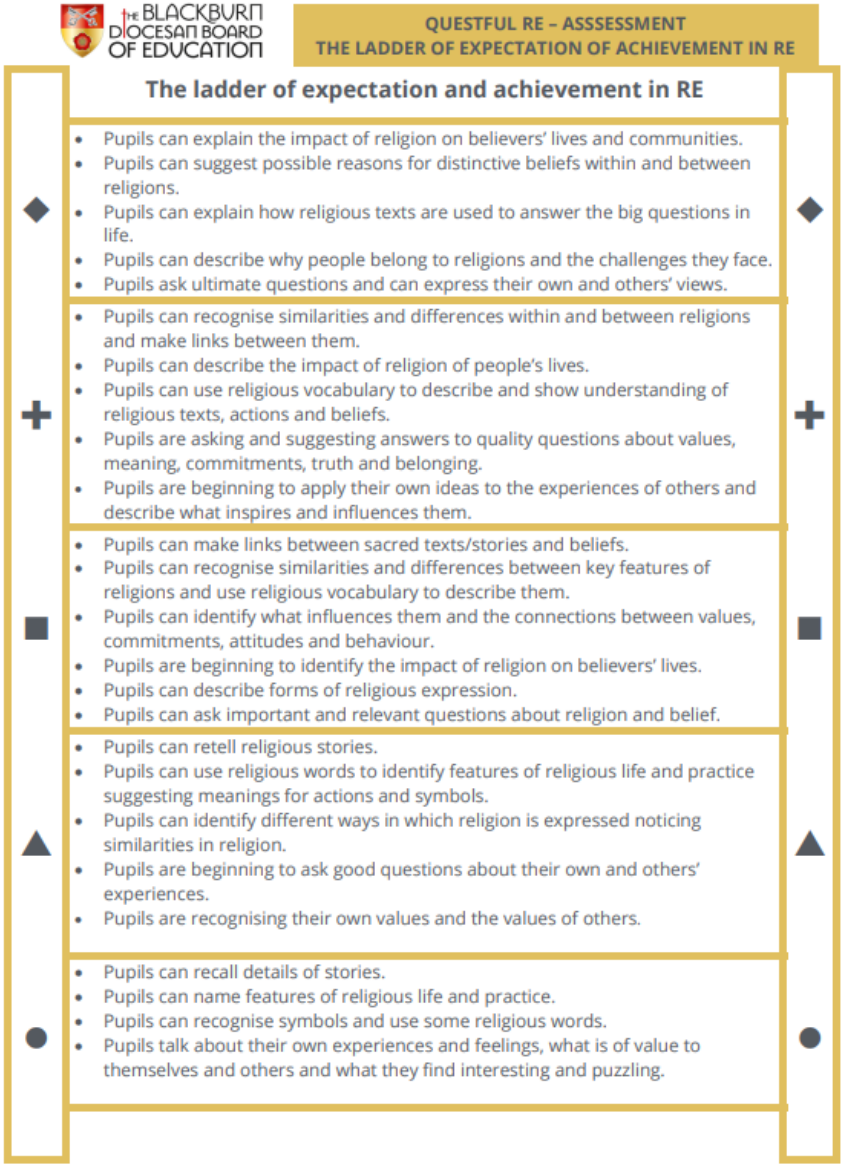
## RELIGIOUS EDCUATION

# Progression of Skills in RE

| Skill | Key Stage 1 | Lower Key Stage 2 | Upper Key Stage 2 |
|---|---|---|---|
| **Investigate/Enquire** | Pupils are beginning to ask good questions about their own and others' experiences. | Pupils can ask important and relevant questions about religion and belief. | Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging. |
| **Express** | Pupils can retell religious stories. | Pupils are beginning to identify the impact of religion on believers' lives. | Pupils ask ultimate questions and can express their own and others' views. |
| **Interpret** | Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols. | Pupils can describe forms of religious expression. | Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs. |
| **Reflect** | Pupils are recognising their own values and the values of others. | Pupils can identify what influences them and the connections between values, commitments, attitudes and behaviour. | Pupils are beginning to apply their own ideas to the experiences of others and describe what inspires and influences them. |
| **Empathise** | Pupils talk about their own experiences and feelings, what is of value to themselves and others and what they find interesting and puzzling. | Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols. | Pupils can describe the impact of religion of people's lives. |
| **Apply** | Pupils can identify different ways in which religion is expressed noticing similarities in religion. | Pupils can recognise similarities and differences between key features of religions and use religious vocabulary to describe them. | Pupils can recognise similarities and differences within and between religions and make links between them. |

| Skill | Key Stage 1 | Lower Key Stage 2 | Upper Key Stage 2 |
|---|---|---|---|
| **Analyse** | Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols. | Pupils can make links between sacred texts/stories and beliefs. | Pupils can suggest possible reasons for distinctive beliefs within and between religions. |
| **Synthesise** | Pupils can identify different ways in which religion is expressed noticing similarities in religion. | Pupils can make links between sacred texts/stories and beliefs. | Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs. |
| **Evaluate** | Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols. | Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging. | Pupils can explain how religious texts are used to answer the big questions in life.Pupils can describe why people belong to religions and the challenges they face. |

# Ladder of Expectation and Achievement in RE



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# Planning Examples

## RELIGIOUS Education

# Year 1: 1 – Creation (Unit 1.2)

## Prior learning

EYFS 2: The Harvest

## Christian Concepts

GOD – CREATION – Fall – People of God – Incarnation – Gospel – Salvation – Kingdom of God

## Taught Vocabulary

God, Creation, Genesis, pollution, world, environment.

## Enrichment

Visit from Reverend Michelle to tell the children about the story of Creation
Listening to the stories of Creation in Christianity, Hinduism and Islam.
Taking time to look at God's beautiful creation and discuss the ways in which humans have spoilt it.

## Job Role & Consolidation task

**We are... Farmers**

What are your THREE favorite things in creation and what do you think creation teaches us about God?

## Current learning

1. What do people of faith believe about God as creator of the world?
2. I wonder how God felt when he had made the world?
3. How have the actions of people spoilt the world?
4. What do you feel about the wonder of creation?
5. What are your favourite things that God created?

## The Blackburn Diocesan Board of Education Syllabus

**What are your favourite things in creation?**

The aim of this unit is to:

- 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.
- to explore the creation stories in world faiths.

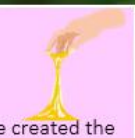
## Future learning

3.5 Rules for Living
5.1 The Bible

## Outcomes & Expectations

- Christians, Muslims, and Hindus believe that God created the world
- the creation stories are at the very beginning of the Bible and be able to recall details briefly
- Christians, Muslims, and Hindus believe that people should be taking care of our world
- Christians, Muslims, and Hindus believe that in creation we can see the power and wonder of God.
- talk about what they find amazing, interesting or puzzling in creation.
- understand that they are creative beings and enjoy their creative skills.

## Sticky Knowledge



Identify which God Christians, Muslims and Hindus believe created the world.
Retell the story of creation.
Talk about ways to take care of the world.

# Year 5:1 – The Bible (Unit 5.1 ) & The Lord's Prayer (Unit 5.2)

## Prior learning

EYFS 5 Stories that Jesus Heard
EYFS 6 Stories that Jesus Told
1.8 Joseph
2.1 The Bible

## Christian Concepts

God – Creation – Fall – People of God – Incarnation – Gospel – Salvation – Kingdom of God

## Taught Vocabulary

Old Testament, New Testament Gospel, Word of God and translation

## Enrichment

To see and handle a wide variety of Bibles.
Visit from Reverend Michelle
To explore the origin and content of the holy books of at least three world faiths including Christianity.

## Job Role & Consolidation task

**We are… World Leaders**

Think about a situation that is happening in the world today. What does the Bible teach about changing/experiencing that situation

## Current learning (Enquiry based questions)

1. How and why is the Bible read and used by Christians?
2. Do you need a Bible to be a Christian?
3. Why do Christians believe that the Bible is holy?
4. Why is the Bible a best seller?
5. Why are there so many versions of the Bible?
6. Which books of the Bible do you think are the most important? Why?
7. What do the words of the Lord's Prayer really mean?
8. What is "our daily bread"?

## The Blackburn Diocesan Board of Education Syllabus

**How and why do Christians read the Bible?**

The aim of these units are to:

- deepen children's understanding of the importance and impact of the contents of the Bible on the lives of Christians.
- to develop further children's understanding of the significance of holy books in the lives of the people of all world faiths.
- explore the meaning of the words of the Lord's Prayer.
- to know that this is the prayer that Jesus taught his disciples to pray and it is said by Christians all over the world.

## Future learning

6.7 People of Faith

## Outcomes & Expectations

- there are several different genres of writing in the Bible.
- there are many translations of the Bible in English and other languages.
- the Bible is used to help answer questions about creation, truth, suffering and death, values for life and ethical issues.
- each world faith has a holy book that teaches, guides and impacts on the daily life of believers.
- Christians believe that the Bible is the inspired word of God.
- the Bible gives guidance for Christian living and this impacts on believers lives and communities.
- make links between Bible passages and Christian values, attitudes and beliefs.
- describe what inspires and influences them.
- use religious vocabulary to show understanding of religious texts.
- make comparisons between the holy books of at least three world faiths including the Bible.

## Sticky Knowledge



I can identify how scripture can impact on a Christians life and give examples how scripture does this.

I can explain the Bible Society work so hard to translate the Bible into every language in the world/