

# Singleton Church of England Primary School

## RE Overview

**"Passion for Learning .....Passion for life"**

Governors and school leaders facilitate a reflective and ambitious culture. Constructive challenge and creative ideas are encouraged, valued and used to inform whole school planning. The views of learners, parents, staff, governors, therapists, social workers and other stakeholders inform the evaluation of the quality of our work and provision, which in turn is used to identify areas for improvement.



## Intent

Our Religious Education curriculum follows the Blackburn Diocese Questful RE syllabus 2017.

*"In Church of England schools the students and their families can expect a religious education curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of the Christian faith. Church schools should provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied. Church schools should use some form of enquiry approach that engages with, for example biblical text, and helps develop religious and theological literacy. Links with the Christian values of the school and spiritual, moral, social and cultural development are intrinsic to the RE curriculum and should have a significant impact on learners." RE Statement of Entitlement: The Church of England Education Office 2016*

*"Christianity should be the majority study in RE in every school. In Church schools that should be clearly adhered to. KS 1 – 3 at least 2/3rds of RE curriculum is to be Christianity. Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5%."*

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

The aims of our curriculum is:

- 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.



It is also our Intent to:

- encourage pupils to make links between themselves and others and develop an understanding of cultures and different ways of life.
- teach children about their unique place within the home, school and community
- make connection between Biblical events and life on Earth over time and in today's world.
- provide our pupils with an awareness of the world around them and for them to be mindful of the beliefs of others.
- provide a broad range of memorable learning experiences, within a vocabulary rich environment, to promote positive attitudes to life-long learning.
- enable every child to flourish through good quality R.E.

- explore ways in which religious values and teaching have an impact on actions and decisions for people of faith
- allow pupils to experience, explore and encounter a wide range of creative and challenging activities that will help them discover the answers to key questions
- give the children opportunities to investigate, reflect and evaluate key questions
- prepare our children to live, flourish and work in a global and diverse community.
- develop sense of awe and wonder
- provide experiences of church and Christian traditions alongside how to respect and show understanding of people and traditions from other faith backgrounds<sup>3</sup>.

RE SYLLABUS FOR CHURCH SCHOOLS

# Questful RE

Creative and Challenging 2017

## Religious Education in Church Schools

Blackburn Diocesan Board of Education

*“The drive for excellence and effectiveness in Church Schools is paramount, but not merely because the Government says so. The enabling of every child to flourish in their potential as a child of God, is a sign and expression of the Kingdom and is at the heart of the church’s distinctive mission.” (Chadwick 2012)*

Blackburn Diocesan Board of Education believes that the high quality Religious Education (RE) delivered in our Church schools is the key to enabling every child to flourish. We are committed to producing quality resources that will provide our teachers with the knowledge and skills they need to ensure that the children experience the best RE curriculum. Quality RE has the potential, more than any other subject, to have the most powerful and lasting effect on the child’s heart and mind. It is a subject that combines academic rigour with the development of the character and spirit of the child. RE provides opportunities for spiritual development and personal reflection. It develops children’s knowledge and understanding of the nature of religion and belief, it provokes challenging questions about meaning and purpose, truth and values, identity and belonging. RE prepares children for citizenship in today’s diverse society. It enables them to develop sensitivity to, and respect for others. Quality RE breaks down barriers and builds communities. 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.

*“RE must have a very high profile within the Church school curriculum and learning activities should provide fully for the needs of all learners. Learners should be inspired by the subject and develop a wide range of higher level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion on the world. Attainment should be high and progress significant in developing an understanding of Christianity and a broad range of religions and world views.” RE Statement of Entitlement: The Church of England Education Office 2016*

This RE syllabus is a revision of 'Questful RE' the Blackburn Diocesan Board of Education RE syllabus 2013. Building on the foundation of both the 2007 and 2013 syllabuses we have updated and redesigned the content, bringing it in line with current best practice and pedagogical strategies. By embracing the explicit teaching of Christian concepts and God's big salvation story, it is hoped that the content of this syllabus will give pupils a deeper understanding of Christianity. Through an open investigative enquiry approach the pupils will be 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. Therefore, the teaching of RE is both a huge responsibility and a privilege that must be recognised by those who teach it. In Church schools this quest for discovery takes place within a living and active faith community, where questions about faith and belief should be encouraged. The faith school community naturally guides pupils to discover answers to their questions. In addition, pupils need to have experience of a range of mainstream worldwide Christian denominations and other world faiths. Teachers using this syllabus are encouraged to give pupils as many first hand sensory experiences as possible. Pupils need to see, hear, touch, taste and smell authentic Christianity and the other world faiths as they study.

In an Anglican/Methodist school, RE is rooted in the message of the Gospel and the living faith of the school. However, it must be made clear that it is not the role of RE to indoctrinate or evangelise. Taught within an environment where Christianity is witnessed and experienced in action, pupils will experience, explore and encounter a wide range of creative and challenging 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?

As Church schools the standard of our RE provision should be nothing less than excellent and its impact should be visible in all areas of the curriculum and school life. RE makes a significant contribution to the Christian ethos of the school and should therefore be considered a priority when writing development plans, setting budgets, arranging timetables and staffing.

This syllabus contains a clear Christian emphasis. Many of the learning objectives have been written from the point of view that **"we believe"**, because this is a Church school syllabus and **we do** believe. However, it is recognised that teachers will have to be sensitive to the other faith backgrounds of their pupils.

Appropriate to age at the end of their education in Church schools 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 other 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 2016

RE should be taught to all registered pupils in maintained schools except for those withdrawn by their parents. RE is a component of the basic curriculum to be taught alongside the national curriculum in all maintained schools. For Voluntary Aided Church of England and Methodist schools the RE offered is to be determined by the governors in accordance with the Trust Deed. Funding agreements stipulate that all academies are required to teach RE. Church of England or Methodist Academies will teach RE in line with the denominational syllabus.

Blackburn Diocesan Board of Education hope that Governors in all of our schools and academies will choose this recommended syllabus.

The Diocesan Board of Education also makes the following recommendations to Governing Bodies: -

- a) That the amount of time allocated to RE should be at least 5%. This is the minimum recommended in national guidelines. There will be occasions when RE takes a larger slice of the curriculum, reflecting the Church School's greater commitment to the subject.
- b) That out of the curriculum time for RE, Christianity should occupy a minimum of **70%** of the time, up to a maximum of **80%**. Therefore, **20%** to **30%** of RE Curriculum time should be devoted to non-Christian faiths. The guidance given in this syllabus leads to an 80/20 split.
- c) That as well as Christianity pupils should study aspects of the practices and beliefs of the other five major world faiths. (Buddhism, Hinduism, Islam, Judaism and Sikhism.)  
Guidance is given in the syllabus overviews and units as to appropriate content and length of time for this study.
- d) The Governing Body should nominate a member to be responsible for oversight of the school's RE provision and standards.

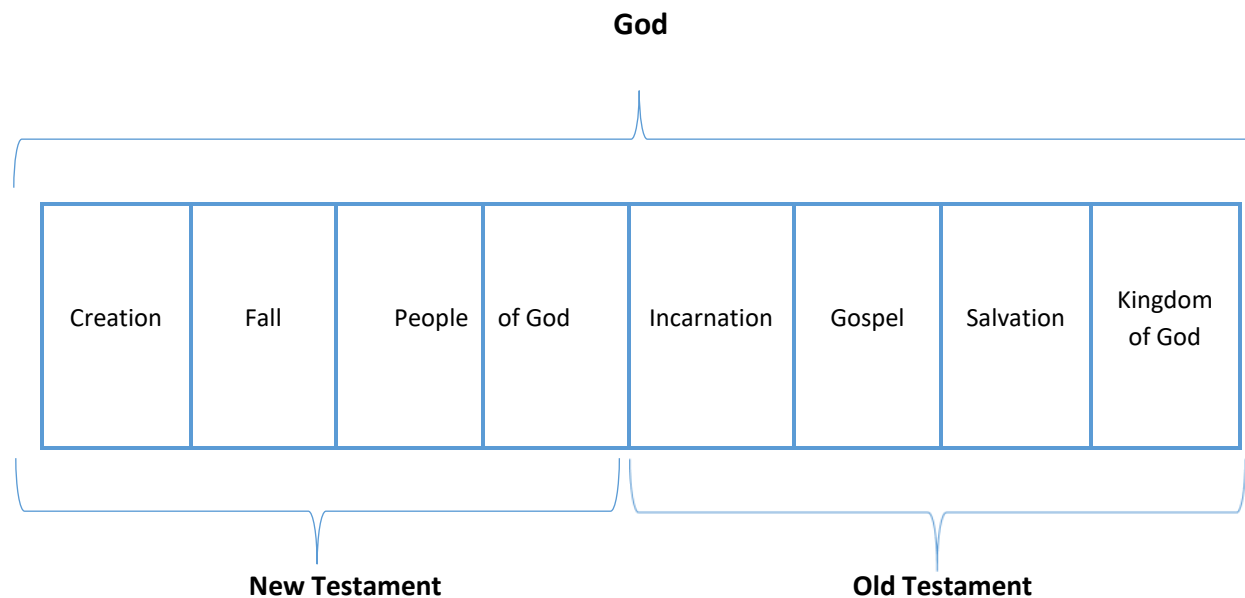
*"Christianity should be the majority study in RE in every school. In Church schools that should be clearly adhered to. KS 1 – 3 at least 2/3rds of RE curriculum is to be Christianity. Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5%." RE Statement of Entitlement: The Church of England Education Office 2016*

*"No other aspect of school life can ensure better than RE that school is experienced by staff and students alike not as a fact factory but as a laboratory for learning the values and virtues, attitudes and aptitudes which make for the wholeness of body, mind and spirit," (Saxbee 2013)*

## The Big Frieze



Throughout the syllabus units the big frieze is referred to. If you have an Understanding Christianity resource, then you will have a big frieze designed by Emma Yarlett. If not, then you will need to create one of your own. The big frieze is important in helping pupils to understand the big story (God's salvation plan) and the big ideas in Christianity (the concepts). The big frieze has 8 panels.



Use pictures or paintings from the internet or create your own.

## The 'big' ideas and the 'big' story

### Eight core concepts of Christianity and God's salvation plan.

Throughout this syllabus pupils will be introduced to and given opportunity to explore the big ideas of Christianity. These are eight core concepts at the heart of Christianity that together tell God's big story.

The eight core concepts in this syllabus match those identified by the authors of Understanding Christianity (RE Today Services) so that the two resources are compatible. The core concepts are expressed in the Bible and lived out by Christian people each day. These big ideas reveal God's salvation plan, the big story.

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.	

### How do we implement the teaching of RE at Singleton CE Primary School?

- RE is taught as a discrete lesson for 1 hour per week, following the Questful RE Syllabus in Foundation - Year 6
- Links to other subjects are made throughout our 'Long-Term Planner' , for example to Art, DT, Music, Forest Schools etc...
- The curriculum overview is planned to ensure that teaching is sequential with the subject leader ensuring that knowledge and skills are taught in a logical and progressive order.
- The curriculum is enhanced by teaching children about World Faiths / festivals as and when they arise in the yearly calendar, through trips, visitors, inspirational speakers and whole school RE days e.g. Diwali, Eid etc
- We create an environment where children are able to express their views, discuss similarities or differences between various faiths and also consider other people's views in a healthy manner.
- The teaching of key vocabulary will be a primary feature in each unit. Knowledge Organisers are used to enhance the learning of key vocabulary.
- The curriculum encourages children to know about a range of religions and worldviews
- A Growth Mindset approach is used consistently in RE
- The curriculum encourages children to develop skills of reflection, empathy, communication, analysis, investigation, interpretation and evaluation

## Impact



### Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Singleton Church of England Primary School				
<b>Address</b>	Church Rd, Singleton, Poulton-le-Fylde FY6 8LN			
<b>Date of inspection</b>	10/10/2019	<b>Status of school</b>	VA Primary School	
<b>Diocese</b>	Blackburn	<b>URN</b>	119560	

<b>Overall Judgement</b>	<b>How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?</b>	<b>Grade</b>	<b>Excellent</b>
<b>Additional Judgements</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Excellent</b>
	<b>The effectiveness of religious education (RE)</b>	<b>Grade</b>	<b>Excellent</b>

#### Key findings from our 2019 SIAMS inspection:

- The recently revised Christian vision is clearly underpinned by Christian theology and has a deeply rooted biblical base. This has had a significant impact on all areas of school life and is shaping the direction of the school.
- The exemplary Christian leadership, especially by the senior staff, ensures that the Christian vision underpins all areas of provision. • All pupils are exceptionally well supported, particularly the most vulnerable, and make outstanding progress.
- There is an impressive variety in approaches to worship which engages the whole school community and makes a significant impact on personal and spiritual development.
- Pupils achieve above national expectations in Religious Education (RE). The enthusiasm and commitment of the subject leader has been inspirational in supporting staff in introducing the new diocesan curriculum.

We know the Impact of our RE curriculum ensures that:

- Children develop detailed knowledge and skills across the curriculum and, as a result, achieve well.
- Children with SEND achieve the best possible outcomes.
- We offer opportunities for personal reflection and spiritual development.



- We aim for children to develop more creatively, spiritually, socially and emotionally, thus enabling them to be ready for their next stage in education and life itself.
- Most children will have a confident set of questioning skills and knowledge supported by Christian values which can be used in education and life more generally.
- The impact of our RE curriculum is evaluated through teacher assessment during each unit. The assessment is based on the I know and I can statements. These are then reviewed half termly by the subject leader to ensure there is progress and continuity across school.
- The RE curriculum is also evaluated through Governor meetings, book looks, learning walks and pupil voice.
- Progress in RE is reported annually to parents and has a prominent position in the end of year report

### Progression of learning across the school



#### Foundation Class

<p>RE</p> <p>Blackburn Diocese Planning</p>	<p><b>I am special</b></p> <p>-give pupils an understanding that they are unique and special. To know they are loved, valued and made by God.</p> <p><b>Harvest</b></p> <p>-give pupils an understanding of why we say thank you to God at harvest time and talk about him being creator.</p>	<p><b>Special People</b></p> <p>-Give pupils an opportunity to explore Christian values through their own actions and the actions of others.</p> <p>-Highlight the role of significant/special people in pupil's lives.</p> <p>-emphasise the ways in which Jesus was a special person.</p> <p><b>Christmas</b></p> <p>-Explore the nativity story in a variety of ways and ensure pupils know that Christmas is the celebration of Jesus' birth</p>	<p><b>Stories Jesus Heard</b></p> <p>- Introduce pupils to stories of the Old Testament and understand that Jesus would have heard these stories as he was growing up.</p> <p><b>Stories Jesus Told</b></p> <p>- Explore the stories that Jesus told and know that he told them to teach us about God.</p> <p><b>Easter</b></p> <p>- Explore the events of Easter through a variety of multi-sensory experiences ensuring that pupils know it is a celebration of Jesus' death and resurrection.</p>	<p><b>Easter</b></p> <p>- Explore the events of Easter through a variety of multi-sensory experiences ensuring that pupils know it is a celebration of Jesus' death and resurrection.</p> <p><b>Friendship</b></p> <p>-Explore the meaning of friendship, how we make friends and why friends are important.</p> <p>-Know about Jesus making friends, how he made friends and who he chose</p>	<p><b>Prayer</b></p> <p>-Start children on their journey towards understanding what prayer is and the different ways people of faith talk to God.</p> <p><b>Special Places</b></p> <p>-Begin to develop pupils understanding of a place being considered as a special/holy place where believers go to worship.</p>	<p><b>Special Times</b></p> <p>-Develop pupils understanding of special/holy times. Increasing their knowledge of the ways special times are celebrated, remembered and the reasons why.</p> <p>-Introduce pupils to the story of Pentecost and God as Holy Spirit.</p>
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## Year 1/2 Cycle A

<p>RE</p>	<p><u>Questful RE – Understanding Christianity</u></p> <p><b>Unit 2.1 The Bible and why it is a special book</b> (This contains a Non-Christian Faith unit)</p> <p> <b>Holy Books Mutual Respect &amp; Tolerance</b></p> <p>-widen the children's understanding of the Bible, its contents, presentation and importance to Christians.</p> <p>-begin to develop children's understanding of holy books from faiths other than Christianity and their significance in the lives of believers.</p> <p><b>Unit 1.2 God and Creation</b></p> <p>-give children the opportunity to develop their perceptions and understanding of God.</p> <p>-provide an opportunity for reflection on feelings of awe, wonder, delight and mystery in relation to the natural world.</p> <p><b>Unit 1.3 Christmas – Why do we give and receive gifts?</b></p> <p>-deepen the children's understanding of the true meaning of Christmas through emphasising that Jesus was a gift from God.</p> <p>-discuss the thoughts and feelings associated with giving and receiving gifts.</p>	<p><u>Questful RE – Understanding Christianity</u></p> <p><b>Unit 1.4 Jesus was special</b></p> <p>-enjoy exploring these Bible stories that reveal Jesus' power and divine nature.</p> <p>-talk about how and why Jesus was special.</p> <p><b>Unit 2.4 Easter – How do symbols help us to understand the story?</b></p> <p>-give children an understanding that symbols are pictures or objects with a deeper meaning and a story to tell.</p> <p>-extend pupils knowledge of the details of the Easter story.</p> <p>-develop pupil's understanding of the importance of Easter and the concept of salvation.</p>	<p><u>Questful RE – Understanding Christianity</u></p> <p><b>Unit 2.6 What happened at the Ascension and Pentecost?</b></p> <p>-begin to develop the children's knowledge and understanding of these two very significant events.</p> <p>-give children an opportunity to begin to explore the concept of God as three in one.</p> <p>-emphasize the importance of these events in the life of Jesus and the Church, then and now.</p> <p><b>Unit 1.7 Why is Baptism special?</b> (This contains a Non-Christian Faith unit)</p> <p> <b>How do people of other faiths welcome new babies? Mutual Respect &amp; Tolerance</b></p> <p>-deepen children's understanding of what it means to belong through exploring the celebration of baptism and the ways in which people of faith welcome babies.</p>
<p><b>Whole School Assembly / Worship Focus</b></p> <p>Christian Faith focus</p>	<p>Use the above units to create an assembly/worship to present to the whole school and parents.</p>	<p>Use the above units to create an assembly/worship to present to the whole school and parents.</p>	<p>Use the above units to create an assembly/worship to present to the whole school and parents.</p>


## Year 1/2 Cycle B

<p>RE</p>	<p><u>Questful RE – Understanding Christianity</u></p> <p><b>1:1 Harvest</b> (This contains a Non-Christian Faith unit)</p>  <p>How do Jews celebrate the harvest?</p> <p>Non-Christian Faith Unit – Jewish Harvest Sukkot</p> <p><b>Mutual Respect &amp; Tolerance</b></p> <p>-raise awareness that we harvest food all around the world and that we usually have plenty but others do not.</p> <p>-to discuss what our response as Christians should be to the need of others.</p> <p><b>1:9 My World Jesus' World</b></p> <p>-help children understand that Jesus lived a long time ago and that the world we live in is very different to Jesus' world over 2000 years ago.</p> <p><b>2:2 Christmas, why was the birth of Jesus such good news?</b></p> <p>-look at the story of Christmas from the perspective that it was good news then and now.</p>	<p><u>Questful RE – Understanding Christianity</u></p> <p><b>2:3 Jesus, a friend to everyone</b></p> <p>-enjoy these stories of Jesus' Miracles and to increase the children's awareness that Jesus was an extraordinary person who welcomed everyone as a friend.</p> <p><b>1:5 Easter, celebrating new life and new beginnings</b></p> <p>-give children an opportunity to reflect upon the miracles of nature and new life during springtime.</p> <p>-for pupils to hear and be able to retell the Easter Story.</p> <p>-to make links between the transformation of plants and animals and the Easter story in order to develop an understanding of the resurrection.</p>	<p><u>Questful RE - Understanding Christianity</u></p> <p><b>2:5 Why is the Church a special place for Christians?</b> (This contains a Non-Christian Faith unit)</p>  <p>Where do people of other faiths worship?</p> <p>Non-Christian Faith Unit – Places of worship</p> <p><b>Mutual Respect &amp; Tolerance</b></p> <p>-give pupils an understanding of 'church' as a holy place and a body of people.</p> <p>-begin developing in pupils an understanding of what happens in church and why.</p> <p>-give pupils an opportunity to begin exploring places of worship other than a church.</p> <p><b>1:8 Joseph</b></p> <p>-explore one of the most well-known epic stories of the Old Testament.</p> <p>-help pupils to talk about the actions and feelings of the characters and relate them to their own experiences.</p> <p>-consider what we can learn from this story.</p> <p>learn more about the nature and characteristics of God.</p>
<p><b>Whole School Assembly / Worship Focus</b></p> <p>Non-Christian Faith focus</p>	<p>Use the above units to create an assembly/worship to present to the whole school and parents.</p>	<p>Use the above units to create an assembly/worship to present to the whole school and parents.</p>	<p>Use the above units to create an assembly/worship to present to the whole school and parents.</p>




## Year 3/4 Cycle A

<p>RE</p>	<p><u>Questful RE – Understanding Christianity</u></p> <p><b>Unit 3.6 Harvest</b> (This contains a Non-Christian Faith unit)</p> <p> Jewish festival of Sukkot <b>Mutual Respect &amp; Tolerance</b></p> <p>-explore further the meaning and purpose of Harvest Festival celebrations building on knowledge from KS1</p> <p><b>Unit 3.1 Called by God</b></p> <p>-give children an opportunity to consider what it means to be called by God and the responses people have made to that call.</p> <p><b>Unit 4.2 Christmas – Exploring the symbolism of light</b> (This contains a Non-Christian Faith unit)</p> <p> Hanukkah (The Jewish Festival of Light) <b>Mutual Respect &amp; Tolerance</b></p> <p>-give pupils an understanding of the Christian belief that Jesus is the, 'Light of the World'.</p> <p>-explore the multi-faceted metaphor of bringing light into people's lives.</p>	<p><u>Questful RE – Understanding Christianity</u></p> <p><b>Unit 4.3 Jesus, the son of God</b> (This contains a Non-Christian Faith unit)</p> <p> Jewish Shabbat <b>Mutual Respect &amp; Tolerance</b></p> <p>-deepen the children's understanding of Jesus, who he was, his teaching and behaviour.</p> <p>-use the events covered in the stories in this unit to illustrate and emphasise that Jesus is the Son of God; that he was born both God and man.</p> <p><b>Unit 3.4 Exploring the sadness and joy of Easter</b></p> <p>-explore the Easter story from the angle of the feelings evoked by the different events throughout Holy Week.</p> <p>-discover how the services held in churches during Holy week reflect the sadness and joy.</p> <p>-develop further the pupils' understanding of the concept of salvation.</p>	<p><u>Questful RE – Understanding Christianity</u></p> <p><b>Unit 3.5 Which rules should we follow?</b> (This contains a Non-Christian Faith unit)</p> <p> Does everybody follow the same rules? Why? Why not? – Rules for Living <b>Mutual Respect &amp; Tolerance</b></p> <p>-give pupils an opportunity to consider the value and purpose of rules.</p> <p>-examine Christian rules for living and the source of these rules.</p> <p>-encourage pupils to reflect upon their own lifestyle and the influences upon it.</p> <p>-consider the rules followed by other faiths and the ways in which the rules influence behaviour and decisions.</p> <p> <b>Unit 4.6 What is prayer?</b> (This contains a Non-Christian Faith unit)</p> <p><b>How do people of other faiths pray? Mutual Respect &amp; Tolerance</b></p> <p>-ensure that the children know that prayer is a way of communicating with God.</p> <p>-know that we/Christians believe that God listens and responds.</p>
<p><b>Whole School Assembly / Worship Focus</b></p> <p>Christian Faith focus</p>	<p>Use the above units to create an assembly/worship to present to the whole school and parents.</p>	<p>Use the above units to create an assembly/worship to present to the whole school and parents.</p>	<p>Use the above units to create an assembly/worship to present to the whole school and parents.</p>

## Year 3/4 Cycle B

<p>RE</p>	<p><u>Questful RE – Understanding Christianity</u></p> <p><b>4.1 God, David and the Psalms</b></p> <ul style="list-style-type: none"> <li>-explore the Story of David and his strengths and qualities.</li> <li>-to read the Psalms and use them to discover more about the nature of God.</li> </ul> <p><b>3.2 Christmas – God with us</b></p> <ul style="list-style-type: none"> <li>- give children the opportunity to reflect upon Christmas as a celebration of God’s presence with us 2000 years ago and now.</li> </ul>	<p><u>Questful RE – Understanding Christianity</u></p> <p><b>3.3 Jesus, the man who changed lives</b></p> <ul style="list-style-type: none"> <li>-deepen children’s insight into the impact Jesus had/has on people’s lives.</li> </ul> <p><b>4.4 Exploring Easter as a story of betrayal and trust</b></p> <ul style="list-style-type: none"> <li>-give children the opportunity to reflect upon the importance of power and the effect of betrayal, trust and forgiveness.</li> <li>-deepen pupil’s understanding of the concept of salvation.</li> <li>-focus on the significance of the incidents of betrayal and trust in the Easter story.</li> </ul>	<p><u>Questful RE – Understanding Christianity</u></p> <p><b>4.5 Are all churches the same?</b></p> <p> Are all places of worship the same? Do people worship God in the same way? <b>Mutual Respect &amp; Tolerance</b></p> <ul style="list-style-type: none"> <li>-Give children an understanding of the church in its widest sense.</li> <li>-To ensure pupils know that Christianity is a multi-cultural worldwide faith.</li> <li>-To enable pupils to see the similarities and differences between denominations and to develop further their understanding of symbolism.</li> <li>-To further develop children’s understanding of places of worship from faiths other than Christianity e.g. Islam, Sikhism, Hinduism etc.</li> </ul>
<p><b>Whole School Assembly / Worship Focus</b></p> <p>Non-Christian Faith focus</p>	<p>Use the above units to create an assembly/worship to present to the whole school and parents.</p>	<p>Use the above units to create an assembly/worship to present to the whole school and parents.</p>	<p>Use the above units to create an assembly/worship to present to the whole school and parents.</p>

## Year 5/6 Cycle A

<p>RE</p>	<p><u>Questful RE – Understanding Christianity</u></p> <p><b>Unit 5.1 How and why do Christians read the Bible?</b> (This contains a non-Christian faith unit)</p>  <p>How important are holy books in faiths other than Christianity?</p> <p><b>Mutual Respect &amp; Tolerance</b></p> <p>-deepen children's understanding of the importance and impact of the contents of the Bible.</p> <p><b>Unit 6.2 How do Christians prepare for Christmas?</b></p> <p>-delve deeper into the themes of the season of Advent.</p> <p>-introduce pupils to the Christian belief that Jesus will return (the second coming).</p>	<p><u>Questful RE – Understanding Christianity</u></p> <p><b>Unit 5.3 Jesus the teacher</b></p> <p>-emphasise Jesus' skills as a great teacher.</p> <p>-consider carefully the messages of the parables and how they impact on the lives of practising Christians.</p> <p><b>Unit 6.4 Easter - Who was Jesus?</b></p> <p>-allow children the opportunity to stand back and consider 'Who was Jesus?' and 'Who is Jesus?' from their own point of view and the views of others in the past and today.</p>	<p><u>Questful RE – Understanding Christianity</u></p>  <p><b>Unit 6.6 Ideas about God</b> (This contains a non-Christian faith unit)</p> <p>What names do faiths other than Christianity give to God?</p> <p><b>Mutual Respect &amp; Tolerance</b></p> <p>-further the children's understanding of the nature of God, His characteristics and His relationship with people.</p> <p><b>Unit 5.5 Exploring the lives of significant women in the Old Testament</b> (This unit includes a non-Christian faith)</p>  <p>Jewish festival of Purim <b>Mutual Respect &amp; Tolerance</b></p> <p>-widen the children's knowledge and understanding of the role and significance of women in the Bible and God's big story.</p> <p>-to reflect upon the actions of these women and consider what we can learn from their stories.</p>
<p><b>Whole School Assembly / Worship Focus</b></p> <p>Christian Faith focus</p>	<p>Use the above units to create an assembly/worship to present to the whole school and parents.</p>	<p>Use the above units to create an assembly/worship to present to the whole school and parents.</p>	<p>Use the above units to create an assembly/worship to present to the whole school and parents.</p>



## Year 5/6 Cycle B

RE

### Questful RE – Understanding Christianity

**6.1 Life as a journey and pilgrimage** (This unit contains a non-Christian Faith unit)



Pilgrimage **Mutual Respect & Tolerance**

-give children an opportunity to think about the idea that that life is a journey and what it means to make that journey as a Christian.

enable pupils to begin to understand the concept of undertaking a religious pilgrimage.

### **5.2 Christmas – The Gospels and Matthew and Luke**

-give children a Biblical perspective on the nativity story.

-challenge their ideas and deepen their understanding of the true meaning of Christmas.

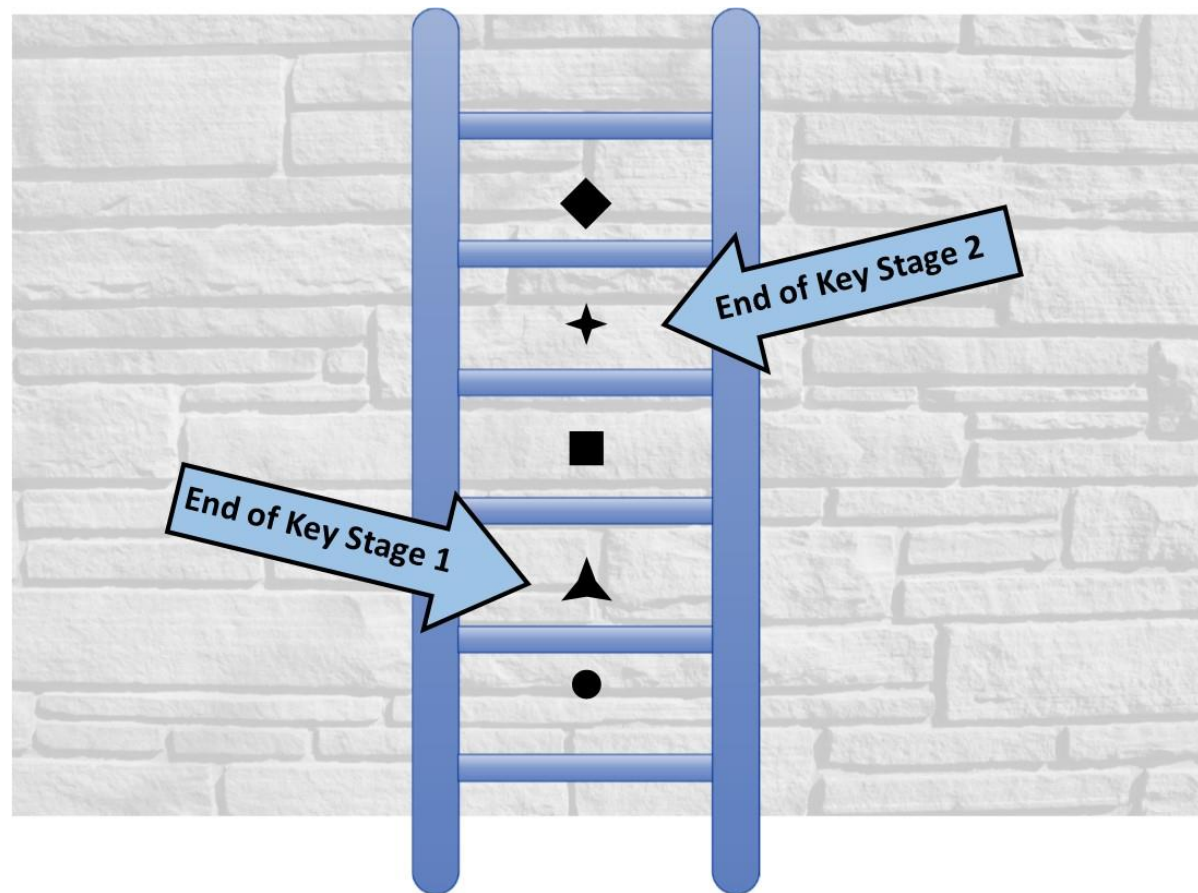
**Whole School Assembly / Worship Focus**

Use the above units to create an assembly/worship to present to the whole school and parents.

Non-Christian Faith focus

## Assessment

### The ladder of expectation of achievement in RE



## Example of Assessment document

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