

# Caton St Paul's C of E Primary School RE Curriculum Statement

At Caton St. Paul's the RE curriculum and teaching is rooted in the Christian faith of the school, this is based on a foundation of core Christian values, thankfulness, trust, perseverance, justice, service, truthfulness, courage, forgiveness, friendship, respect, generosity and compassion. RE has an important role in reflecting, nurturing and conveying the distinctive Christian ethos of the school. We aim for the highest of standards and always strive for excellence. At CSP we plan using the Blackburn Diocesan Board of Education recommended units on a two year rolling program. This is enriched by visitors to school, visits to our local church and school trips.

This is embedded in our school's vision of 'One family, belonging, believing and learning together'.

INTENT

**Vocabulary:**

In RE, pupils will use, and be exposed to, age related, appropriate religious language taken from our BDBE units. Teachers will share with the pupils the vocabulary that will be required within the lesson. Pupils will be expected to use the vocabulary both verbally, and in written form to discuss, think and reason about their own religion and others while understanding that words have power, are important and should be used thoughtfully, wisely and respectfully.

**Knowledge/Skills:**

The intentions Religious Education in school is to create a knowledge and skill led Religious Education Curriculum. Our RE teaching will equip pupils with the systematic knowledge and understanding of religions and worldviews, enabling them to develop their ideas, values and identities. Throughout their time at CSP, pupils will be given regular opportunities to practice and apply their RE skills, including the skills needed to understand, interpret and evaluate texts, thoughts, ideas and other evidence.

**Progression:** Teachers will plan lessons using BDBE RE units. Teachers planning and teaching will ensure they are covering the NC POS for each year group plus the ELGs, knowing what has been taught the previous year and what are the next steps in K&S for the next year group.

**World Religions:**

At CSP we teach children the values and teaching of the Christian faith. We understand that we have a duty of care to develop an understanding and respect of other religions. Pupils will broaden their knowledge and understanding of World Religions. The use of visits, visitors and other enrichment opportunities will deepen pupils knowledge and understanding of different faiths, and people of no faith, locally, nationally and globally. This will help pupils understand the awe and wonder that people of different religions experience through their faith and experiences. Learning about other religions will give pupils the valuable opportunity to develop positive attitudes, and respect for, faiths and cultures other than their own within their own communities and across the world.

IMPLEMENTATION

**Inclusive teaching and learning:**

- In Religious Education, all teachers will implement adapted and personalised teaching approaches, materials and resources that accommodate the learning needs of all pupils, including all children with SEND and children who are disadvantaged.
  - Personalised work (adult support, challenge, resources – supported by any support plans and EHCPs)
  - Pre tutoring, if needed, to teach pupils key vocabulary, knowledge and skills - Access to resources and equipment to support their acquisition of Religious Education knowledge and skill.
- Ensure that task are not always writing focused so every child can achieve the learning objective.

**Subject coverage/curriculum:**

The programme of study follows the BDBE plans. A two – year rolling programme has been developed to ensure full coverage of learning taking into account certain year groups which are mixed year groups.

The syllabus is fully covered and that children's progression in skills and knowledge is clear, coherent and sequenced so that their skills and knowledge are built upon year-by-year from EYFS to Year 6.

**Resources:**

The implementation of HQTIL in Religious Education is supported by all teachers having access to BDBE to support their teaching of the RE Curriculum.

This is enriched by visitors e.g. Local clergy and NISCU who deliver lessons and support staff delivering RE.

The school library has a range of Christian texts and stories that feature children from other world religions that they have unlimited access to.

RE resource for teachers are stored in an easily access part of school.

The RE lead attends regular courses run by BDBE and feedbacks to teachers in school.

**SMSC:**

RE makes a crucial contribution to pupils' spiritual, moral, social and cultural development in our school. It will develop pupils' awareness of themselves and play an important role in preparing pupils for adult life, employment and lifelong learning. Pupils' spirituality will be developed by understanding the importance of feelings and emotions in religion, exploring powerful questions and reflecting on who and what matters in life. Pupils' social development will be enriched by developing their understanding of issues from the perspectives of different religions and how actions and beliefs may effect and shape social issues. Pupils' morality will be developed through reflecting on key values, including our core school Christian Values, within religion and beliefs and considering the importance of right and responsibilities of themselves and others. Pupils' cultural awareness will be developed by promoting cultural understanding and encouraging a respect for, and appreciation of, diversity.

**Early Years overview** – EYFS Pupils should learn about Christian and other religions and beliefs through special people, books, stories, times, places and objects and by visiting places of worship. They should be introduced to subject specific words and use all their senses to explore beliefs and practices. Pupils should be encouraged to ask questions and reflect on their Christianity, feelings and experiences and use their imagination and curiosity to develop an appreciation of and wonder at the world. RE should, through planned, purposeful play and a mix of adult-led and child- initiated activity, provide these opportunities for pupils.

**Local context:**

We will use our locality to enhance and enrich our RE curriculum and the experiences and opportunities of all children. This will include visits and visitors including but not exclusively:

St Paul's C of E Church Brookhouse

**Adaptations and Prioritisation:**

During lockdown we adapted worship and RE lessons to online. We had themed days as we would have had at school. WE have noted where there are gaps in the children's learning and taken into account aspects of previous year group expectations they have missed. This has informed teaches planning, resources and

**Evidencing teaching and learning:**

Each BDBE RE unit has detailed key questions and Year group expected outcomes that children will have mastered by the end of the unit of work. Teachers will use the document to map coverage and the children will complete a self-assessment to support their acquisition of knowledge in Religious Education. Teachers have an assessment document submitted

**Primary National Curriculum –**  
**KS1** - Key Stage 1 – Pupils should develop their knowledge and understanding of the Christian faith and other religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material taught and in response to questions about their ideas.

	<p>Caton Baptist Church Lancaster Priory NISCU Local Clergy Representatives from local charities of both Christian and world faiths.</p>	<p>teaching to ensure every child has full coverage of RE teaching at CSP.</p>	<p>to the RE lead at the end of every unit. Children will record work in their RE book in a variety of ways, which may include a combination of written work, worksheets and photographic evidence. In RE, Pupil Voice will be key when evidencing teaching and learning as pupils should/will be engaged in regular, thoughtful discussion and debate (age appropriate) around deep, powerful questions. Each class has an RE scrapbook to evidence and celebrate their RE journey throughout the year and highlight cross curricular activities.</p>	<p><b>KS2</b> - Pupils should extend their knowledge and understanding of the Christian faith and religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>IMPACT</b></p>	<p>By the end of the Early Foundation Stage and each Key Stage, pupils are expected to know, apply and understand the skills and processes specified in the subject of mathematics (EYFS and National Curriculum)</p>			
	<p><b><u>Pupil voice:</u></b> Our whole-school curriculum approach means listening to the voices of everyone in the school community. This includes children and young people as well as parents and carers and school staff. Our children can offer their unique perspectives on what it is like to be part of a Religious Education lesson in CSP school; involving them in decision-making and listening to their feedback will create meaningful change and improved academic outcomes, as well as facilitating a sense of empowerment and inclusion for all children.</p>	<p><b><u>Knowledge:</u></b> Religious Education knowledge has been mastered when a child can confidently and securely talk about their RE knowledge using the appropriate vocabulary to explain, explore, reason and discuss their ideas. All children will be able to retain knowledge and be able to explain their understanding of religion and key questions</p>	<p><b><u>Skills:</u></b> In Religious Education, children will learn a broad range of skills, planned in a sequenced and coherent order outlined in the RE progression documents. Skills will include exploring, investigating and discussing their own, and others, thoughts and points of view; enquiring into what enables different communities to live together respectfully for the well-being of all; Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives</p>	<p><b><u>Cultural capital:</u></b> In RE, the best of what is thought and said in different religions, and by those of no faith, through the teaching of our RE curriculum and through wider experiences. Through RE, pupils will gain a broader understanding of different world religions which are not currently widely represented in our school and community demographic. This will enable children to understand, learn about and respect the wider world and other people and cultures other than their own.</p>