

# Religious Education at St Cleopas



**Our School Vision is inspired by this bible verse:**

John 13:34 “As I have loved you, so you must love one another, then everyone will know that you are my disciples”.

St Cleopas is an inclusive community that nurtures and develops opportunities for lifelong learning on our journey walking alongside Jesus, opening our eyes and hearts to all.

**Our School Values:** At St Cleopas, we aim to develop all pupils so that they achieve and succeed. This happens in a caring, welcoming and loving environment based firmly on our Christian values:

*Friendship – Respect – Joy – Compassion – Forgiveness – Courage*

## Contents Page

| Page Number | Information  |
|-------------|--|
| 3-4         | What Religious Education at St Cleopas looks like              |
| 5-6         | Religious Education Intent, Impact and Implementation          |
| 7-9         | Religious Education Policy                                     |
| 10-12       | Long Term Overview   |
| 13-14       | Planning   |
| 15-17       | Prior Learning and Assessment KS1/KS2                          |
| 18-19       | Early Years Learning, Development and Assessment               |
| 20-23       | Key Skills Progression and Expectations in Religious Education |
| 23          | SEND   |
| 23          | Greater Depth Learning   |
| 24          | Religious Education across the curriculum                      |
| 24          | Resources  |



## **What Religious Education at St Cleopas looks like**

### **Our Vision and Values**

As a Church of England School; our vision and values are at the heart of everything we do and play a vital part in our pupils' education, spiritual, moral, social, and cultural development.

Our School Vision is inspired by this Bible verse:

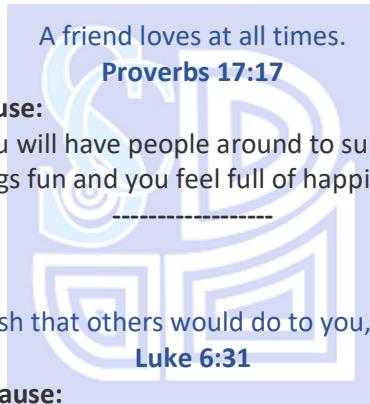
**"As I have loved you, so you must love one another, then everyone will know that you are my disciples". John 13:34**

St Cleopas is an inclusive community that nurtures and develops opportunities for lifelong learning on our journey walking alongside Jesus, opening our eyes and hearts to all.

### **Our School Values:**

At St Cleopas, we aim to develop all pupils so that they achieve and succeed. This happens in a caring, welcoming and loving environment based firmly on our Christian values:

#### Friendship



#### Respect

**And as you wish that others would do to you, do so to them.**  
**Luke 6:31**

#### **Our staff team chose Respect because:**

- If you value friendship, you will have people around to support and look out for you.
- Having friends makes things fun and you feel full of happiness.

#### Joy

**I have told you this so that my joy may be in you and that your joy may be complete.**  
**John 15:11**

#### **Our Church chose Joy because:**

- It is important to rejoice and thank God for all our blessings.
- It makes you and other people feel uplifted when you are filled with joy.

#### Compassion

**Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.**  
**Ephesians 4:32**

#### **Our Governors chose Compassion because:**

- It is the most important value in a human.
- If you show compassion, kindness and love, just as Jesus did, you can live a full and fruitful life.

### Forgiveness

Forgive, and you will be forgiven.

**Luke 6:37**

**Our courageous advocates chose Forgiveness because:**

- Forgiveness is important because if no one practices forgiveness everyone would fight.
- If no one forgave, the worries and hatred would be carried around - instead, we need peace.

---

### Courage

For God has not given us a spirit of fear, but one of power, and of love, and of sound mind.

**2 Timothy 1:7**

**Our families chose Courage because:**

- If you don't step out of your comfort zone then you will live a life where you are scared of everything.
- Courage is not the absence of fear; it is acting despite fear knowing that with God's protection and guidance, we have nothing to fear and can conquer anything.

---

At St Cleopas Church of England Primary Academy, Religious Education has an important and central place within our curriculum. High-quality RE at St Cleopas has a powerful and lasting effect on our children's hearts and minds. Concepts and values are explored both through discrete RE lessons each week and through class and whole school Collective Worship. The Governors, in consultation with the Headteacher and following advice from the Diocese, have adopted the Blackburn Diocesan Syllabus. We believe RE has an important place in the development of every pupil.

We are an inclusive school and teach about tolerance, celebrating differences and welcoming all, in a community of respect, nurture and support. RE provides opportunities for spiritual development and personal reflection. We give our children opportunities to discuss topics, reflect on the impact religion has on others in their community, the wider world and themselves. Pupils will experience, explore and encounter a wide range of creative and challenging multi-sensory activities that will help them to explore fundamental questions.

We use our strong links with St Cleopas Church and visits to other places of worship to enrich our children's religious education. Our Vicar, Sian, is a school governor and regular visitor to school. She enriches and brings learning in RE to life, holding services and sharing in God's work.

Children regularly engage in religious events. We regularly support at community events and over the course of the year visits to the Cathedral and to other places of worship take place. We also attend St Cleopas Church as well as celebrating Christian festivals with special services.

## **Religious Education - Intent, Impact and Implementation**

### **Intent**

As a Church of England Academy; our vision and values are at the heart of everything we do and play a vital part in our pupils' education, spiritual, moral, social, and cultural development.

In line with our overall curriculum intent: We want our children to develop opportunities for lifelong learning on our journey walking alongside Jesus, opening our eyes and hearts to all, not just whilst they are with us but for the rest of their lives.

Our RE curriculum is based on a sound understanding of theology, educating through a love of learning, rooted in Biblical text - Deuteronomy 6:6–9: "These commandments that I give you today are to be on your hearts. Impress them on your children.

At St Cleopas, we endeavour to ensure that Religious Education is rich, varied, and inspiring, enabling children to explore big questions, reflect critically, and develop skills to analyse, interpret and apply biblical text. We aim to provide a curriculum that promotes Christian values and is inspired by the life and example of Jesus Christ.

As a result of an excellent RE curriculum we want our children to:

- Understand Christianity as a Global living faith.
- Understand the Big Story (God's salvation plan) and the big ideas in Christianity (concepts).
- Become Courageous Advocates, making reasoned and well-informed judgments about religious and moral issues.
- Positively engage with their religion and use this to make a positive impact on their friends, families, and the local and wider communities.
- Have an understanding and respect for other people's faiths and beliefs and the difference it makes to their lives, deepening their understanding of the world and their own experience within it (respect for other cultures and faiths).
- Leave school as well-rounded individuals with respect and appreciation for their own religion, beliefs, morals as well as those of others.

We want children to engage with the living faith of our school and understand how religious faith can provide a vision for both their spiritual and personal lives. By strengthening an understanding of our Christian values (*Friendship – Respect – Joy – Compassion – Forgiveness – Courage*), we will empower children to make positive choices and develop themselves as unique and significant individuals in our world.

### **Implementation**

The implementation of our intent is carefully planned by our teachers, using the Curriculum provided by the Blackburn Diocese of Education, Questful RE and supported by the Understanding Christianity resource. The guidance given within the syllabus leads to a study of up to 80% Christianity and 20% non-Christian faiths (pupils will study aspects of the practices and beliefs of the other five major world faiths: Buddhism, Hinduism, Islam, Judaism and Sikhism as well as worldviews of Humanists.) Questful RE is designed to take children on a journey of discovery and encourage them to be curious.

The children record work in individual RE books (EYFS observations through Tapestry). Throughout their learning, the children are given opportunities to explore the 'big ideas' of Christianity through 8 core concepts. These 8 core concepts make up God's Big Story which is displayed in each class and

referred to in each lesson. Pupils are regularly reminded of where a particular text occurs in the Big Story to build up a coherent understanding of the core concepts and the relationship between them. Each unit sets out clearly the knowledge and skills that the children are expected to acquire as well as specific key vocabulary. In addition to the weekly RE lesson, activities are complimented by a variety of visits to places of worship and visitors. The children are also given opportunity to explore their own spirituality through daily worship and have free access to the reflection areas in classrooms and around the school.

### **Impact**

As a result of our RE Curriculum and the explicit teaching of Christian concepts and God's big salvation story, the children of St Cleopas Primary have a deeper understanding of Christianity. Children are able to better understand themselves and others and to cope with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world. Children celebrate the diversity of the school community and promote positive images of people in the wider community, including their beliefs, traditions, culture, language and history. Children mature spiritually, academically, emotionally and morally to enable them to become well-rounded successful citizens in future life and have a positive impact on their friends, family, local and wider community. They develop a powerful sense of advocacy and know how they can challenge injustice and improve their community and the wider world.

In addition, children:

- Are inspired by the RE Curriculum and want to learn more.
- Show progression in their skills of Making Sense of the Text, Understanding the Impact and Making Connections.
- Can discuss their learning and remember what they have learned.
- Identify different stories from the Bible, place them on the Christianity Timeline and talk about the learning that can be taken from each story.
- Talk about the 8 concepts of the Understanding Christianity Timeline.

The intended impact of the RE Curriculum is that the majority of children in each year group are working at or above the expected level for their age. We monitor the impact of our curriculum through deep dives, pupil voice exercises, work scrutiny and teaching and learning observations.

## **Religious Education Policy**

### **1. Aims and Objectives**

At St Cleopas Primary Academy, we encourage children to deepen their understanding of the Christian faith and to value the Church as a ‘family’. Religious Education (R.E.) enables children to investigate and reflect on some of the most fundamental questions asked by people. We develop the children’s knowledge and understanding of the major world faiths, and address these questions concerning the beliefs of the Christian faith. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding.

Our objectives in the teaching of R.E. are, for all of our children:

- To develop an awareness of spiritual and moral issues arising in their lives.
- To develop knowledge and understanding of Christianity and other major world religions.
- To develop an understanding of what it means to be committed to a religious tradition.
- To have respect for other people’s views, and hence to celebrate diversity in society.
- To develop their investigative and research skills, to hold reasoned opinions on religious issues.
- To be capable of reflecting on their own experiences, and of developing a personal response to the fundamental questions of life.
- To develop an understanding of religious traditions, and an appreciation of cultural differences in the UK today.

Respect for the great world faiths is fostered in R.E. within St Cleopas. This respect must be based on an accurate and sympathetic understanding of the other faiths which is consistent with the school's loyalty to its Christian foundation.

Therefore R.E. at St Cleopas Academy helps pupils to:

- Learn about other faiths, their beliefs, traditions and practices and from other faiths through encounters and dialogue.
- Recognise and respect those of all faiths in their search for God.
- Recognises areas of common belief and practice between different faiths.
- Enrich and expand their understanding while remaining faithful to their own traditions.
- Enrich their own faith through examples of holy living in other traditions.
- Recognise the common human quest for justice, peace and love and the common goal of the survival of life on this planet.

We therefore include the following distinctive content of the RE Curriculum:

- Opportunities to explore the experience of the Church’s year
- Opportunities to explore Global Christianity – exploring how different countries celebrate important dates within the church calendar.
- Visits to places of worship, especially the local parish Church and the Cathedral, to develop the understanding of the Church as a living community.
- Welcome visitors from the local parish to share their experience of Christian belief and life.
- Support for the pupils; confident use of religious language.
- Access to Christian artefacts that are used with care, respect and confidence.
- Encouragement of mutual respect, based on Christian values, where pupils and teachers can talk openly and freely about their own beliefs and practice without fear of ridicule.
- Pupils to make excellent and appropriate progress in their knowledge and understanding of Christianity.
- Pupils from Christian families and other faith families to talk openly about their beliefs and values in lessons and to be encouraged and grow in their faith.
- Pupils of all backgrounds to have a safe place to explore the place of doubt and certainty in a maturing faith.

At St Cleopas, religious education makes significant contribution to pupils' Spiritual, Moral, Social and Cultural development.

- Spiritual development within R.E. enriches and encourages the pupils' discovery of God the creator, of their 'inmost being' and of the wonder of the environment.
- Moral development is based on the teachings of Jesus Christ, which offer pupils a secure foundation stone on which to make decisions and build their lives.
- Social development enriches pupils' understanding of what it means to live in a Christian community where Jesus' command to love one another is put into practice.
- Cultural development provides opportunities to develop an understanding of Christianity as a worldwide, multi-cultural faith that has an impact on the lives of millions of people.

## **2. The Legal Position of Religious Education**

A high-quality sequential religious education programme is essential to meet the statutory requirement, to teach a full curriculum that prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain. Central to religious education in Church schools is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. There is a clear expectation that as inclusive communities, church schools provide sequenced learning about a range of religions and worldviews fostering respect for others.

As a Church of England Academy, high priority is placed upon R.E. reflecting the church background and meeting the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the Reception class who are less than five years old. Parents are encouraged to discuss any concerns about the teaching of RE with regards to their child, with the Headteacher or RE lead. The ERA allows parents and carers to withdraw their child from R.E. classes if they so wish, although only after they have given written notice to the school governors. The ERA also allows teachers to refuse to teach Religious Education, but only after they have given due notice of their intention to the school governors. The Religious Education Curriculum forms an important part of our school's spiritual, moral and social teaching. Our school R.E. curriculum, following the advice from the diocese, is based on the Blackburn Diocese Religious Education Syllabus – Questful RE and meets all the requirements set out in the document. The ERA states that the R.E. syllabus should reflect the fact that religious traditions in Great Britain are, in the main, Christian, and that it should, at the same time, take into account the teachings and practice of other major religions.

The effectiveness of denominational education in Church schools is evaluated during the statutory inspection of Anglican and Methodist schools (SIAMS) section 48 inspection. The SIAMS evaluation schedule assesses the way RE contributes to the outworking of church school's Christian vision. It highlights the responsibility of Church school leaders to ensure that pupils flourish academically through the provision of high-quality RE.

## **3. SEND and Inclusion**

At our school, we teach R.E. to all children, whatever their ability and individual needs. RE forms part of the school's curriculum policy to provide a relevant, broad and balanced education to all children. Through our R.E. teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs and Disability, English as an Additional Language (EAL), Worship and Inclusion Policies.

## **4. Assessment**

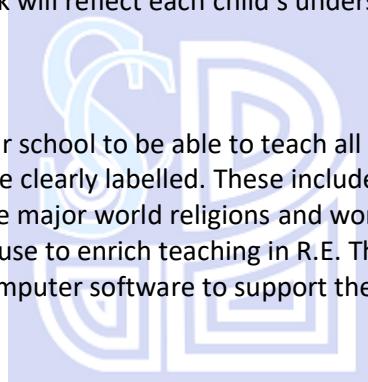
It is usual for any person embarking upon a journey to have a map. Across all of our curriculum units at St Cleopas, children use a concept map to record their learning and discoveries as they journey through. This question and concept map is a key tool for assessment, linking lesson content, questions and outcomes within units. They provide strong evidence of knowledge and understanding of prior knowledge, allowing children to reflect on previously taught content and make connections and comparisons. It also serves as a post-assessment task, clearly showing the progress in knowledge and skills gained across a taught unit.

Teachers assess learning in Religious Education at the end of each unit against the Blackburn Diocese ladder of expectation. This is intended primarily to contribute to planning excellent tasks at the right level appropriate for the pupils' experience, knowledge and ability. If the right tasks are set then the outcomes will be achieved. However, the ladder can be used to make judgments about the level of individual pupils' achievement. There are no specific assessment tasks as every task, potentially, can be assessed and contribute to the expected achievements.

The intended impact of the RE Curriculum is that the majority of children in each year group are working at or above the expected level for their age. We monitor the impact of our curriculum through deep dives, pupil voice exercises, work scrutiny and teaching and learning observations.

## **5. Marking**

Assessment, marking and feedback will reflect each child's understanding of the key questions within each unit.



## **6. Resources**

We have sufficient resources in our school to be able to teach all our RE units. We keep resources for RE in a shared area, where they are clearly labelled. These include books, bibles, teaching materials, lesson ideas and artefacts from the major world religions and world views as well as a full collection of Godly Play resources which we use to enrich teaching in R.E. The school library has a good supply of R.E. topic books and there is computer software to support the children's individual research.

## **6. Monitoring and Review**

The coordination and planning of the RE curriculum are the responsibility of the subject leader, who also:

- Supports colleagues in their teaching, by keeping informed about current developments in RE and providing a strategic lead and direction for this subject.
- Use specially allocated management time to review evidence of the children's work, and observe RE lessons across the school.
- Quality of teaching and learning in RE is monitored and evaluated by the head teacher, SLT and RE subject lead as part of the school's agreed cycle of lesson observations.

Whole school curriculum map

St Cleopas CofE Primary School - Religious Education Syllabus

|   | Autumn 1  | Autumn 2   | Spring 1  | Spring 2  | Summer 1   | Summer 2  |
|---|---|--|---|---|--|---|
| Nursery   | <p><u>I am special</u><br/>Talking about God as Heavenly Father and that He makes each one of us different and special, He knows us and loves us. An opportunity for children to explore all about themselves, their likes, dislikes, etc. Talk about emotions and the experiences related to them.</p> | <p><u>Christmas</u><br/>Discussing all the different ways in which we celebrate the birthdays of people. If possible, the visit of a baby to your classroom and/or a collection of baby items. Talking about the ways in which the children will be celebrating Christmas.</p> | <p><u>Stories Jesus Heard</u><br/>Hearing stories from the Old Testament that Jesus probably would have heard as a boy, choose from Noah, Joseph, Moses, Joshua, David, Jonah or Daniel.<br/>Exploring the feelings and characteristics of the people in these stories.</p> <p><u>Godly Play: Jonah and the Whale</u></p> | <p><u>Easter</u><br/>Discussion of the emotions in the stories and the children's own experiences related to the events in the stories.<br/>Explore what it means to love and be loved.</p>   | <p><u>Special Times</u><br/>Explore festivals and rites of passage including the children's own experiences of special times.<br/>The story of Pentecost and talking about times of prayer.</p>  | <p><u>UC - Why is the word God so important to Christians?</u><br/>Look at what the Bible says about God.<br/>For Christians the word 'God' is important as the Creator of the universe and all that is in it, including people and animals. Draw inferences from the story as to what God is like.</p> |
| <b>Judaism</b> will be studied throughout the year alongside Christianity units - What is it like to live as a Jew? |   |  |   |   |  |   |
| Reception   | <p><u>Harvest</u><br/>Giving thanks to God for His wonderful creation and harvest.<br/>To widen pupils understanding of the world and where food comes from.</p> <p><u>Godly Play: Parable of the Sower</u></p>   | <p><u>UC - Why do Christians perform the nativity at Christmas?</u><br/>Exploring how God came to earth as Jesus Christ.<br/>Understanding that people are God's treasured possessions and are precious to God.</p>  | <p><u>Stories Jesus Told</u><br/>Jesus told important stories called parables. These stories can be found in the Bible. Jesus told these stories to teach us about God and how to live our lives: The Good Samaritan, The Lost Sheep, Wise and Foolish Builders.</p>  | <p><u>UC - Why do Christians put a cross in an Easter Garden?</u><br/>The Bible tells the story of salvation, of how Jesus came to earth to 'seek and save the lost', and he helped all he met. The cross is a reminder of Jesus' death, and that putting things right can be costly.</p> | <p><u>Prayer</u><br/>Hearing stories about people in the Bible praying to God e.g. Daniel and Jonah.<br/>The story of Jesus teaching his disciples the 'Lord's Prayer'. Discussion about ways in which people of other faiths pray.</p>      | <p><u>My special places</u><br/>Creating a special place. Talking about special places in the children's own experiences indoors and outdoors.<br/>Visiting the church and talking about why the church is special.<br/>Choosing special places to visit in travel brochures.</p>                       |
| <b>Islam</b> will be studied throughout the year alongside Christianity units - What does it mean to be a Muslim?   |   |  |   |   |  |   |
| Year 1  | <p><u>Jesus was special</u><br/>Enjoy exploring these Bible stories that reveal Jesus' power and divine nature. Talk about how and why Jesus was special.</p>   | <p><u>U.C. Why does Christmas matter to Christians?</u><br/>Give a clear account of the story of Jesus' birth.<br/>Explore ways in which Christians use the story to guide their beliefs and actions.</p> <p><u>Godly Play: Advent 1</u></p>                                   | <p><u>Baptism</u><br/>Deepen children's understanding of the concept of belonging through exploring the celebration of Baptism.</p>   | <p><u>Easter – symbols</u><br/>Give children an understanding that symbols are pictures or objects with a deeper meaning and a story to tell.</p>   | <p><u>Multi-Cultural Christianity</u><br/>Talk and think about the first Christians and the spread of Christianity and to give the children a simple introduction to understanding Christianity as a Multi-cultural and worldwide faith.</p> | <p><u>God &amp; Creation</u><br/>Give children the opportunity to develop their perceptions and understanding of God, providing opportunity for reflection on feelings of awe, wonder, delight and mystery in relation to the natural world.</p>  |
| <b>Sikhism</b> will be studied throughout the year alongside Christianity units - What do Sikhs believe?            |   |  |   |   |  |   |

*Friendship – Respect – Joy – Compassion – Forgiveness – Courage*

|                 |  |   |   |   |  |  |
|-----------------|--|---|---|---|--|--|
| <b>Year 1-2</b> | <p><u>U.C. Who made the World?</u><br/>Retell the story of creation and know it is the start of the 'big story' of the Bible. Explore what the story tells Christians about God, Creation and the world.</p>       | <p><u>Christmas – Good News and News bringers</u><br/>Look at the story of Christmas from the perspective that it was good news then and now.</p>   | <p><u>Jesus - friend to everyone</u><br/>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><u>Holy Week</u><br/>Introduce the children to the specific events of Holy Week that lead up to Easter in more detail.</p>   | <p><u>Saints and Followers</u><br/>Enable children to begin to understand the concept of being a follower of Jesus.</p>  | <p><u>The Bible</u><br/>Widen the children's understanding of the Bible, its contents, presentation and importance to Christians.<br/><br/><u>Godly Play: Books of the Bible</u></p>   |
|                 | <b>Hinduism</b> will be studied throughout the year alongside Christianity units - What is the importance of symbols in Hinduism?  |   |   |   |  |  |
| <b>Year 2</b>   | <p><u>My world, Jesus' world</u><br/>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><u>Christmas – The Journey to Bethlehem</u><br/>Emphasise the length of the journey to Bethlehem made by Mary and Joseph and the significance of those who also made the journey to visit the Christ Child.</p>                          | <p><u>The Church</u><br/>Give the children an understanding of 'Church' as a place and as a body of people.</p>   | <p><u>U.C. Why does Easter matter to Christians?</u><br/>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. Tell stories of Holy Week and Easter. Recognise that Jesus gives instructions about how to live and behave.</p> | <p><u>Ascension and Pentecost</u><br/>Begin to develop the children's knowledge and understanding of these two very significant events. Give children an opportunity to begin to explore the concept of God as three in one.<br/><br/><u>Godly Play: Ascension</u></p> | <p><u>U.C. What do Christians believe God is like?</u><br/>Identify what a parable is and tell the story of the Lost Son from the Bible.<br/>Think about how Christians put their beliefs into practice in worship.</p>  |
|                 | <b>Buddhism</b> will be studied throughout the year alongside Christianity units - What is Buddhism?   |   |   |   |  |  |
| <b>Year 3</b>   | <p><u>Harvest</u><br/>Unpack the meaning and purpose of the Harvest Festival celebrations.</p>   | <p><u>U.C. What kind of world did Jesus want?</u><br/>Make links between the calling of the first disciples and how Christians try to follow Jesus. Make simple links between Bible texts and the concept of 'Gospel' (good news).</p>      | <p><u>Rules for living</u><br/>Give pupils an opportunity to consider the concept and purpose of rules. To examine Christian rules for living and reflect upon their own lifestyle and the influences upon it.</p>                      | <p><u>Easter – Joy, Sadness, Joy</u><br/>Explore the Easter Story by focusing upon the feelings evoked by the different events throughout Holy Week.</p>  | <p><u>Expressing Christian faith through Art</u><br/>Talk and think about the first Christians and the spread of Christianity and to give the children a simple introduction to understanding Christianity as a Multi-cultural and worldwide faith.</p>                | <p><u>UC - What is the trinity?</u><br/>Christians believe that God is Trinity: God as three in one. This links to the concept of Incarnation, God coming to earth in Jesus, and the concept of Gospel — the good news of God's rescue plan for humanity.<br/><br/><u>Godly Play: Holy Baptism</u></p> |
|                 | <b>Sikhism</b> will be studied throughout the year alongside Christianity units - What does it mean to be a Sikh?  |   |   |   |  |  |
| <b>Year 3-4</b> | <p><u>The Old Testament – Called by God</u><br/>Give children an opportunity to consider what it means to be called by God and the responses people have made to that call.<br/><br/><u>Godly Play: Exodus</u></p> | <p><u>U.C. What is it like to follow God?</u><br/>Make clear links between the story of Noah and the idea of covenant. Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</p> | <p><u>UC 2A.1 What do Christians learn from the creation story?</u><br/>For many Christians, this story may be about the beginning of the world, but it is also about the start of the relationship between God and God's creation.</p> | <p><u>Easter - Betrayal and Trust</u><br/>Give children the opportunity to reflect upon the importance of power and the effect of betrayal, trust and forgiveness. Deepen pupil's understanding of the concept of salvation.</p>                          | <p><u>Why do Christians sing in worship?</u><br/>Introduce pupils to and give them experience of the wide variety of Christian music. Explore the belief that music and singing are an expression of worship.</p>  | <p><u>Jesus the Son of God</u><br/>Deepen the children's understanding of Jesus, who he was, his teaching and behaviour.</p>   |
|                 | <b>Buddhism</b> will be studied throughout the year alongside Christianity units - What does it mean to be a Buddhist?   |   |   |   |  |  |

*Friendship – Respect – Joy – Compassion – Forgiveness – Courage*

|                 |   |   |   |  |  |   |
|-----------------|---|---|---|--|--|---|
| <b>Year 4</b>   | <u><b>God, David and The Psalms</b></u><br>Explore the Story of David and his strengths and qualities. To read the Psalms and use them to discover more about the nature of God   | <u><b>Christmas – Light</b></u><br>Explore the Christian concept of Jesus the 'Light of the World' and the multi-faceted metaphor of bringing light into people's lives.<br><br><u>Godly Play: Advent - Four Candles</u>  | <u><b>The Church</b></u><br>Give the children an understanding of the Church in its widest sense. To see the similarities and differences between denominations and to develop further their concept of symbolism.  | <u><b>UC – Why do Christians call the day Jesus died 'Good Friday'?</b></u><br>The idea of salvation and the events of Holy Week are at the centre of Christian belief. The death and resurrection of Jesus are where the relationship between humans and God begins to be restored. | <u><b>Prayer</b></u><br>Ensure that the children know that prayer is a way of communicating with God and that we/Christians believe that God listens and responds.   | <u><b>Jesus the Man who changed lives</b></u><br>Enable children to gain insight into the impact Jesus had/has on people's lives.   |
|                 | <b>Islam</b> will be studied throughout the year alongside Christianity units - How do Muslims uphold their faith?  |   |   |  |  |   |
| <b>Year 5</b>   | <u><b>The Bible</b></u><br>Deepen children's understanding of the importance and impact of the contents of the Bible.   | <u><b>U.C. How can following God bring freedom and justice?</b></u><br>Explain connections of Moses and the concepts of freedom and salvation.<br>Make connections between Bible texts studied and what Christians believe about being the People of God and their actions. | <u><b>Exploring the lives of significant women in the Old Testament</b></u><br>Widen the children's understanding of the role and significance of women in the Bible and God's big story.<br>Considering what we can learn from their stories.<br><br><u>Godly Play: Ruth</u> | <u><b>Easter – Victory</b></u><br>Explore the Easter Story as the story of Christ's triumph and victory over death.  | <u><b>U.C. Creation or science: conflicting or complimentary?</b></u><br>Suggest what Genesis 1 might mean, and compare with ways in which Christians interpret it.<br>Show understanding of why many Christians find science and faith go together. | <u><b>Loss, death and Christian hope.</b></u><br>Give children an opportunity to ask questions, and discuss feelings about loss, death and heaven.  |
|                 | <b>Humanism</b> will be studied throughout the year alongside Christianity units - What does it mean to be a Humanist?  |   |   |  |  |   |
| <b>Year 5-6</b> | <u><b>People of Faith</b></u><br>Explore what it means for a person to have faith and how having faith affects people's lives, values and decisions.  | <u><b>Christmas around the world</b></u><br>Develop children's perceptions of Christmas beyond their experiences in Britain. Increase their understanding of Christianity as a world faith.   | <u><b>Why is Lent a special season?</b></u><br>Explore a season in the church calendar that often goes unnoticed or is simply thought of as the time to 'give up' things. Look at how the church and Christian people mark Lent across denominations.                         | <u><b>Ideas about God</b></u><br>Further the children's understanding of the nature of God, His characteristics and His relationship with people.<br><br><u>Godly Play: The Ark and the Temple</u>   | <u><b>Daniel</b></u><br>Enable the children to realise that there is more to discover about Daniel than just his escape from the lion's den!   | <u><b>U.C. What did Jesus do to save human beings?</b></u><br>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. |
|                 | <b>Hinduism</b> will be studied throughout the year alongside Christianity units - What does it mean to be a Hindu?   |   |   |  |  |   |
| <b>Year 6</b>   | <u><b>Life as a journey</b></u><br>Give children an opportunity to ponder on the thought that life is a journey and what it means to make that journey as a Christian. To understand the concept of undertaking a religious pilgrimage. | <u><b>U.C. Was Jesus the Messiah?</b></u><br>Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms.   | <u><b>Christian celebrations of the Eucharist</b></u><br>Enable pupils to develop a greater understanding of the Eucharist and the deeper meaning of the symbolism and reasons for the celebration.<br><br><u>Godly Play: The Faces of Easter</u>                             | <u><b>Easter – Who was Jesus?</b></u><br>Allow children the opportunity to stand back and consider 'Who was/is Jesus?' from their own point of view and view of others in the past and now.  | <u><b>Ascension and Pentecost</b></u><br>To delve deeper into the meaning and impact of these festivals.   | <u><b>Why is the Exodus such a significant event?</b></u><br>Explore the Exodus story re-enacting a Passover meal. Allow children to discuss the meaning of freedom.  |
|                 | <b>Judaism</b> will be studied throughout the year alongside Christianity units - What does it mean to be a Jew?  |   |   |  |  |   |

## Planning

Using the Curriculum provided by the Blackburn Diocese of Education, Questful RE and supported by the Understanding Christianity resource our teaching staff plan well-structured and engaging lessons. The guidance given within the syllabus leads to a study of up to 80% Christianity and 20% non-Christian faiths (pupils will study aspects of the practices and beliefs of the other five major world faiths: Buddhism, Hinduism, Islam, Judaism and Sikhism as well as worldviews of Humanists.) Questful RE is designed to take children on a journey of discovery and encourage them to be curious.

### **Early Years**

The Early Years RE units are designed to encourage an atmosphere of community where everyone, child and adult are learning together. 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.

The EYFS unit sheet gives teachers an aim and therefore a clear direction for the topic along with key questions and key vocabulary. The RE content to be covered with suggestions for teacher-initiated activities and additional classroom provision, mirrors the pedagogy of the rest of the syllabus units. This makes the EYFS RE units a sure foundation for the whole school and sets the ethos of 'questfulness'. The EYFS RE 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. This also prepares the children for the RE they will encounter in Key Stages 1 and 2.

Each unit begins with the exploration of a collection of objects in a box, a Chatterbox which can be revisited as you journey through the unit.

### **KS1 and KS2**

Each unit sets out clearly the knowledge and skills that the children are expected to acquire through a tiered progression model, as well as exploring specific key vocabulary. In addition to the weekly RE lesson, activities are complemented by a variety of visits to places of worship and visitors. The children are also given the opportunity to explore their spirituality through daily worship and have free access to the reflection areas in classrooms and around the school.

### Unit 4.5: The Church

#### Are all Churches the same?

**Christian Concepts**  
God - Creation - Fall - People of God - Incarnation - GOSPEL - Salvation - KINGDOM OF GOD  
in this unit pupils will deepen their understanding of how the church lives out the GOSPEL and contributes to the building of the KINGDOM OF GOD.

**The aim of this unit is to:**

- give children an understanding of the Christian church in its widest sense.
- ensure pupils know that Christianity is a multi-cultural worldwide faith.
- enable pupils to see the similarities and differences between Christian denominations and to develop further their understanding of symbolism.
- further develop children's knowledge and understanding of sacred places of worship across world faiths.

| Christian Values  | Key Skills   |
|---|--|
| Faith, Respect, Reverence, Service  | Reflect, Investigate, Apply, Enquire   |
| Key Questions   | Key Experiences  |
| <ul style="list-style-type: none"> <li>What does 'church' mean?</li> <li>Are all churches the same? Why? Why not?</li> <li>What does it mean to belong to a church?</li> <li>What have you learned about the church that you didn't know before?</li> <li>Where do people of World faiths worship? Are they all the same?</li> <li>Are there any similarities between places of worship? What are the key differences?</li> </ul> | <p>Visiting the Parish Church and at least one church of a different denomination followed by a discussion of the similarities and differences.</p> <p>Visiting a Mosque/Synagogue/Temple/Gurdwara</p> |
| Key Vocabulary  | Link to World Faiths   |
| church, chapel, cathedral, sacrament, vicar, curate, priest, minister, worship, holy, sacred, Mosque, Minaret tower, Temple, Synagogue, Ark, Gurdwara, and Langar.  | <p>Are all places of worship the same?</p> <p>Do people worship God in the same way?</p> <p>Islam Judaism Hinduism Sikhism</p>   |

- Expectations and Outcomes**
- To Begin With**
- Text Impact Connection**
- Dive Deeper**
- Link to World Faiths**
- Resources for Teachers**

The children record work in individual RE books (EYFS observations through Tapestry). Throughout their learning, the children are given opportunities to explore the ‘big ideas’ of Christianity through 8 core concepts. These 8 core concepts make up God’s Big Story which is displayed in each class and referred to in each lesson. Pupils are regularly reminded of where a particular text occurs in the Big Story to build up a coherent understanding of the core concepts and the relationship between them.

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 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.



### **Godly Play**

At St Cleopas Academy we are blessed to have a full collection of Godly Play resources. We use Godly Play to engage and develop children’s spirituality. Godly Play begins with children’s innate sense of the presence of God and offers Christian language as a support for their ongoing spiritual formation. We have a trained practitioner who delivers sessions to every class across the school throughout the year (see RE Syllabus Overview).

Godly Play and its underlying principles offer a different way of being with children that can help nurture their spirituality in all aspects of school life. Godly Play values process rather than product, multi-modality learning, open questions and space for discovery, meaning-making and self-directed activity. It teaches a process that aims to promote an inner working model for life-long Christian learning.

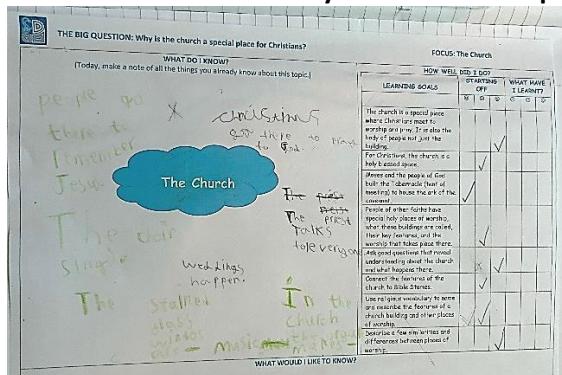


## **Prior Learning and Assessment in Religious Education**

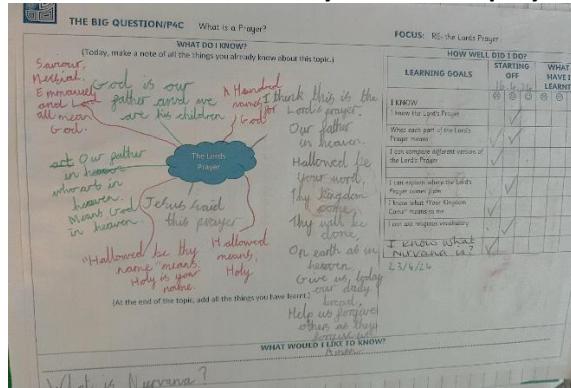
## Prior Learning

It is usual for any person embarking upon a journey to have a map. Across all of our curriculum units at St Cleopas, children use a concept map to record their learning and discoveries as they journey through. This question and concept map is a key tool for assessment, linking lesson content, questions and outcomes within units. They provide strong evidence of knowledge and understanding of prior knowledge, allowing children to reflect on previously taught content and make connections and comparisons. It also serves as a post-assessment task, clearly showing the progress in knowledge and skills gained across a taught unit.

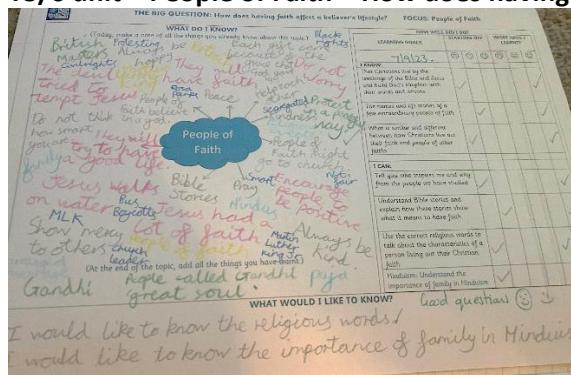
## **Y2 unit – The Church – Why is the Church a special place for Christians?**



## **Y3/4 unit – The Lord’s Prayer – What is prayer?**

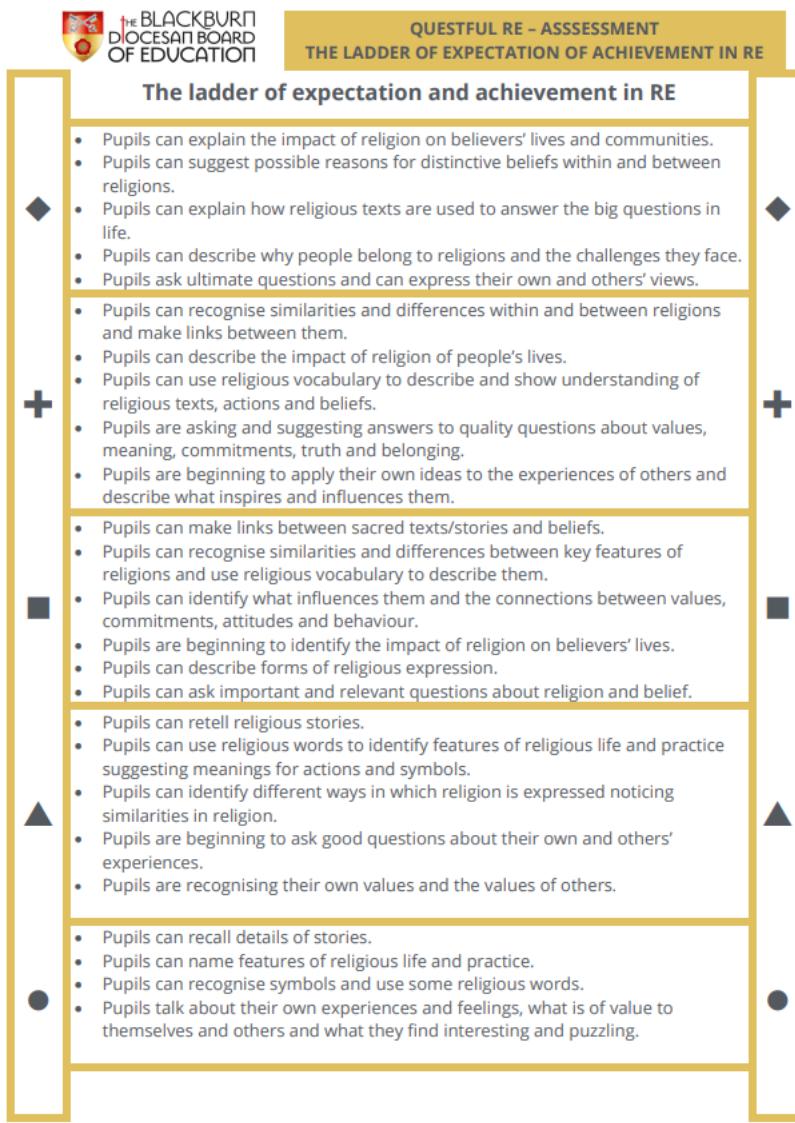


Y5/6 unit – People of Faith – How does having faith affect a believer's lifestyle?



## Assessment

Teachers assess learning in Religious Education at the end of each unit against the Blackburn Diocese ladder of expectation. This is intended primarily to contribute to planning excellent tasks at the right level appropriate for the pupils' experience, knowledge and ability. If the right tasks are set then the outcomes will be achieved. However, the ladder can be used to make judgments about the level of individual pupils' achievement. There are no specific assessment tasks as every task, potentially, can be assessed and contribute to the expected achievements.



At the end of Key Stage 1 pupils are expected to be achieving at rung 2 of the ladder.

At the end of Key Stage 2 pupils are expected to be achieving at rung 4 of the ladder.

The intended impact of the RE Curriculum is that the majority of children in each year group are working at or above the expected level for their age. We monitor the impact of our curriculum through deep dives, pupil voice exercises, work scrutiny and teaching and learning observations.

The purpose of recording tasks and reflections is to monitor standards and achievements and to ensure that all children are experiencing creative and challenging RE. It is a working document that can be shown to staff, governors, parents and inspectors. The activities are a celebration of success and the distinctive quality of RE at St Cleopas.

The Blackburn Diocese Questful RE documentation also provides school staff with end of Key Stage 1 and Key Stage 2 expectations. This supports staff in making accurate judgements to input data into our central tracking system (Arbour). This data can then help to analyse children's progress and achievement against national curriculum standards.

|   |  |
|---|--|
| <p><b>By the end of Key Stage 1 children are expected to:</b></p> <ul style="list-style-type: none"> <li>• know that Christians believe that God is the creator of the world and everything in it.</li> <li>• know that Christians believe that God is three in one, Father, Son and Holy Spirit.</li> <li>• be able to retell both the nativity and Easter stories.</li> <li>• use religious words to talk about the celebrations of Christmas, Easter and Pentecost.</li> <li>• know that Christians believe Jesus is the Son of God who died on the cross and rose again.</li> <li>• know that Jesus had 12 special friends called disciples.</li> <li>• know that the Bible is the Christian holy book and it contains God's big story, the salvation plan.</li> <li>• be able to retell stories of Jesus' miracles.</li> <li>• have visited a church and confidently talk about their experience and what they have learnt.</li> <li>• have had opportunity to ask reflective questions that wonder about religious practice, values and beliefs.</li> <li>• be able to give examples of how people of faith put their beliefs into action.</li> <li>• know the names and significance of holy books from at least three world faiths.</li> <li>• be developing a sense of their own values and the values of others.</li> <li>• be able to identify and talk about the places of worship of at least three world faiths.</li> </ul> | <p><b>By the end of Key Stage 2 children are expected to:</b></p> <ul style="list-style-type: none"> <li>• know that Christians believe that God is three in one, Father, Son and Holy Spirit – the Trinity.</li> <li>• know that Christians believe that in the beginning God created everything and it was good. People spoilt the environment and their relationship with God. This is known as the Fall.</li> <li>• know that Christians believe that Jesus is the Messiah, the Saviour who came to rescue all people and restore their relationship with God.</li> <li>• know that Christians believe Jesus is the Son of God who died on the cross, rose again and is alive with us today.</li> <li>• know that Christians believe that Jesus will come again and Earth and Heaven will be transformed to be as God intended (the Kingdom of God).</li> <li>• know that Christians try to put the teaching of Jesus, the good news, into practice in their everyday lives and build God's Kingdom on earth as best they can.</li> <li>• know that Pentecost was the start of the church.</li> <li>• know that Christians believe that the Holy Spirit is at work in their lives today.</li> <li>• know that Christianity is a worldwide multi-cultural faith.</li> <li>• know that prayer is an important part of the life of a believer and explain why.</li> <li>• know the names and stories of at least 3 people in the past and present times who have been called by God to do his work and speak his word.</li> <li>• describe the impact that responding to God's call has on a believer's life.</li> <li>• use developing religious vocabulary to talk about the impact religion has on believers' lives.</li> <li>• be able to make comparisons and identify the similarities and differences between the rules for living in at least three world faiths.</li> <li>• ask important questions about religion and belief that improves their learning.</li> <li>• experience a visit to a place of worship other than a church building.</li> <li>• talk knowledgeably about places of worship, the names and features of buildings and the worship that takes place there.</li> <li>• retell in detail the stories of Christmas and Easter describing core Christian beliefs and concepts.</li> <li>• connect Christian practices, values and beliefs to events and teaching in the Bible.</li> <li>• be able to describe and show understanding of the links between the teachings in Holy Books and the behaviour of the believers.</li> <li>• be able to express and explain their own opinions on issues they have discussed.</li> <li>• use an increasingly wide religious vocabulary to talk about the meaning of rites of passage and pilgrimage experienced by believers as they journey through life.</li> <li>• describe what they think motivates people of faith and explain what inspires and influences them personally.</li> <li>• ask and suggest answers to questions that show their understanding of distinctive beliefs about God across three world religions.</li> <li>• know and be able to talk about the links between Christianity and Judaism.</li> <li>• describe the similarities and differences within and between Christian denominations with particular reference to the Eucharist.</li> </ul> |
|---|--|



## **Early Years Learning, Development and Assessment**

The content of the EYFS units in this syllabus contribute to the attainment of the following early learning goals:

### **Communication and Language**

#### ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- make comments about what they have heard and ask questions to clarify their understanding.
- hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

#### ELG: Speaking

Children at the expected level of development will:

- participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- express their ideas and feelings about their experiences using full sentences.

#### **Opportunities for developing children's communication and language in RE**

- Listening to Bible Stories
- Bible stories in the book corner
- Making visits
- Welcoming and interviewing visitors
- Role play
- Asking and answering questions
- Discussion about special events, people places and food etc
- Talking about their experiences and things that puzzle them
- Learning and using new vocabulary associated with religious behaviour, artefacts and stories



## **Personal Social and Emotional Development**

#### ELG: Self-Regulation

Children at the expected level of development will:

- show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

#### ELG: Building Relationships

Children at the expected level of development will:

- work and play cooperatively and take turns with others.
- form positive attachments to adults and friendships with peers.
- show sensitivity to their own and to others' needs.

#### **Opportunities for personal, social and emotional development in RE**

- Talk about family events e.g. baptisms, weddings etc.
- Talk about their feelings and experiences including times of joy, anger, sadness, disappointment and laughter.
- Talk about friendships and relationships including respect, trust, care and concern
- Talk and listen in Circle time
- Use of Persona Dolls
- Role Play
- Talk about behaviour in a variety of scenarios
- Sharing times of celebration
- Discuss prayer and the concept of having a relationship with God
- Enjoying times of calm

## **Literacy**

### ELG: Comprehension

Children at the expected level of development will:

- demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

### ELG: Writing

Children at the expected level of development will:

- write simple phrases and sentences that can be read by others.

| Opportunities for developing children's literacy in RE   |
|--|
| Reading Bible story books  |
| Retelling Bible stories  |
| Sequencing pictures  |
| Writing opportunities e.g. prayers, stories, children's own experiences, cards, letters, labels and invitations. |

## **Understanding the world**

### ELG: Past and Present

Children at the expected level of development will:

- talk about the lives of the people around them and their roles in society.
- know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- understand the past through settings, characters and events encountered in books read in class and storytelling.

### ELG: People, Culture and Communities

Children at the expected level of development will:

- describe their immediate environment using knowledge from observation, discussion, and stories.
- 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.
- explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.

| Opportunities for developing children's understanding of the world in RE       |
|--|
| Visiting places of worship   |
| Celebrations and festivals including family events                             |
| Making a collage with natural objects  |
| Handling artefacts   |
| Looking at the similarities and differences between our world and Jesus' world |
| Meeting people of faith  |
| Making and tasting festival food   |

## **Expressive Arts and Design**

### ELG: Creating with Materials

Children at the expected level of development will:

- share their creations, explaining the process they have used.
- make use of props and materials when role playing characters in narratives and stories.

### ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- invent, adapt and recount narratives and stories with peers and their teacher.

| Opportunities for developing children's art and design skills in RE |
|---|
| Listening to a variety of religious music                           |
| Dancing   |
| Singing   |
| Role play   |
| Creating pictures   |
| Looking at Christian artwork  |

## Key skills progression

| Skill                      | Key Stage 1  | Lower Key Stage 2  | Upper Key Stage 2   |
|----------------------------|--|--|---|
| <b>Investigate/Enquire</b> | 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.  |
| <b>Express</b>             | 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.  |
| <b>Interpret</b>           | 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.   |
| <b>Reflect</b>             | 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.  |
| <b>Empathise</b>           | 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 on people's lives.   |
| <b>Apply</b>               | 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.   |
| <b>Analyse</b>             | 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.   |
| <b>Synthesise</b>          | 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.   |
| <b>Evaluate</b>            | 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. |

## Examples of standards in Religious Education

### Nursery



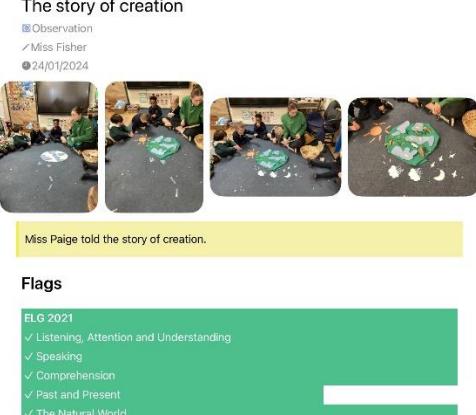
**The story of creation**

Observation  
✓ Miss Fisher  
24/01/2024

Miss Paige told the story of creation.

**Flags**

ELG 2021  
✓ Listening, Attention and Understanding  
✓ Speaking  
✓ Comprehension  
✓ Past and Present  
✓ The Natural World



**The story of creation**

Observation  
✓ Miss Fisher  
24/01/2024

Miss Paige told the story of creation.

**Flags**

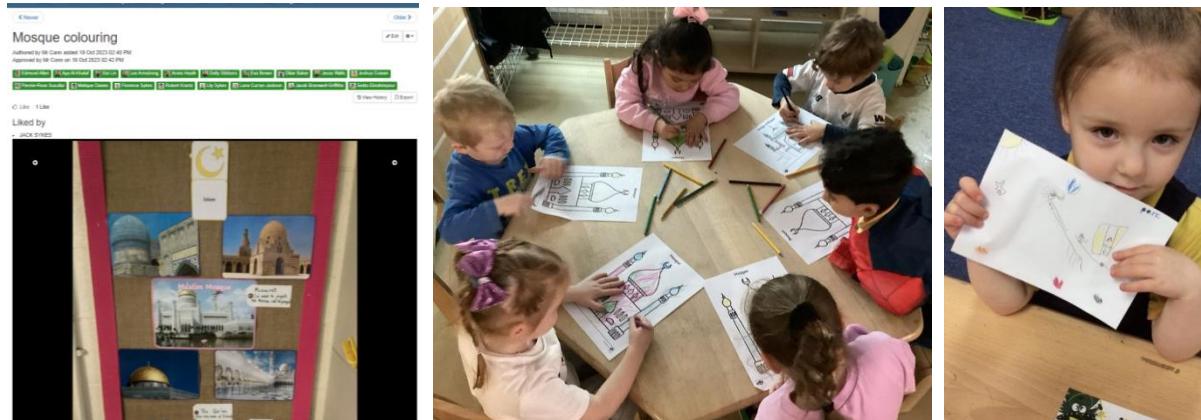
ELG 2021  
✓ Listening, Attention and Understanding  
✓ Speaking  
✓ Comprehension  
✓ Past and Present  
✓ The Natural World

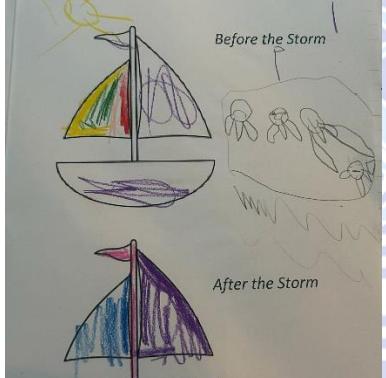
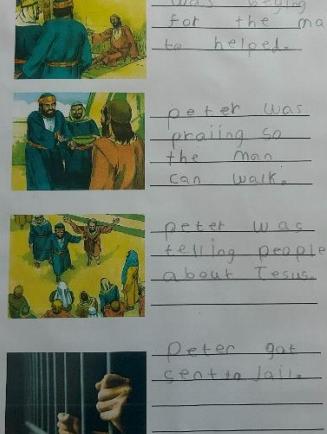
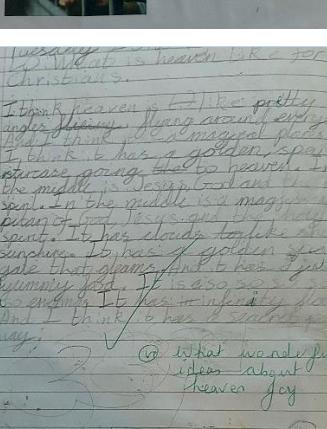


**Flags**

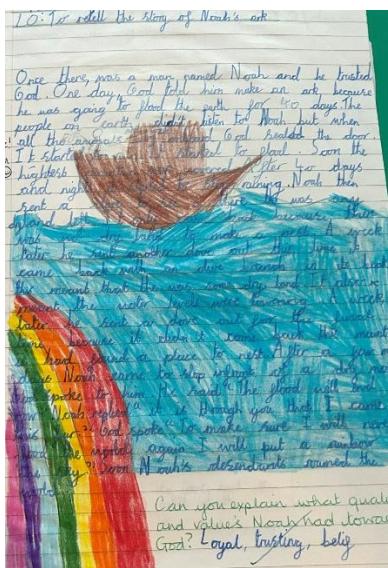
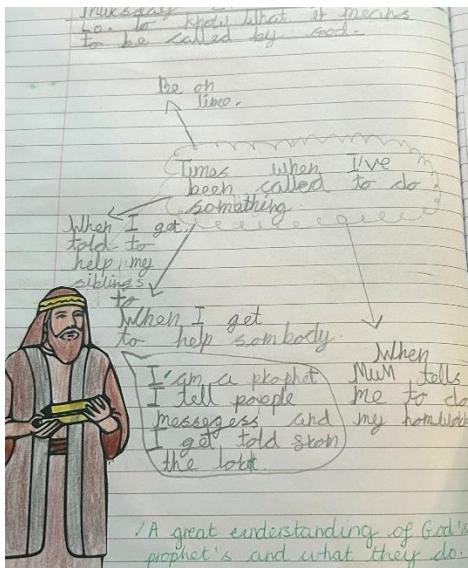
ELG 2021  
✓ Listening, Attention and Understanding  
✓ Speaking  
✓ Comprehension  
✓ Past and Present  
✓ The Natural World

## Reception

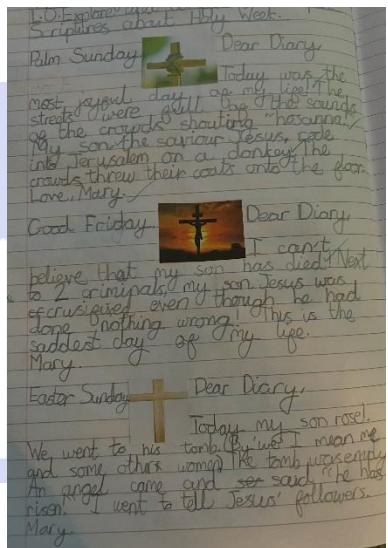
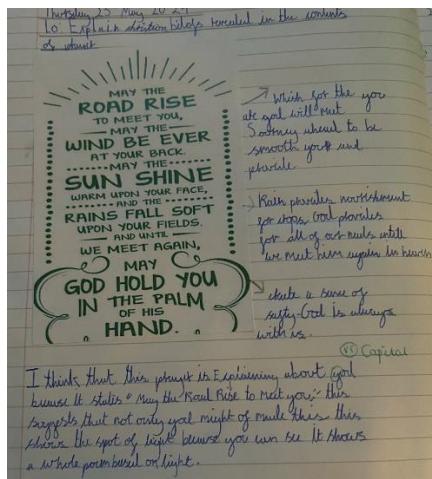


| YEAR 1 | <p align="center"><b>Expected</b></p>   | <p align="center"><b>Greater Depth</b></p> <p>25<sup>th</sup> April 2020<br/>LO: Recall stories about Jesus' disciples</p>  <p>Thomas the man was begin for the man to helped.</p> <p>Peter was prailing so the man can walk.</p> <p>Peter was telling people about Jesus.</p> <p>Peter got sent to jail.</p> <p align="right">Jesus what is heaven like for Christians.</p> <p>I think heaven is like pretty under Jesus flying around everywhere that think it's a magical place. I think it has golden sparkles around the heaven in the middle. Jesus is there and I seen. In the middle is a magnificence pillar of God Jesus and it has golden sparkles. It has clouds look like a sunshines. It has a golden sparkle that glows and it has golden sparkle everywhere. It is a golden sparkle. It has a golden sparkle. And I think it has golden sparkle.</p> <p align="right">② What wonderful ideas about heaven joy</p>  |
|--------|---|---|
| YEAR 2 | <p align="center">Wednesday 15<sup>th</sup> November 2023</p> <p>LO: Learn about Diwali</p> <p>They set of fireworks to celebrate Diwali.</p> <p>People used lights to guide Rama and Sita home.</p> <p>Ravana is a golden kept.</p> <p>Ravana has 10 heads and has 5000 heads animals.</p> |   |

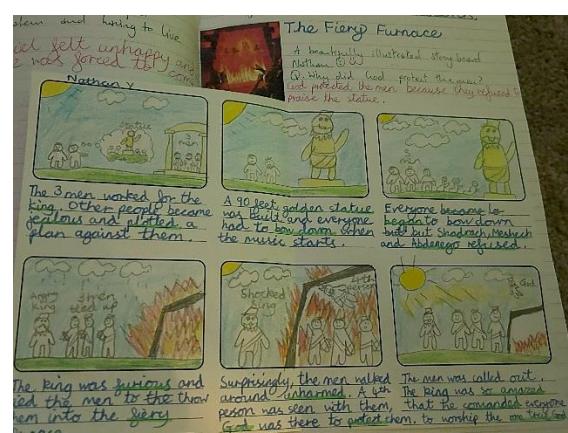
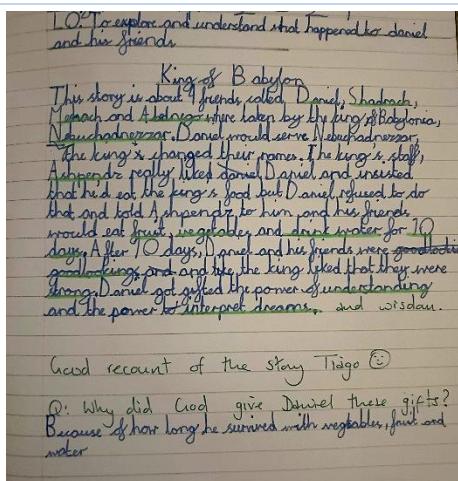
YEAR 3

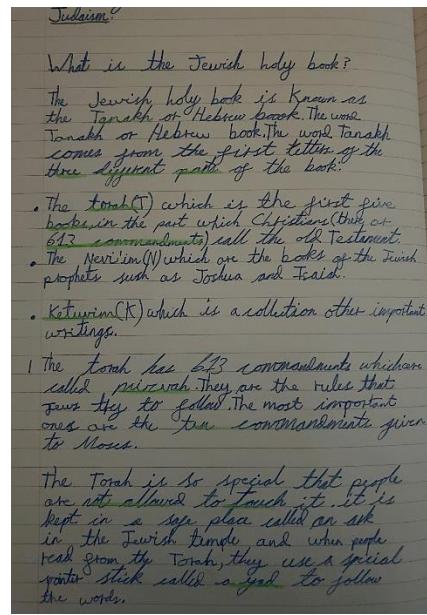
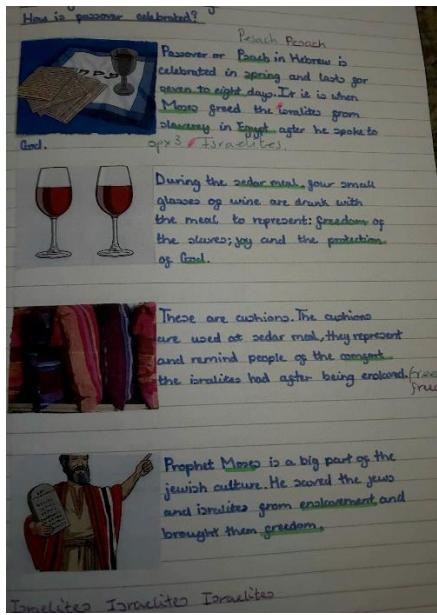


YEAR 4



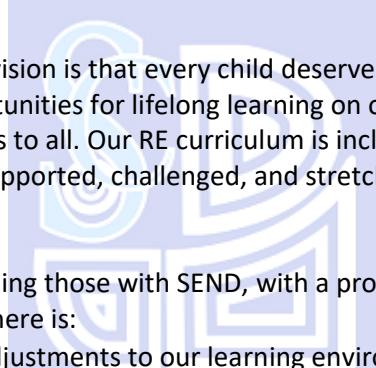
YEAR 5





## SEND

At St Cleopas Primary School our vision is that every child deserves to be cherished in a community that nurtures and develops opportunities for lifelong learning on our journey walking alongside Jesus, opening our eyes and hearts to all. Our RE curriculum is inclusive for all learners, and we work tirelessly to ensure children are supported, challenged, and stretched at a level that will ensure progress for all children.



We provide all our children, including those with SEND, with a progressive, well-sequenced and purposeful curriculum, ensuring there is:

- Adaptive teaching, reasonable adjustments to our learning environment, group and individual interventions and support as part of our curriculum implementation for our children with SEND.
- Children have the knowledge, skills and concepts needed to be successful in their future careers.
- All children, particularly the most disadvantaged and those with SEND gain the knowledge and cultural capital they need to succeed in life.
- Quality first teaching ensures children with SEND make excellent progress.

## Greater depth learners

At St Cleopas, we aim to develop all pupils so that they achieve and succeed. Our RE curriculum is inclusive for all learners, and we work tirelessly to ensure children are supported, challenged, and stretched at a level that will ensure progress for all children.

We stretch our greater-depth learners in many ways including: presenting them with bigger questions to ponder and reflection on, setting injustices challenges which require creativity to be a courageous advocacy, posing theology debates, challenging learners to make connections with own and other faiths and through feedback which requires a response which goes beyond age related expectations.

## **Religious Education across the curriculum**

Learners should be given opportunities to build on skills they have started to acquire and develop. Learners should continue to acquire, develop, practise, apply and refine these skills through group and individual tasks in a variety of contexts across the curriculum. Progress can be seen in terms of the refinement of these skills and by their application to tasks.

- Religious education contributes to personal and social education. Learners develop an understanding of and respect for various world religions and worldviews. Learners will also be encouraged to reflect on the values and aspirations of their own lives, the lives of others and of society.
- In religious education, learners develop thinking skills through a range of activities. Learners ask fundamental questions which are raised by human experience, the world and aspects of religion. They explore and make links between the religious beliefs, teachings and practices that they study.
- In religious education, learners use ICT: to communicate and share information; to present information in a variety of formats using word processing and graphics; to find and develop information on the internet and other sources.

## **Resources**



Liverpool Diocese <https://www.liverpool.anglican.org/>

Blackburn Diocese - Questful RE <https://questful-re.org.uk/>

Blackburn Diocese syllabus document

Understanding Christianity document

St Cleopas Church - <https://www.achurchnearyou.com/church/15199/>

The Big Frieze - <https://www.understandingchristianity.org.uk/wp-content/uploads/2020/10/The-Big-Frieze-WEB.pdf>