



# Religious Education



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# Our School Vision

**“For with God, everything is possible” Matthew 19:26**

Through our continued service to our community and rooted in our Christian Values, the opportunities we provide, inspire our children and adults at our school to learn, to grow and to flourish. We are committed to developing our children into confident individuals who make a positive difference through developing a respect for themselves, each other and the world around them. For with God, everything is possible. (Matthew 19:26)

In line with the aims of the RE National Curriculum, our Religious Education enables pupils to acquire knowledge and understanding of Christianity and other religions and worldviews, while developing respect, empathy and critical thinking. Rooted in Christian values, we inspire our school community to learn, grow and flourish, nurturing confident individuals who reflect on beliefs, values and meaning, and who contribute positively to the world around them. *For with God, everything is possible* (Matthew 19:26)

## Spirituality at Queen's Park

The spiritual development of our children is a priority across all areas of the curriculum. At Queen's Park CE/URC Primary School, we define spirituality as connecting with ourselves, others, the world and God, through whom, everything is possible (Matthew 19:26).

We explore spirituality through our Spiritual Capacities (our Spiritual C's) which are curiosity, creativity, compassion, captivation, consciousness, being courageous contributors and having opportunities to contemplate.

We understand the importance of both planned and spontaneous opportunities in all aspects of our CROWN Curriculum. This is evidenced in our class reflections book, through 'spirituality in the spotlight' and through speaking to our children.

In our Religious Education curriculum, we ensure that children value and respect all religions, practices and traditions (both religious and non-religious) and understand the impact that faith has on a believer's life. Children are given the opportunity to learn about different faiths and reflect on their own spirituality.

# Our Five Crown Principles



Challenge



Resilience



Opportunities



Wellbeing



kNnowledge

Our five Crown Principles drive our Religious Education curriculum.

## Rationale for our RE curriculum

### Challenge

Through the 'challenge' curriculum driver we want our children relish challenges that being a theologian can bring: asking perceptive questions, thinking critically, weighing evidence, sifting arguments, and developing perspective and judgement. Children are challenged to develop their own views on religion and given a range of philosophical questions that enable them to ponder and reflect on morality and the meaning of life.

### Resilience

Through the 'resilience' curriculum driver, we promote optimism and determination in Religious Education. A selection of carefully chosen theologians, philosophers and key religious figures are included within the curriculum for children to learn from and reflect on their studies and teachings. Children are encouraged to be resilient in their own spirituality and make informed choices about their own beliefs.

### Opportunities

Through 'opportunities', we raise aspirations to broaden our children's horizons – opening their eyes to the myriad careers they might pursue. A range of religious and non-religious experiences are carefully planned throughout the Religious Education curriculum so that children are given the opportunity to visit an array of places of worship and meet with people who practice major world religions. We want our pupils to have a clear understanding of the link between achieving well and having goals for the future.

### Wellbeing

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At Queen's Park, we understand that happiness is linked to personal growth, health and development. We ensure our children are happy, healthy individuals. Religious Education allows children to enrich their own spiritual, moral, social and cultural development so that they might make informed decisions about their own wellbeing. Religious Education provides a safe space to ask big questions and offers a chance to reflect and think about their own sense of self. Children are taught that all religions believe that we are made with a purpose and that we are all special and unique. With 'wellbeing' as a curriculum driver, we give children the confidence to thrive in a diverse, global society and be respectful citizens with British and Christian Values at the core.

### kKnowledge

Through the 'kKnowledge' curriculum driver, we encourage our children to be resourceful learners. It is uniquely challenging and coherent to our children. The knowledge imparted in our Religious Education curriculum is sequenced and views of major world religions and non-religious practices are taught. All our teachers teach with the aim to ensure pupils have sufficient knowledge to progress through primary school and beyond.



Being a theologian means that disciplinary, substantive knowledge and personal knowledge complement each other harmoniously. Our Religious Education curriculum is underpinned by three main strands, theology, philosophy and human/social sciences. We use the analogy of a three-legged stool, the three legs (strands) provide a stable equilibrium for these disciplines. If one leg was shorter than the other then we would fall off so we have to make sure that we get the balance right. Holding the three disciplines in balance is key.

Through disciplinary literacy, all children read like theologians: reading religious and non-religious texts along with commentaries, diaries and accounts of believer's lives. Reading is the 'beating heart' of our Religious Education curriculum.



# Intent



For with God, everything is possible (Matthew 19:26)

**Queen's Park CE/URC Primary School**  
**Religious Education Long Term Plan**

Queen's Park 'Crown Curriculum' - all our planning is based on our key principles and intent for our curriculum Challenge Resilience Opportunities Wellbeing kNowledge						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Concepts</b>	God Creation/Fall 	People of God Incarnation 	Gospel + World Religion Day 	Salvation 	Kingdom of God 	World Faiths 
<b>EYFS</b>	<b>God</b> – Why is the word 'God' so important to Christians?	<b>People of God</b> – Who are God's people?	Who brings good news?	Why is Easter a special time for Christians?	What kind of King might Jesus have been?	What is Judaism?  A range of other faiths and festivals are celebrated throughout the year.
	<b>Creation</b> – Who made our wonderful world?	<b>Incarnation</b> – Why do Christians perform Nativity plays at Christmas?	<b>World Faiths</b> – Revise Religious Festivals covered so far.			
<b>Year 1</b>	<b>Creation</b> – How can we care for our wonderful world?	<b>People of God</b> – Why did God flood the earth?	What good news did Jesus bring?	How are Baptism and salvation linked?	What did Jesus say about the Kingdom of God?	How are Judaism and Christianity linked?  Hinduism
		<b>Incarnation</b> – Why do we give and receive gifts?	Revise Judaism outcomes from EYFS.			
<b>Year 2</b>	<b>God</b> – What do some stories in the	<b>People of God</b> – Why did God need people to	How does the bible show Jesus living his life as good news?	How do symbols help Christians to find the meaning of Salvation?	What is Ascension and Pentecost?	Why is Synagogue a special place for Jewish people?

	Bible teach about God?	spread his message? <b>Incarnation –</b> Why does Christmas matter to Christians?	Revise Judaism outcomes from Y1.			Islam
<b>Year 3</b>	<b>Creation</b> Why did God create humans?	<b>People of God–</b> What is a prophet?	How did Jesus change lives?	Why do Christians call the day Jesus died Good Friday?	When Jesus left, what was the impact of Pentecost?	What is Islam?
		<b>Incarnation –</b> Is God with us today?	Revise Judaism outcomes from Y2.			Hinduism
<b>Year 4</b>	<b>God –</b> What do symbols reveal about the nature of God?	<b>People of God–</b> Why were the prophets important?	Does Jesus have power and authority?	Is sacrifice an important part of a Christian's life?	What does Pentecost mean to Christians today?	Sikhi
		<b>Incarnation –</b> Why is the symbol of light important to Christians?	Revise Islam studies from Y3.			
<b>Year 5</b>	<b>God –</b> Is God all loving and all powerful?	<b>People of God–</b> What can we learn from God's people?	What would Jesus do?	How do Christians remember the sacrifice that Jesus made?	What kind of King was Jesus?	Buddhism
		<b>Incarnation –</b> How is the birth of Jesus described in the Gospels?	Revise Islam studies from Y4.			

<b>Year 6</b>	<b>Part 1 Creation –</b> Are all creation stories the same?	<b>People of God–</b> Where the prophets essential to God's Big Story?	Who was Jesus? (Metaphors Jesus used to describe himself)	What difference does incarnation make to Christians?	As a Christian, is it always right to forgive?	How can religious communities live in peace What are the challenges? <b>Creation Part 2 -</b> Creation and Science – conflicting or complimentary?
		<b>Incarnation –</b> How do Christians prepare for Christmas?	Revise Hindu Dharma studies from Y5.1			
Islam and Hindu Dharma are taught progressively in our World Faiths units. Non-religious world views are also taught throughout our curriculum.						

Religious Education is taught in seven blocks across the year to coincide with the Understanding Christianity key concepts and the Church's Liturgical Calendar. An in depth study of one World Faith is taught in each year group with links to other religions throughout the rest of the year. Enhancement days are including throughout the year to celebrate a range of celebrations and festivals from both religious and non-religious events.

## Progression in Religious Education

Our progression documents have been created by the Religious Education Subject Leader to ensure clear progress in the key concepts that are covered through Understanding Christianity and in line with the statutory assessment outcomes from the Lancashire Agreed Syllabus.

The progression documents show key knowledge (substantive knowledge), key vocabulary and key skills (disciplinary knowledge) and assessment outcomes from EYFS – Year 6.

(Example below from People of God unit – Year 1 and 2)

	<i>Key knowledge progression</i>	<i>Key vocabulary</i>	<i>Assessment outcome</i>
<i>EYFS – Stories that Jesus heard</i>	<p><b>Old Testament Focus – People of God discussed:</b> Noah and the Ark, David and Goliath, Jonah and the Big Fish.</p> <p>I know that God sent special people to help make the world a better place.</p> <p>I know that Old testament stories teach us what God is like.</p> <p>I can recall/retell three stories from the old testament that Jesus would have heard.</p> <p>I can discuss which story is my favourite and why.</p>	<p><b>Vocabulary to be modelled in teaching time and within provision</b></p> <p>Old New Ark Promise Flood Giant People of God</p>	<p>Ask the children to talk about each story and what it teaches us about God. Which story was their favourite and why?</p>
<i>Year 1 –</i>	<p><b>Old Testament Focus – People of God discussed:</b> Noah and the Ark, David</p>	<p><b>Vocabulary on Crown Planners (to be explicitly taught)</b></p>	<p>What qualities does a person of God need to display? (Children should refer to the</p>
<i>Stories that Jesus heard</i>	<p>and Goliath, Jonah and the Big Fish. (Revisited from EYFS) Moses and Daniel in the Lion's Den.</p> <p><b>Key knowledge to be explicitly taught throughout unit of work (and revised constantly through retrieval practice)</b></p> <p>I understand that God sent special people to spread his message in the Old Testament.</p> <p>I can retell the stories of Moses and explain that God spoke to him.</p> <p>I can give an example of a Bible story that shows that God's people put their trust in him.</p>	<p>Obedience Trust Message People of God</p> <p><b>Other key vocabulary to be used in this unit of work</b></p> <p>Old New</p>	<p>five people of God taught so far.)</p>

# Oracy at Queen's Park

Oracy is a fundamental pillar of our curriculum and underpins all learning. We recognise that strong communication and language skills are essential foundations for pupils' success across the curriculum and in later life. From the earliest years, children are taught to listen attentively, speak clearly, and express their ideas with confidence, using a rich and ambitious vocabulary.

Our curriculum places a strong emphasis on developing oracy through structured talk, discussion, and purposeful opportunities to articulate thinking. By embedding high-quality talk across all subjects, we enable pupils to deepen understanding, build knowledge, and make connections in their learning. Strong foundations in oracy support pupils' reading and writing development, enhance engagement, and ensure all children, including those who may experience language barriers, can access the full curriculum.

## Vocabulary

### Vocabulary is V.I.T.A.L in Religious Education

#### Valued

We value vocabulary in Religious Education and in everything we do.

#### Identified

Key vocabulary is identified by the Religious Education subject leader and is explicitly planned for.

#### Taught

Vocabulary is explicitly taught in every lesson. Our Crown Planners are used as a teaching tool for key vocabulary and the Religious Education medium term plans include additional vocabulary to be taught.

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## Applied

Once vocabulary is taught, it is applied. Children apply their vocabulary in their speaking and listening, writing and assessment outcomes in Religious Education.

## Learned

Vocabulary is revisited and relearned. Vocabulary sticks in the children's long-term memory. Lesson by lesson, year by year, children revisit and relearn key vocabulary.

# Early Years Foundation Stage

Through an '**explosion of experiences**', our youngest theologians are exposed to the foundations of their Religious Education learning. Carefully planned knowledge of different religions including religious and non-religious traditions and festivals, skills and experiences are provided for our children. High quality books, stories and rhymes are the beating heart of our Religious Education curriculum in EYFS. Key vocabulary is planned for. Staff are role models in demonstrating this vocabulary and this is further enhanced in our excellent provision. Religious Education is explicitly taught every week by the class teachers. The foundations of learning about and from Different Religions is taught in EYFS is linked to Year 1 and beyond.

## Year 1 to Year 6

Year on year, children will build upon their knowledge of Christianity and the major World Religions, skills and vocabulary. The curriculum leader and Religious Education subject leader have created a meaningful, sequential learning journey through Religious Education. Careful curriculum thinking and planning ensures that our children have the subject knowledge and components embedded in their long-term memories.



# Implementation

## Pedagogy

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## Inclusion through adaptive teaching

Both our staff and children are enthusiastic about Religious Education. Through ongoing CPD, we strive to ensure our teachers have expert knowledge of the religious and non-religious knowledge, practices and traditions that they teach. Our pedagogy is firmly based upon our curriculum intent of embedding concepts into long-term memory so that they are able to be recalled, to ensure substantive and disciplinary knowledge and skills can be applied fluently.

Our 'Queen's Park Quality First Teaching' model ensures that lessons are effectively sequenced so that new knowledge and skills build on what has been taught before and towards defined end points.

At Queen's Park, we implement an adaptive teaching approach to ensure that all learners engage in meaningful, challenging, and achievable learning experiences. Our strategy is informed by the Education Endowment Foundation (EEF) research on adaptive teaching, emphasising high expectations, scaffolded support, and responsive adjustments to meet the needs of all pupils. We ensure effective, early identification of any additional barriers to learning, inclusive of but not restricted to Special Educational Needs, Pupil Premium and EAL. Adaptive teaching is essential to our quality first teaching offer as part of our graduated response.

Our Approach: 80% Proactive, 20% Reactive

We recognise that effective adaptive teaching is most successful when it is intentionally planned in advance (proactive) while also allowing for real-time adjustments (reactive) based on pupil responses and progress. Our model ensures:

80% Proactive Adaptive Teaching: Teachers anticipate and plan for diverse learning needs by designing lessons that provide challenge while being accessible to all. This includes the following:

- o Carefully structured tasks that encourage all learners to think hard but remain achievable with time, effort, and support.
- o Scaffolded instruction, including modelling, worked examples, and guided practice.
- o Strategic use of questioning to check understanding and deepen learning.
- o Use of visuals and concrete resources to support learning.
- o Scaffolded tasks that enable all children to access the curriculum without lowering expectations.

- o Planned opportunities for retrieval throughout the curriculum and where appropriate planned opportunities for pre-teach of new learning.
- o Use of accessibility features on iPads to support learning tasks or use of ICT to provide further scaffolding.
- o Where necessary, a modified curriculum to ensure full curriculum entitlement for children who are working below the age-related expectations as identified on the SEND register.

20% Reactive Adaptive Teaching: Teachers remain responsive during lessons, adapting in the moment to ensure all learners stay engaged and make progress. This includes:

- o Making in-the-moment adjustments, such as providing additional explanations, breaking down tasks further, or offering immediate feedback.
- o Using formative assessment strategies to identify and address misconceptions as they arise.
- o Adjusting levels of support, such as peer collaboration, teacher intervention, or additional scaffolding, based on pupil responses.

Our pedagogy around adaptive teaching is based on our Crown Curriculum principles:

### **Challenge**

We ensure that all learners engage in thinking hard about their learning while accessing tasks that are achievable with time, effort, and support. We do not lower expectations or simplify content unnecessarily; instead, we provide the right scaffolds and strategies to enable all pupils to meet ambitious learning goals.

### **Resilience**

We ensure that all learners develop the ability to embrace mistakes as part of learning and take ownership of their progress. We recognize that resilience is not just a personal trait but a skill that can be developed through carefully structured learning experiences.

### **Opportunities**

Our adaptive teaching strategy is designed to provide every learner with opportunities to succeed and raise their aspirations. We believe that every child, regardless of their starting point, should have access to a rich, challenging, and supportive curriculum that enables them to achieve success now and in their futures.

### **Wellbeing**

Our adaptive teaching strategy is designed not only to support academic success but also to prioritize pupil wellbeing. We recognize that effective learning happens when children feel safe, valued, and supported and our approach ensures that every pupil can engage with challenge and make progress without feeling overwhelmed. By embedding wellbeing into our teaching practices, we create a learning environment where all children thrive and feel personal success.

### **kKnowledge**

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Our adaptive teaching strategy prioritises learning through knowledge acquisition. By tailoring instruction to meet diverse learners' needs, we facilitate deeper engagement with the curriculum

## Digital Strategy

For with God, everything is possible: Empowering Learners for a Global Future

At our school, we believe that with God, everything is possible. We create a caring and exciting learning environment where children are encouraged to be curious, confident, and to believe in themselves.

We use digital technology to help children learn, explore, and prepare for the world around them. By using technology in positive and meaningful ways, we help our children become confident learners who are ready for life in an increasingly digital world.

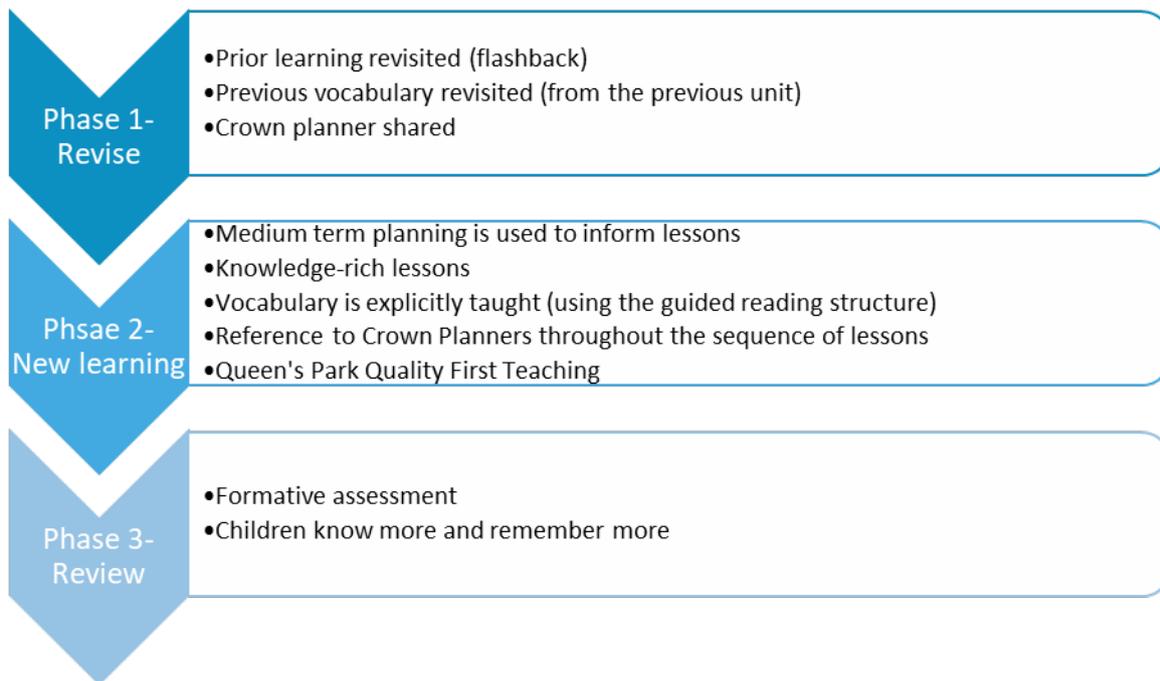
We teach our children how to use technology safely, responsibly, and kindly. This helps them grow into respectful digital citizens who understand how to make good choices online and treat others with care.

Our aim is to give every child the skills they need for the future. Technology supports our teaching, helping us to personalise learning and provide extra support where needed. It is always used to enhance learning and never replaces high-quality teaching or the important relationships between teachers and children.

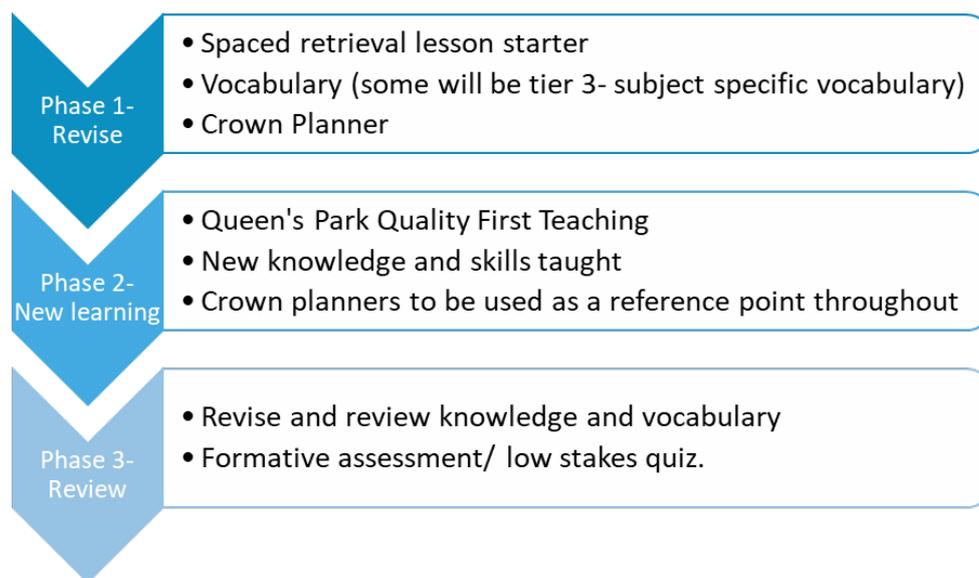
We also use technology to make learning accessible for all children, supporting different learning needs and helping every child to find their voice. By building confidence, communication skills, and independence, we prepare our children to become lifelong learners who are ready to face future challenges.

## Lesson Structure

The sequence of lessons across Religious Education follows the same structure:



Each lesson, within the sequence, follows the structure so prior knowledge is constantly revisited and transferred to long term memory.



Our Crown Planners support our children with vocabulary and key knowledge for each unit of work. They enhance children's understanding of key concepts, present information clearly and promote appropriate discussion



## Queen's Park CE/URC Primary School - Crown Planner



Year group: EYFS		Subject: Religious Education	Term: Spring 2
Starting Question: <i>Why is Easter a special time for Christians?</i>			
Key vocabulary:		Key Concept: Salvation	Duration: 4 sessions
<b>Easter</b> <i>e-ster</i>	Easter is a Christian festival that celebrates Jesus dying and being raised from the dead. 	 <p><b>Salvation:</b> Christians believe that through Jesus' death, they are saved.</p> 	I can recall the events of Holy Week.  I can tell you that Christians believe Jesus died on a cross to show God's love to the world, and that because of Jesus, everyone can be forgiven for their 'sins'.  I can tell you that Christians believe Jesus rose from the dead.  
<b>Palm Sunday</b> <i>pa-um Sa-n-day</i>	The day that Jesus rode into Jerusalem on a donkey. People loved him, waved palm leaves and called him a KING. 		
<b>The Last Supper</b> <i>the la-st su-per</i>	A special meal that Jesus shared with his friends the night before he died. (Linked to the Jewish festival - Passover) 		
<b>Garden of Gethsemane</b> <i>gar-den of geth-se-mey-n</i>	The garden that Jesus went in to pray on the night that he died. 		
<b>Cross</b> <i>cross</i>	A sign that Christians use. Jesus died on a cross on Good Friday. 		



## Queen's Park CE/URC Primary School - Crown Planner

Year group: Year 5		Subject: Religious Education	Term: Spring 2
Starting Question – How do Christians remember the sacrifice that Jesus made?			
Key vocabulary:		Key Concept: Salvation	Duration: 6 sessions
<b>remembrance</b> <i>ree-mem-br-ans</i>	An act that helps you to remember something. Jesus said, "Do this in remembrance of me." 	 <p><b>Salvation:</b> The death and resurrection of Jesus is the ultimate rescue plan. Christians believe that through Jesus' death, they are saved. Through Jesus, sin is dealt with and forgiveness offered. People can now choose to follow the way back to God.</p> 	I can explain why Christians take communion making clear links to the Last Supper.  I can explain what Jesus meant by 'This is my body' and 'This is my blood.'  I can discuss how the act of communion influences a Christians day-to-day life.  
<b>Last Supper</b> <i>la-sts-u-per</i>	The Last Supper is the final meal that, in the Gospel accounts, Jesus shared with his apostles in Jerusalem before his crucifixion. 		
<b>Communion (Eucharist service)</b> <i>co-m-oo-nee-u-n</i>	The service of Christian worship at which bread and wine are consecrated and shared in remembrance of Jesus. 		
<b>penance</b> <i>pe-n-ans</i>	A time when Christians confess their sins. 		
<b>redemption</b> <i>ree-d-e-m-p-tion</i>	The action of saving or being saved from sin, error, or evil. 		

# Impact

We understand that we may not see the true impact of our Religious Education curriculum on our children as our RE curriculum is just the beginning of a lifetime of learning.

Our well-constructed and well-taught RE curriculum leads to great outcomes. Our results are a reflection of what our children have learnt. At Queen's Park, our philosophy is that broad and balanced leads to great outcomes and meeting end points at the end of each key stage. National assessments are useful indicators of the outcomes our children achieve.

We ensure all groups of children are given the knowledge and cultural capital they need to succeed in life. We strive to ensure that our children are equipped with the skills (through a growth mindset approach) to fluently be able to retrieve key facts from their semantic memory.

The quality of our children's work, at every stage, is of a high standard. All learning is built towards an end point and at each stage of their education, we prepare our children for the next stage.

We ensure all our children read to a stage appropriate level and fluency. Reading is the beating heart of our Religious Education curriculum. Through disciplinary literacy in Religious Education lessons, the impact of reading on the children's learning is paramount.

The impact of Queen's Park Religious Education curriculum is measured through the following:

- Assessment at the end of each unit of work
- Vocabulary and knowledge are assessed at the end of each lesson and at the end of each sequence
- Pupil voice
- Progress evident in children's books and record of experiences
- Seeking views of parents where appropriate