

Blackburn Diocese RE Syllabus

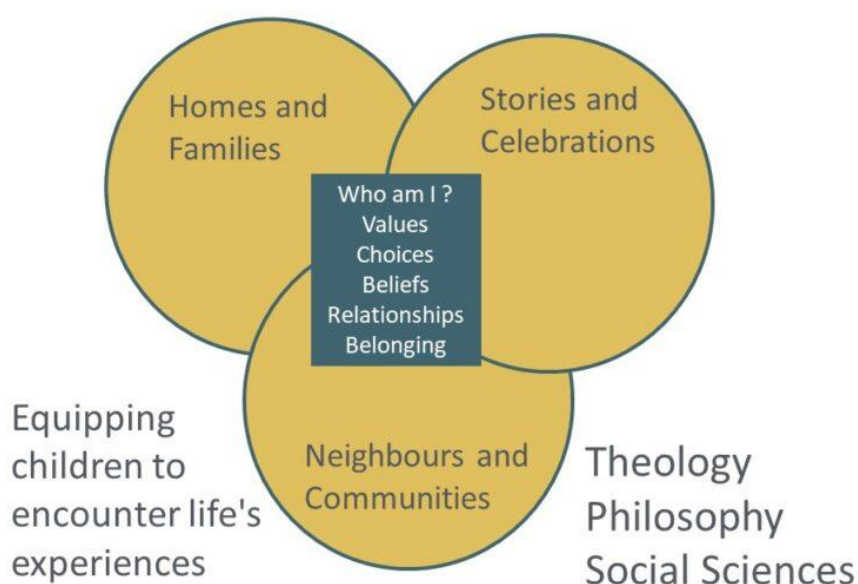
Questful RE

Information for SIAMS inspectors

Questful RE is an online syllabus and scheme of work

<https://questful-re.org.uk/>

What is Questful RE?



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

Blackburn Diocesan Board of Education believes that high quality Religious Education (RE) is the key to enabling every child to flourish. We are committed to producing quality resources that will provide teachers with the knowledge and skills they need to ensure that the children experience the very best RE curriculum.

This RE syllabus is a revision of ‘Questful RE’ the Blackburn Diocesan Board of Education RE syllabus 2017. Building on the foundation of the 2007, 2013 and 2017 syllabuses we have updated and redesigned the content, bringing it in line with current best practice and pedagogical strategies.

Rather than simply acquiring factual information quality RE leads to wisdom, knowledge and understanding. By embracing the explicit teaching of Christian concepts and God’s big salvation story, it is hoped that the content of this syllabus will give pupils a deeper understanding of Christianity. In addition, through the exploration of all major World Faiths and discussion of non-

religious worldviews pupils will gain knowledge and understanding that will equip them to encounter life's experiences in our world today and in the future.

Whoever we are, wherever we live, whether we are a person of faith or not, we all have a view on the world. Nobody stands nowhere. <https://www.reonline.org.uk/news/nobody-stands-nowhere/>

Quality RE has the potential, more than any other subject, to have the most powerful and lasting effect on the child's heart and mind.

It is a subject that combines academic rigour with the development of the character and spirit of the child. RE provides opportunities for spiritual development and personal reflection. On a quest to discover more about religion and world views pupils will discover more about themselves. As RE develops children's knowledge and understanding of the nature of religion and belief, it provokes challenging questions about meaning and purpose, truth and values, identity and belonging. Pupils will experience, explore and encounter a wide range of creative and challenging multi-sensory activities that will help them to discover the answers to fundamental questions such as these: –

- Who am I and what does it mean to be me?
- In what ways do/can I relate to others?
- How/where can I encounter God?
- How can I make a positive contribution to the world in which I live?
- What values, attitudes, beliefs and behaviour are important to me?
- What does it mean to have faith?
- Who/what influences and inspires me?

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

The curriculum content is a balance of the three essential disciplines of quality RE, **Theology, Philosophy** and **Human Social Science**. This means pupils will look at concepts through a theological lens, exploring what people of faith believe. Alongside this pupils will explore questions and answers raised in relation to the lived reality and impact of religion and world views on people's lives. They will also think like philosophers, and be equipped with the skills that will enable them to make sense of life's experiences. What does it mean to "Get Better at the Ways of Knowing in RE?" [Read this document for further explanation.](#)

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

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

Time Allocation and Choice of World Faiths and World Views to be Studied

The suggested number of hours included in the syllabus contents list below for **Voluntary Aided Church Schools equates to 70% curriculum time for the study of Christianity and 30% for the study of World Faith/Views.**

The suggested number of hours included in the syllabus contents list below for **Voluntary Controlled Church Schools and Community Schools equates to 60% curriculum time for the study of Christianity and 40% for the study of World Faiths/Views.**

When creating a long term curriculum overview, all schools will choose which of the World Faiths and non-religious World Views will be studied alongside Christianity in their school. It is important to take the context of the school into consideration when making these choices.

Plan carefully to ensure pupils experience a progressive study of Christianity and two major World Faiths at KS1 and that this study continues into KS2 with the addition of one more World Faith. Where appropriate pupils will also encounter other faiths and views but not in depth. This will mean that by the end of their time at Primary school pupils will have good knowledge and understanding of Christianity and three major World Faiths and will have encountered aspects of all major World Faiths where appropriate.

For Example

EYFS AND Key Stage 1

Progressive study of Christianity, Islam and Hinduism.

Encountering Judaism and World Views – Humanism

Key Stage 2

Progressive study of Christianity, Islam, Hinduism and Judaism

Encountering Buddhism, Sikhism and World Views – Humanism

Assessment

The ladder of expectation and achievement is intended primarily to contribute to planning excellent tasks at the right level appropriate for the pupils' experience, knowledge and ability. If the right tasks are set then the outcomes will be achieved. However, the ladder can be used to make judgements about the level of individual pupils' achievement and this [record sheet](#) in Word format , or [in PDF format](#) can be used.

Teachers can set appropriate tasks and make judgements as to whether or not pupils in their class are working at, towards or exceeding expectations of achievement. The recording sheet is designed to be used once each term at the end of a unit.

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.

In each unit there are lists of expected outcomes all of which relate to the statements in the ladder and they are marked with the symbols from the ladder. These lists are generic and it is expected that teachers will incorporate them into learning objectives.

These expectations have been converted into 'I know' and 'I can' statements that can be used by pupils to self-assess or peer assess. These charts can be filled in with a positive tick or a thoughtful cross. They can be used by individuals, in groups, as a class or by the teacher. As with the outcomes these statements relate closely to the ladder and therefore teachers can quickly see whether or not pupils are meeting or exceeding expected levels of achievement.

The syllabus units give clear suggestions in *italics* as to how the outcomes of the activities can be recorded. It is assumed that from Year 1 onwards each child will have their own RE book and each class will have a class RE 'scrapbook'. The two books work together to provide the evidence that can be assessed and monitored.

The 'scrapbook' will contain evidence such as pupils' discussions, comments and ideas, records of visits and visitors, photographs, group work, post it notes and printed work from the interactive whiteboard.

The RE Co-ordinator will need to carry out an RE book/work scrutiny across the school regularly. The RE Co-ordinator with the cooperation of the staff will create a portfolio of evidence of the RE taking place throughout the school.

Using the Questful Early Years RE Units

The Early Years RE Units are designed to encourage an atmosphere of community where everyone, child and adult are learning together. Right from the start planning involves consultation with the child so that a blend of child and adult initiated activities will take place. 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. Children will feel confident to ask questions and make choices. The results will be enthusiastic, interested, and creative children.

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**

Your **Chatterbox** can be any kind of box or tub with a lid. Make sure that your box looks special and interesting. The suggested objects for your Chatterbox have been carefully chosen to create discussion and questions that lead to activities covering the content of the unit, however, the

children may lead you in a different direction. This is exactly how it should be with the children's interest driving the topic but, **in order to ensure that the children are experiencing some RE**, there will possibly be the **need for a few teacher initiated activities**. Each EYFS unit sheet lists the objects for your Chatterbox, however this list is not exhaustive or restrictive so teachers can feel free to be creative.

At the beginning of the lesson open the Chatterbox together in small groups or as a whole class and discover what is inside. The children take turns looking at and handling the objects. The conversation and questions will generate ideas for the learning activities, make notes as you chat, and your planning has begun.

The Chatterbox can be revisited as you journey through the unit.

And/or...

Clever Cub

Clever Cub is a series of story books written by Bob Hartman. A soft toy teddy bear 'Clever Cub' arrives in your classroom with either a storybook, something he has made, objects, a Bible storybook or with his friends Fred and Lizzy. The item Clever Cub brings links with the content to be covered in the unit. Clever Cub is always happy and excited to share with the children his story, an event that has happened to him or a bag full of relevant objects. Allow the children's discussions, reactions, and questions to guide your planning as to what you include in the lesson content.

Sample Units for KS 1 and KS2 can be found by following this link.

<https://questful-re.org.uk/>