

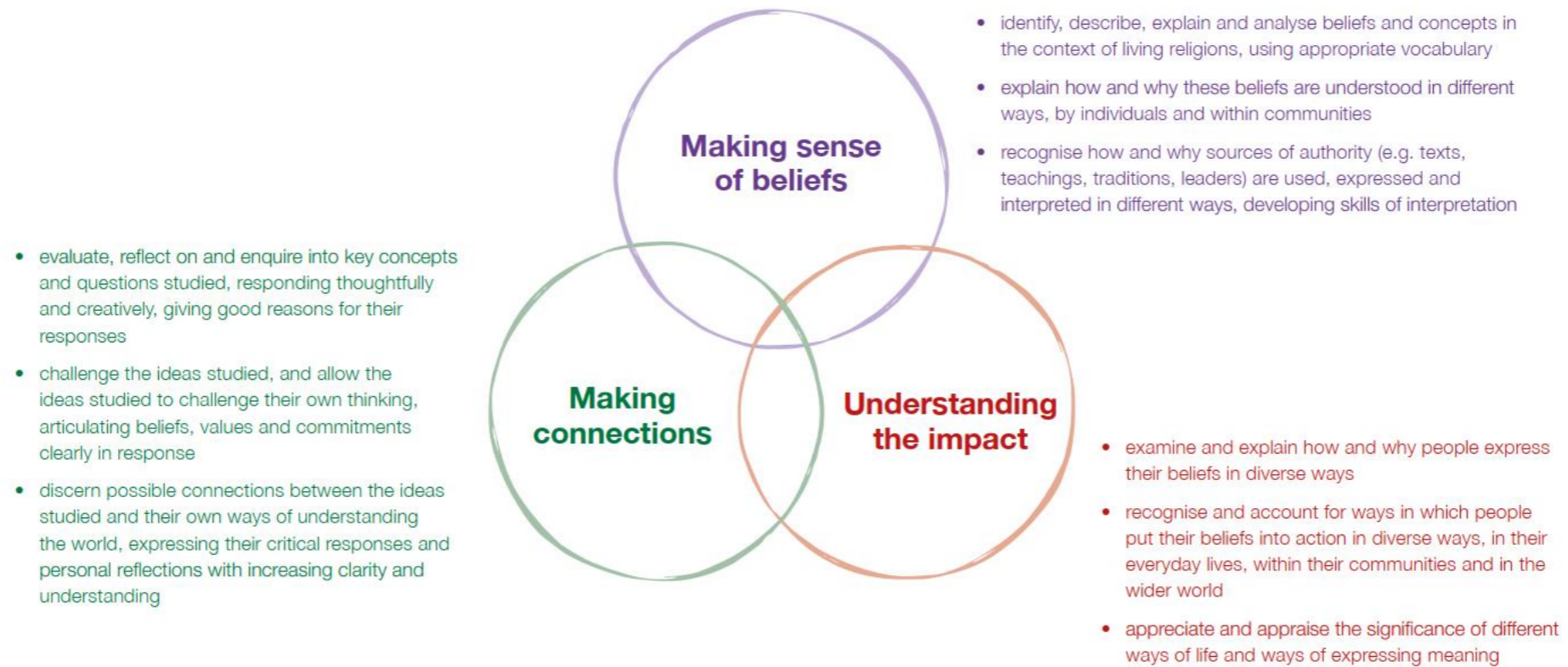
Our Approach to the Religious Education Curriculum

Discover Learn Develop



DISCOVER	LEARN	DEVELOP
INTENT: Curriculum Design, Coverage and Appropriateness (Policy, Culture, Scope)	IMPLEMENTATION: Curriculum delivery, Teaching and Assessment (Pedagogy, Components , Sequencing)	IMPACT: Attainment and Progress (Memory, Assessment, Systems)
<p>RE explores big questions about life, to find out what people believe and what difference this makes to how they live. Children will gain the knowledge, understanding and skills they need to handle questions raised by religion and belief in order to reflect on their own ideas and ways of living.</p> <p>At St Kew, we believe that it is vital in pupils’ personal development and to their understanding of the wider world, underpinning the development of both respect for and tolerance of and empathy with all groups of people, preparing pupils for life in modern Britain. We strongly believe that children should be free to make their own choices concerning religion and belief and therefore RE does not attempt to persuade but inform and develop skills to allow pupils to evaluate for themselves.</p> <p>RE should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and beliefs, gaining and deploying the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ in these.</p>	<p>Religious Education is a necessary part of a broad and balanced curriculum and is compulsory for all children in state-funded schools in England. RE is determined locally and a locally agreed syllabus is a statutory syllabus for RE adopted by the local authority. Our agreed syllabus is The Cornwall Agreed Syllabus 2020-2025.</p> <p>The Cornwall Agreed Syllabus is a spiral curriculum so that children revisit religions throughout their education to build on prior knowledge and understanding. Christianity is the main focus and is taught frequently with Judaism, Islam and Hinduism also covered throughout Key Stage 1 and 2. The curriculum Kernewek is covered in separate units in each class across the rolling programme. These units give our children the opportunity to develop and apply knowledge and understanding of the religious, spiritual and cultural character of Cornwall.</p> <p>At St Kew, we have a 2-year or 3-year rolling programme due to mixed age classes in order to cover the curriculum as outlined below. Each RE unit investigates a key question that the children then explore throughout the unit by making sense of beliefs, making connections and understanding the impact.</p> <p>In all lessons there will be opportunities for discussion and time to allow the children to reflect on their own lives. Throughout a unit there will be a balance between discussion, written accounts and creative responses such as drama, dance, art and poetry as well as between opportunities for individual and group work.</p> <p>At St Kew pupils learn about religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully. Our teaching equips pupils with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities.</p>	<p>Through Religious Education, our pupils develop a solid understanding and awareness of the beliefs, values and traditions of individuals, societies, communities, cultures and religions studied. They will be able to confidently communicate the different ways different religions are put into practise by individuals in their everyday lives, locally, nationally and globally. Our children will be able to reflect upon, make connections and evaluate the beliefs and practices studied, in order to confidently and respectfully challenge the ideas studied and be comfortable having their own ideas and thinking challenged. Our pupils will be able to ask and explore the big questions about faith, life, themselves and others, exhibiting tolerance and respect for different ideas and traditions and be able to celebrate these differences and our diverse world. Our children will be curious about the world they inhabit, be compassionate towards others and have the courage to stand up for their ideas and beliefs and those of others. They will appreciate the connections between different people, beliefs, ways of life and cultures and will understand the importance of conserving the beauty and diversity of the world in which we live.</p>

The diagram below sets out the teaching and learning approach to reflect the aim of RE.



LEARNING TO LEARN SKILLS

At St Kew, we are passionate about active learning and believe that children learn and develop best by 'doing'. Learning is a life-long experience and our 'learning to learn skills' help pupils to investigate and experience things, 'have a go', concentrate and keep on trying if they encounter difficulties, enjoy achievements, have and develop their own ideas, make links between these ideas, and develop strategies for doing things. This builds a foundation for igniting their curiosity and enthusiasm for learning. In RE, all Learning to Learn skills are used but the following skills are utilised in particular.

READINESS	RESPONSIBILITY	RELATIONSHIPS	RESILIENCE	RESOURCEFULNESS	REFLECTIVENESS
I listen to and accept the views of others	I value what other people can contribute	I can confidently give my opinion and contribute in a discussion	I notice how new learning links to other things I know.	I make connections in my learning to make a web of understanding	I am flexible in how I learn, changing my plan when I need to

Rolling Programme

St Kew ACE Academy Mixed-Year Class Rolling Programme

EYFS/ Year 1	Year A	F4 Being Special: where do we belong?	F2 INCARNATION: Why is Christmas special for Christians?	F1 Why is the word 'God' so important to Christians.	F3 SALVATION: Why is Easter special to Christians?	F5 What places are special and why?	F6 What times/stories are special and why?
EYFS/ Year 1	YEAR B	1.2 CREATION: Who Made the World? Harvest	1.10 What does it mean to belong to a faith community?	1.1 GOD: What do Christians believe God is Like?	1.7 Who is Jewish and how do they live? (PART 1)	1.7 Who is Jewish and how do they live? (PART 2)	1.9 How should we care for others and the world?
Year 2, 3, 4	YEAR A	1.6 Who is Muslim and how do they live? (PART 1)	1.3 INCARNATION: Why does Christmas matter to Christians?	1.6 Who is Muslim and how do they live? (PART 2)	1.5 SALVATION: Why does Easter matter to Christians?	1.4 GOSPEL: What is the good news Christians say Jesus brings?	1.8 CK4RE What makes some people and places in Cornwall sacred?
Year 2, 3, 4	YEAR B	L2.7 What do Hindus believe God is like?	L2a.3 INCARNATION/ GOD: What is the Trinity and why is it important for Christians? Christmas	L2a.6 KINGDOM OF GOD: When Jesus left what was the impact of Pentecost ?	L2.8 What does it mean to be a Hindu in Britain today?	L2.9 How do festivals and worship show what matters to a Muslim?	L2a.2 PEOPLE OF GOD: What is it like for someone to follow God?
Year 2, 3, 4	YEAR C	L2a.1 CREATION/FALL What do Christians learn from the Creation Story?	L2.12 How and why do people try to make the world a better place?	L2.10 How do festivals and family life show what matters to Jewish people? (FESTIVALS LIST a)	L2a.5 SALVATION: Why do Christians call the day Jesus died 'Good Friday'? Easter	L2.4 GOSPEL: What kind of world did Jesus want?	L2.11 CK4RE How and why do people in Cornwall mark significant events in community life?

Year 4,5,6	YEAR A	U2b.1: GOD: What does it mean for Christians to believe that God is Holy and Loving?	U2b.4 INCARNATION Was Jesus the Messiah?	U2b.3 PEOPLE OF GOD: How can following God bring Freedom and Justice?	U2.9 Why is the Torah important to Jewish people?	U2b.5 GOSPEL: What would Jesus do?	U2.12 How and why do religious and non-religious people try to make the world a better place?
Year 4,5,6	YEAR B	U2.8 What does it mean to be a Muslim in Britain today?	U2b.2 CREATION: Creation & Science – Conflict or Complimentary?	U2.10 What matters most to Humanists and Christians?	U2b.7: SALVATION: What difference does the resurrection make to Christians? Easter	U2.4 GOSPEL: How do Christians decide how to live? 'What would Jesus do'?	Unit U2.12 CK4RE Does faith help people in Cornwall when life gets hard?
Year 4,5,6	YEAR C	U2b.8 KINGDOM OF GOD: What kind of King is Jesus?	U2b.6 SALVATION What did Jesus do to save human beings? Christmas	U2.7 Why do Hindus want to be good?		L2.10 How do festivals and family life show what matters to Jewish people? (FESTIVALS LIST b)	U2.11 Why do some people believe in God and some people not?

Religious education key questions: an overview

	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)	KS3 (Applying/Interpreting)
Religion/belief	Christianity plus others	Christians, Jews and Muslims	Christians, Muslims, Hindus and Jews		Christians, Muslims, Buddhists, Sikhs
Christianity: <i>God</i> <i>Creation</i> <i>Fall</i> <i>People of God</i> <i>Incarnation</i> <i>Gospel</i> <i>Salvation</i> <i>Kingdom of God</i>	F1 Why is the word 'God' so important to Christians? [God] F2 Why is Christmas special for Christians? [Incarnation] F3 Why is Easter special for Christians? [Salvation]	1.1 What do Christians believe God is like? [God] 1.2 Who do Christians say made the world? [Creation] 1.3 Why does Christmas matter to Christians? [Incarnation] 1.4 What is the 'good news' Christians believe Jesus brings? [Gospel] 1.5 Why does Easter matter to Christians? [Salvation]	L2.1 What do Christians learn from the creation story? [Creation/Fall] L2.2 What is it like for someone to follow God? [People of God] L2.3 What is the 'Trinity' and why is it important for Christians? [God/Incarnation] L2.4 What kind of world did Jesus want? [Gospel] L2.5 Why do Christians call the day Jesus died 'Good Friday'? [Salvation] L2.6 For Christians, what was the impact of Pentecost? [Kingdom of God]	U2.1 What does it mean if Christians believe God is holy and loving? [God] U2.2 Creation and science: conflicting or complementary? [Creation] U2.3 Why do Christians believe Jesus was the Messiah? [Incarnation] U2.4 How do Christians decide how to live? 'What would Jesus do?' [Gospel] U2.5 What do Christians believe Jesus did to 'save' people? [Salvation] U2.6 For Christians, what kind of king is Jesus? [Kingdom of God]	3.1 What does it mean for Christians to believe in God as Trinity? [God] 3.2 Should Christians be greener than everyone else? [Creation] 3.3 Why are people good and bad? [Fall] 3.4 Does the world need prophets today? [People of God] 3.5 What do people do when life gets hard? [Wisdom] 3.6 Why do Christians believe Jesus was God on Earth? [Incarnation] 3.7 What is so radical about Jesus? [Gospel]
Buddhism: <i>Buddha</i> <i>Dhamma</i> <i>Sangha</i>					3.8 The Buddha: how and why do his experiences and teachings have meaning for people today? [Buddha/dhamma/sangha]
Hinduism: <i>Samsara and moksha</i> <i>Brahman (God) and atman</i> <i>Karma and dharma</i>			L2.7 What do Hindus believe God is like? [Brahman/atman] L2.8 What does it mean to be Hindu in Britain today? [Dharma]	U2.7 Why do Hindus want to be good? [Karma/dharma/samsara/moksha]	3.9 Why don't Hindus want to be reincarnated and what do they do about it? [Samsara/moksha/Brahman/atman/karma/dharma]
Islam: <i>God/Tawhid</i> <i>Iman (faith)</i> <i>Ibadah (worship)</i> <i>Akhirah (life after death)</i> <i>Akhlaq (virtue/morality)</i>		1.6 Who is a Muslim and how do they live? [God/Tawhid/ibadah/iman]	L2.9 How do festivals and worship show what matters to a Muslim? [Ibadah]	U2.8 What does it mean to be a Muslim in Britain today? [Tawhid/iman/ibadah]	3.10 What is good and what is challenging about being a Muslim teenager in Britain today? [Iman/ibadah/akhlaq]

Religion/belief	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)	KS3 (Applying/Interpreting)
Judaism: God Torah The People and the Land		1.7 Who is Jewish and how do they live? [God/Torah/People]	L2.10 How do festivals and family life show what matters to Jewish people? [God/Torah/People/the Land]	U2.9 Why is the Torah so important to Jewish people? [God/Torah]	3.11 What is good and what is challenging about being a Jewish teenager in the UK today? [People and the Land]
Sikhism: God Values (Nam Simran, kirat karna, vand chhakna, seva) The Gurus Panth (community)					3.12 How are Sikh teachings on equality and service put into practice today? [God/the Gurus/values/Panth]
Non-religious worldviews				U2.10 What matters most to Humanists and Christians?	3.13 What difference does it make to be an atheist or agnostic in Britain today?
Thematic	F4 Being special: where do we belong?	1.8 What makes some places sacred to believers?	L2.11 How and why do people mark the significant events of life?	U2.11 Why do some people believe in God and some people not?	3.14 Good, bad; right, wrong: how do I decide?
	F5 Which places are special and why?	1.9 How should we care for others and the world, and why does it matter?	L2.12 How and why do people try to make the world a better place?	U2.12 How does faith help when life gets hard?	3.15 How far does it make a difference if you believe in life after death?
	F6 Which stories are special and why?	1.10 What does it mean to belong to a faith community?			3.16 Why is there suffering? Are there any good solutions?
				Note: For Church schools, two additional units are provided in the Understanding Christianity materials: How can following God bring freedom and justice? [People of God]	3.17 Should happiness be the purpose of life?
				What difference does the Resurrection make for Christians? [Salvation]	3.18 How can people express the spiritual through the arts?

End of phase outcomes

Each of the three elements of the teaching and learning approach is important and pupils should make progress in all of them.

Below are the end of phase outcomes for each element. Each unit provides learning outcomes specific to each question, leading to these end of phase outcomes.

Teaching and learning approach	End KS1 Pupils can ...	End lower KS2 Pupils can ...	End upper KS2 Pupils can ...	End KS3 Pupils can ...
<p>Element 1: Making sense of beliefs</p> <p>Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</p>	<ul style="list-style-type: none"> identify core beliefs and concepts studied and give a simple description of what they mean give examples of how stories show what people believe (e.g. the meaning behind a festival) give clear, simple accounts of what stories and other texts mean to believers 	<ul style="list-style-type: none"> identify and describe the core beliefs and concepts studied make clear links between texts/sources of authority and the core concepts studied offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority 	<ul style="list-style-type: none"> give reasoned explanations of how and why the selected core beliefs and concepts are important within the religions studied taking account of context(s), explain how and why people use and make sense of texts/sources of authority differently in the light of their learning, explain how appropriate different interpretations of texts/sources of authority are, including their own ideas
<p>Element 2: Understanding the impact</p> <p>Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.</p>	<ul style="list-style-type: none"> give examples of how people use stories, texts and teachings to guide their beliefs and actions give examples of ways in which believers put their beliefs into practice 	<ul style="list-style-type: none"> make simple links between stories, teachings and concepts studied and how people live, individually and in communities describe how people show their beliefs in how they worship and in the way they live identify some differences in how people put their beliefs into practice 	<ul style="list-style-type: none"> make clear connections between what people believe and how they live, individually and in communities using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures 	<ul style="list-style-type: none"> give reasons and examples to account for how and why people put their beliefs into practice in different ways, individually and in various communities (e.g. denominations, times or cultures; faith or other communities) show how beliefs guide people in making moral and religious decisions, applying these ideas to situations in the world today
<p>Element 3: Making connections</p> <p>Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.</p>	<ul style="list-style-type: none"> think, talk and ask questions about whether the ideas they have been studying, have something to say to them give a good reason for the views they have and the connections they make 	<ul style="list-style-type: none"> make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live give good reasons for the views they have and the connections they make 	<ul style="list-style-type: none"> make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make 	<ul style="list-style-type: none"> give coherent accounts of the significance and implications of the beliefs and practices studied in the world today evaluate how far the beliefs and practices studied help pupils themselves and others to make sense of the world respond to the challenges raised by questions of belief and practice, both in the world today and in their own lives, offering reasons and justifications for their responses