

Subject	Religious Education
Overview Intent	<p data-bbox="443 320 770 347">Cornwall Agreed Syllabus</p> <p data-bbox="443 394 1437 528">We follow the Cornwall Agreed Syllabus 2020, which is a statutory document for Cornwall LA community, trust, foundation and controlled schools. It can be adopted by aided schools, academies and free schools with the consent of their governing bodies or board of directors to support the delivery of the syllabus.</p> <p data-bbox="443 575 1445 674">The New Agreed Syllabus implementation booklet sets out how the syllabus may be implemented, but it is for schools to implement the syllabus as they decide, as long as they are meeting the statutory requirement.</p> <p data-bbox="443 721 632 748">The Aims of RE</p> <p data-bbox="443 795 1078 822">The curriculum for RE aims to ensure that all pupils:</p> <ul data-bbox="491 875 1445 1937" style="list-style-type: none"> <li data-bbox="491 875 1445 936">● make sense of a range of religious and non religious beliefs, so that they can: <ul style="list-style-type: none"> <li data-bbox="587 947 1445 1008">○ identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary. <li data-bbox="587 1019 1445 1079">○ explain how and why these beliefs are understood in different ways, by individuals and within communities. <li data-bbox="587 1090 1445 1189">○ recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills by interpretation. <li data-bbox="491 1200 1445 1261">● understand the impact and significance of religious and non-religious beliefs, so that they can: <ul style="list-style-type: none"> <li data-bbox="587 1272 1445 1332">○ examine and explain how and why people express their beliefs in diverse ways <li data-bbox="587 1344 1445 1442">○ recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world. <li data-bbox="587 1453 1445 1514">○ appreciate and appraise the significance of different ways of life and ways of expressing meaning. <li data-bbox="491 1525 1445 1585">● make connections between religious and non-religious beliefs, concepts practices and ideas studied so that they can: <ul style="list-style-type: none"> <li data-bbox="587 1597 1445 1695">○ evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses <li data-bbox="587 1706 1445 1805">○ challenge the ideas studied and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response <li data-bbox="587 1816 1445 1937">○ discern possible connections between the ideas studied and their own ways of understanding the world expressing their critical responses and personal reflections with increasing clarity and understanding.

<p>Planning provision Implementation</p>	<p>How are lessons, schemes of work, units sequenced to help make pupils progress?</p> <p>How is RE timetabled, delivered, staffed & resourced?</p> <p>Cornwall Agreed Syllabus</p> <p>At Coverack, we have integrated the Cornwall Agreed Syllabus into our rolling programmes at both KS1 and KS2.</p> <p>file:///C:/Users/Head/AppData/Local/Temp/Rar\$D1ao.283/Handout%20ppt%20for%20UC%20session%207%20Curriculum%20design%20(1).pdf</p> <p>Curriculum Kernewek is embedded as a part of the Agreed Syllabus to help children appreciate the rich spiritual and religious heritage of Cornwall.</p> <p>Understanding Christianity</p> <p>We have begun to use Understanding Christianity’s approach to teaching about Christianity. It builds up pupils’ encounters with these core concepts through biblical texts, placing the texts and concepts within the wider Bible story. Each unit addresses a concept, through some key questions, exploring core Bible texts, their impact for Christians, and possible implications for pupils. Each unit incorporates the three elements below:</p> <p>Making sense of the text: developing pupils’ skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of the meanings of texts for Christians.</p> <p>Understanding the impact: examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world.</p> <p>Making connections: evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils’ own lives and ways of understanding the world.</p> <p>RE in the community</p> <p>At Coverack, we enjoy close links with our local church, enjoying attending services there for Harvest and Christmas. More so, we enjoy fortnightly visits from our local ‘Open the book’ team who reenact bible stories interactively for the whole school.</p> <p>https://ltire.org/</p>
<p>Example of sequence of learning</p>	<p>How does RE build on prior knowledge & understanding?</p> <p>A coherent long term plan where pupils get plenty of opportunities to revisit and recall previous learning.</p>

	<p>RE is taught discreetly on a weekly basis, as whole days & theme weeks, in a cross curricular way and on it's own.</p> <p>Ks1- Big question 'What places are special and why?'</p> <p>lesson 1 visit a virtual church/real church-before visiting use post its to explore what they know already</p> <p>lesson 2 make a 3D church (DT link)</p> <p>lesson3 compare church to other places of worship e.g. synagogue & mosque-use animated template-what is similar & different?</p> <p>Ks2-Big question 'What makes some places sacred to believers?'</p> <p>lesson 1 - Share clip (My life my religion clip) 'Journey to Hajj' & discuss</p> <p>lesson 2 - 5 Pillars of Islam</p> <p>Lesson 3- Connection with their own lives/rules/religion/links to other world religions</p>
<p>Assessment Impact</p>	<p>Focus on RE objective use End of Phase outcomes</p> <p>Opening 'big question'/post-its & same question end of task-compare cold & hot task</p> <p>The best thing I did in this unit...</p> <p>Medium term assessments</p> <p>Pupils will be assessed formatively within a unit using a format similar to this-</p> <p style="text-align: center;"><u>End of Phase Assessment</u></p> <p>Year 2 Date:</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p style="text-align: center; color: purple;">Identify core beliefs and concepts studied and give a simple description of what they mean</p> <p style="text-align: center; color: purple;">Give examples of how stories show what people believe (e.g. the meaning behind a festival)</p> <p style="text-align: center; color: purple;">Give clear, simple accounts of what stories and other texts mean to believers</p> </div> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p style="text-align: center; color: red;">Give examples of how people use stories, texts and teachings to guide their beliefs and actions</p> <p style="text-align: center; color: red;">Give examples of ways in which believers put their beliefs into practice</p> </div>

	<p style="text-align: center;">Think, talk and ask questions about whether the ideas they have been studying, have something to say to them</p> <p style="text-align: center;">Give a good reason for the views they have and the connections they make.</p>		
	Working towards expected	Working at expected	Working above expected
CPD	How do we ensure teachers are equipped? Regular CPD e.g. Understanding Christianity, New RE Syllabus webinars, Cornwall LTLRE Hub Meeting etc Termly staff meeting led by subject leader		