



St Issey C of E School

Policy for RE

School Vision:

The vision of our school is 'Be Strong and Courageous' which was taken from Joshua 1:9.



9 Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go.

Through our vision and values; Hope, Dignity, Community & Wisdom we will be strong and courageous for our school and community. Encouraging; staff, parents, and the community to work collaboratively to support our children in pursuit of high standards within a happy, loving, and supportive environment, in the spirit of the school's Christian foundation.

their gifts and talents, and with God's help, this can become something amazing!

General policy statement:

All staff, governors, volunteer helpers, students, and visitors need to give due regard to all of the policies and practices adopted by the school. Whilst it is acknowledged that people other than staff cannot be expected to read every policy before a visit to the school, it may be that further guidelines are necessary in addition to any visitor information that is given upon arrival. All staff carry responsibility for the welfare and success of the children in our school. Staff will advise anyone who is working alongside us of the necessary protocols, procedures, and policies we follow.

Statement of intent for R.E.

The purpose of RE is captured in the principal aim, which is: to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding

and skills needed to handle questions raised by religion and belief, reflecting on their ideas and ways of living.

The curriculum for RE aims to ensure that all pupils:

1. Make sense of a range of religious and non-religious beliefs, so that they can:

- identify, describe, explain, and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed, and interpreted in different ways, developing skills of interpretation

2. Understand the impact and significance of religious and non-religious beliefs, so that they can:

- examine and explain how and why people express their beliefs in diverse ways
- 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
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

3. Make connections between religious and non-religious beliefs, concepts, practices, and ideas studied, so that they can:

- evaluate, reflect on, and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their thinking, articulating beliefs, values, and commitments clearly in response

- discern possible connections between the ideas studied and their ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

Implementation - The RE teaching and learning approach

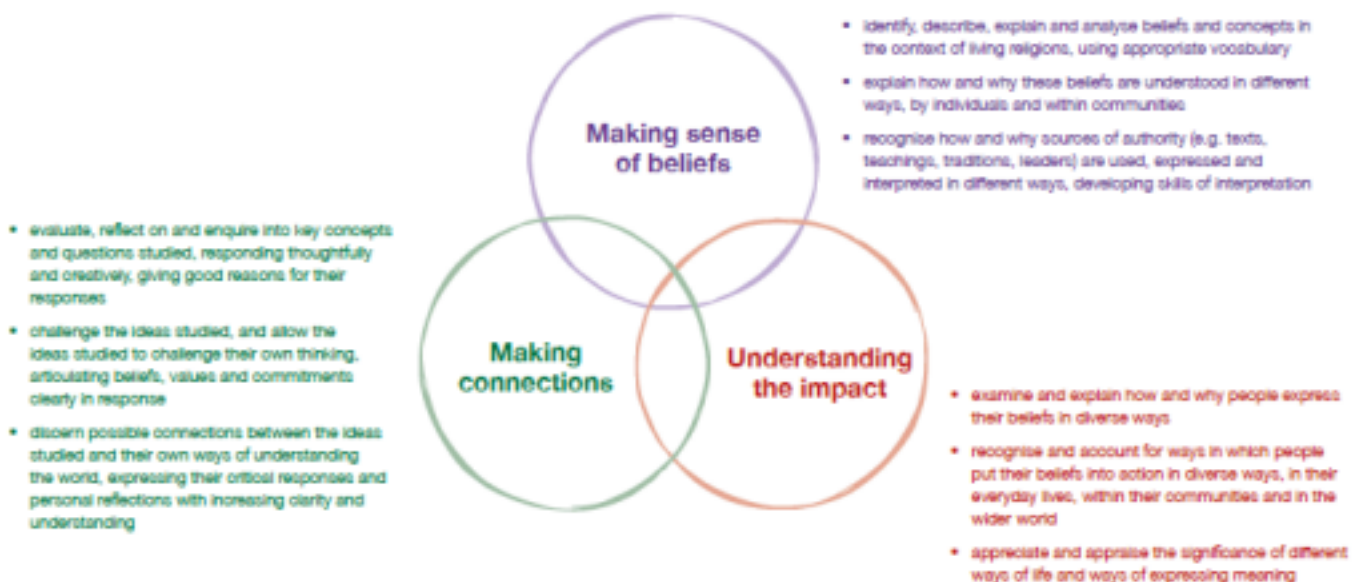
The RE taught will deepen pupils' knowledge about religions and develop their 'religious literacy'. It does this by studying one religion at a time ('systematic' units), and then including 'thematic' units, which build on learning by comparing the religions, beliefs, and practices studied.

Pupils encounter core concepts in religions and beliefs in a coherent way, developing their understanding and their ability to handle questions of religion and belief.

The teaching and learning approach has three core elements, which are woven together to provide breadth and balance within teaching and learning about religions and beliefs, underpinning the aims of RE. Teaching and learning in the classroom will encompass all three elements, allowing for overlap between elements as suits the religion, concept, and question being explored.

These elements set the context for the open exploration of religion and belief.

They offer a structure through which pupils can encounter diverse religious traditions alongside non-religious worldviews. The elements present a broad and flexible strategy that allows for different traditions to be treated with integrity. These elements offer a route through each unit while also allowing for a range of different approaches.



Broad Guidelines

We use the Cornwall agreed syllabus (2020-2025) and follow the recommended units within it.

Foundation Stage – RE will be taught explicitly in the Foundation stage, however, it will be taught in a way that allows children to access the different areas of learning within the Foundation Stage. I.e. PSED: Pupils think about issues of right and wrong and how humans help one another, Communication and language: Pupils have opportunities to respond creatively, imaginatively, and meaningfully to memorable experiences.

The faiths that are covered in each phase are as follows:

Key Stage 1 – Christianity, Judaism, and Islam

Lower Key Stage 2 – Christianity, Hinduism, Islam and Judaism

Upper Key Stage 2 – Christianity, Hinduism, Islam and Judaism

EYFS RE Medium Term Plan 2024-2025

2024-2025	A1	A2	SP1	SP2	S1	S2
EYFS	Unit 2 Why is Christmas special for Christians? (Incarnation) CHRISTIANITY	Unit 3 Why is the word of 'God' special to Christians? (God/Creation) CHRISTIANITY	Unit 4 Why is Easter special for Christians? (Salvation) CHRISTIANITY	Unit 5 Which places are special and why?	Unit 1 Being special: where do we belong?	Unit 6 Which stories are special and why?

Piskies RE Medium Term Plan 2024-2026

Rolling Programme	A1	A2	SP1	SP2	S1	S2
A 2024/2025	Year 2 1.6 Part 1: Who is a Muslim and how do they live? ISLAM	Year 1 1.1 What do Christians believe God is like? (God) CHRISTIANITY	Year 2 1.3 Why does Christmas matter to Christians? (INCARNATION) CHRISTIANITY	Year 1 1.7 Part 1: Who is Jewish and how do they live? JUDAISM	Year 1 1.10 What does it mean to belong to a faith community? OTHER FAITH	Year 1 1.9 How should we care for the world and for others. And why does it matter? THEMATIC UNIT
B 2025/2026	Year 2 1.6 Part 2: Who is a Muslim and how do they live? ISLAM	Year 2 1.4 What is the 'good news' Christians believe Jesus brings? (GOSPEL) CHRISTIANITY	Year 1 1.2 Who do Christians say made the world? (Creation) CHRISTIANITY	Year 1 1.7 Part 2: Who is Jewish and how do they live? JUDAISM	Year 2 1.5 Why does Easter matter to Christians? (SALVATION) CHRISTIANITY	Year 2 1.8 What makes some people and places in Cornwall sacred? THEMATIC UNIT

Gnomes 2024-2026 RE Medium Term Plan

Rolling Programme	A1	A2	SP1	SP2	S1	S2
A 2024-2025	Unit 2 - Year 4 L2.7 What do Hindus believe God is like? HINDUISM	Year 3 LKS2.1 What do Christians learn from the Creation story? (CREATION) CHRISTIANITY	Unit 1 - Year 4 L2.3 What is the 'Trinity' and why is it important for Christians? (INCARNATION) CHRISTIANITY	Unit 5 - Year 4 L2.6 For Christians, when Jesus left, what was the impact of the Pentecost? (KINGDOM OF GOD) CHRISTIANITY	Year 3 LKS2.10 How do festivals and family life show what matters to Jewish people? JUDAISM	Unit 6 - Year 4 L2.11 How and why do people mark significant events in life? How and why do people in Cornwall mark significant events in community life? THEMATIC
B 2025-2026	Unit 3 - Year 4 L2.8 What does it mean to be a Hindu in Britain today? HINDUISM	Year 3 LKS2.4 What kind of world did Jesus want? (GOSPEL) CHRISTIANITY	Unit 4 - Year 4 L2.5 Why did Christians call the day Jesus died 'Good Friday'? (SALVATION) CHRISTIANITY	Year 3 LKS2.9 How do festivals and worship show what matters to a Muslim? ISLAM	Year 3 LKS2.2 What is it like for someone to follow God? (PEOPLE OF GOD) CHRISTIANITY	Year 3 LKS2.12 How and why do people try to make the world a better place? THEMATIC UNIT

Elves 2024-2026 RE Medium Term Plan

Rolling Programme	A1	A2	SP1	SP2	S1	S2
A	Unit 1 - Year 5 U2.1 What does it mean if Christians believe God is holy and loving? (God) CHRISTIANITY	Unit 2 - Year 5 U2.8 What does it mean to be a Muslim in Britain today? ISLAM	Unit 4 - Year 6 U2.6 What do Christians believe Jesus did to 'save people'? (Salvation) CHRISTIANITY	Unit 4 - Year 5 U2.9 Why is the Torah so important to Jewish people? JUDAISM	Unit 5 - Year 6 U2.8 For Christians, what kind of King is Jesus? (Kingdom of God) CHRISTIANITY	Unit 2 - Year 6 U2.11 Why do some people believe in God and some people not? THEMATIC
Year 3	Unit 3 - Year 5 U2.4 Why do Christians believe Jesus was the Messiah? (Incarnation) CHRISTIANITY	Unit 3 - Year 6 U2.7 Why do Hindus want to be good? HINDUISM	Unit 5 - Year 5 U2.5 Christians and how to live: 'What would Jesus do?' (Gospel) CHRISTIANITY	Unit 6 - Year 5 U2.10 What matters most to Humanists and Christians? COMPARATIVE	Unit 1 - Year 6 U2.2 Creation and Science: Conflicting or Complementary? (Creation/FALL) CHRISTIANITY	Unit 6 - Year 6 U2.12 Does faith help people in Cornwall when life gets hard? THEMATIC

Assessment

Assessment is based on the objectives for each unit in the Cornwall agreed syllabus (2020-2025) Formative assessment takes place through discussion and the marking of written work. Sometimes a piece of work will be marked using a question to enable children to think deeper about the content covered in the lesson, children will be encouraged to respond to the question and will be encouraged to know that this develops

their understanding within RE. Children complete two retrieval quizzes during each lesson, the first to check knowledge from previous units/years and the second to assess knowledge from the previous lesson before any new learning takes place.

Summative assessment will take place at the end of each unit (every half term), teachers will use the objectives from the unit to inform a level and then input the level on a tracker document. At the end of the year, the teacher will make an informed decision to give a level for each pupil for the whole of the year. The levels are WB (working below), WT (working towards) WA (working at), or GD (working at greater depth).

Attainment and progression through the school are monitored through work scrutinies and pupil conferencing.

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Class floor books

Each class will have a floor book. The floor book will show examples of how the children's spirituality/reflections have been deepened within RE lessons, but also during any other subject within the curriculum, or during any activities that take place at school. The floor books will include photographs of activities, but also (and more importantly), how the children responded to the activity (i.e. quotes or artwork).

The Religious Education Co-ordinator

Mrs Louise Rosevearel is the Curriculum Coordinator for RE and is responsible for the development of Religious Education as a subject throughout the school. She is responsible for helping staff to plan Religious Education for a particular class; monitoring planning and monitoring what is taught in Religious Education.

Parents

Parents have the right to ask for their children to be withdrawn from Religious Education activities that they deem to be inappropriate for their own beliefs. Requests of this nature need to be received by the Head Teacher in writing.

