

A Journey into RE



Intent

At Germoe and Boskenwyn schools we envisage to promote respect and open-mindedness towards others with different faiths, cultures and beliefs and encourage pupils to develop their sense of identity and belonging through self-awareness and reflection. Our principle aim is to engage our pupils in an Inquiry approach where they can develop an appreciation of beliefs, cultural practices and of principle religions and worldviews in the local and wider community. We believe that it is vital for all our children to learn from and about religion, so that they can understand the world around them and to begin to understand their place within it.

The key aims for religious education are reflected in the two attainment targets:

Attainment Target 1- Learning about religion and belief

- Identify religious beliefs and teachings in order to give an account of a believer's response to the world.
- Describe religious practice and lifestyles in a religious tradition and compare and contrast that with others.

Explain the meaning of religious language, story and symbolism

Attainment target 2- Learning from religion and belief

- Explore human identity, personality and experience
- Reflect upon questions of meaning and purpose
- Identify and respond to values and commitments in themselves and others.

The Cornwall Agreed Syllabus reflects the fact that the religious traditions in Great Britain are in the main Christian, and recognises the importance of the other principal religions: Buddhism, Hinduism, Islam and Sikhism. In addition, there is a specific Cornish element – Curriculum Kernewek. In each Programme of Study there are outcomes related to teaching about religion in Cornwall. Children are able to encounter the rich spiritual and religious heritage of Cornwall as well as explore its relevance for many people living in Cornwall and beyond. Religious Education plays an important role, along with all other curriculum areas, particularly PSHE and the teaching of British Values, FAMILY values in promoting the spiritual, moral, social, and cultural development of our children.

The intent of our RE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child. As a result of this, they will become independent and responsible members of a society who understand and explore big



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questions about life, to find out what people believe and what difference this makes to how they live, so that they can make sense of religion, reflecting on their own ideas and ways of living. We provide our children with opportunities to learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They will be equipped with a knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. Our children are encouraged to develop an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and worldviews.

Implementation

As a federation of two schools, teachers are provided with time to plan the curriculum each term and through a 2 year rolling programme in which we take an Inquiry based approach where we plan as a team in year groups. As part of this planning process, it has been agreed that having taken into account the requirements and guidelines presented in the Agreed Syllabus, the following religions have been selected for study:

- Christianity
- Islam
- Judaism
- Hinduism
- Buddhism
- Sikhism

As Christianity is the predominant religion in the school's pupil population and in the community surrounding the school, Christianity is the main faith studied each year with a minimum of 50% of the RE curriculum devoted to it. However, all children will experience at least four other major world faiths across their school career.

There are no presumptions made as to the religious backgrounds, and beliefs and values of the children and the staff. We value all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity and we value the links, which are, and can be made between home, school, and a faith community. We acknowledge that each religion studied can contribute to the education of all our pupils. Through our Inquiry approach, we promote teaching in Religious Education that stresses open enquiry and first-hand experiences wherever possible for both staff and children.

Inquiry based learning: The learning journey is explicitly shared with children in order to ensure they connect to the big picture of their learning, i.e. knowing what to expect. Each class has an Inquiry Working Wall display that includes a representation of the learning journey, which is referred to and added to as the unit of work progresses.

Hook into learning: Teachers provide an initial stimulus experience that helps children connect with the content and skills of the unit of work. These can take many forms, e.g. an exciting artefact, finding a message in a bottle, a video on the iboard, a guest speaker in an assembly etc.



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Assessment: By the end of each key stage, pupils are expected to know, understand and apply skills related to the two attainment targets. An assessment criteria has been developed to enable teachers to assess the progress of the children as they move through the key stages. Termly summative assessments are used to determine the children's understanding and inform teacher's planning and further differentiated support for pupils. This data is reviewed on a termly basis by the subject leader who also carries out learning walks, book scrutiny and lesson observations. The impact our RE curriculum is also sought directly from the pupils as surveys and questionnaires are used to gather pupils' voice on this subject and together with summative assessment, action can be taken to further develop the RE curriculum. The children also play an important part in assessing their own learning, In key stage 1 and 2 they have a 'jigsaw' in the front of their books where they self-assess and tick off their chosen areas of learning in which the teacher also contributes. In EYFS, assessment is recorded through discussion, challenges and via the online learning journey 'Tapestry' which parent and carers can also contribute.

What does RE look like in our school?

Religious Education is unique in the school curriculum in that it is neither a core nor a foundation subject, however the Guidance released in 2010 views it as an important curriculum subject. As well as engaging in discussion, deep thinking, questioning and answering, debating and communicating philosophical ideology, children will be seen to

- handle artefacts
- explore sacred texts
- use imaginative play or drama to express feelings and ideas
- respond to images, games, stories, art, music and dance
- meet visitors from local religious communities
- make visits to religious places of worship where possible, and where not, making use of videos and the internet
- take part in whole school events- (multi-faith days, Harvest Festival, school performances)
- participate in moments of quiet reflection
- participate in Open the Book assemblies
- use ICT to further explore religion and belief globally
- compare religions and worldviews through discussion

At the moment, we as a school are working within the Cornish Kernewek/Sacre curriculum, however this will change within the next academic year and will be in line with Devon and other surrounding counties.

The RE curriculum is under review and will be renewed in the Summer term 2020.

As RE subject lead, I will ensure that teachers' skills are well developed and impact positively on pupil outcomes through incisive and meaningful CPD, teachers will work within the new curriculum and have an understanding of how to use the different sections/themes.

Impact



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Our Religious Education Curriculum is planned to demonstrate progression. We measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- A celebration of learning for each term which demonstrates progression across the school;
- Pupil discussions about their learning

Review & Celebration of Learning: At the end of each theme there is a reflection and evaluation of learning. This focuses on what has been learnt and how it has been learnt; we want our children to become reflective learners. Parents and carers are invited to share learning reflection activities with their children, this can be through assemblies, parent consultations, exhibitions and presentations of work and learning.

During RE sessions, the children are able to make links between their own lives and those of others in their community and in the wider world. Through R.E. our children are developing an understanding of other people's cultures and ways of life and worship, which they are then able to communicate to the wider community.

We envision RE curriculum impacting the pupils in the following ways:

- extend their knowledge and understanding of religions and beliefs
- develop a religious vocabulary and interpret religious symbolism in a variety of forms
- reflect on questions of meaning, offering their own thoughtful and informed insights into religious and secular world-views
- explore ultimate questions of beliefs and values in relation to a range of contemporary issues in an ever-changing society

Pupil Voice

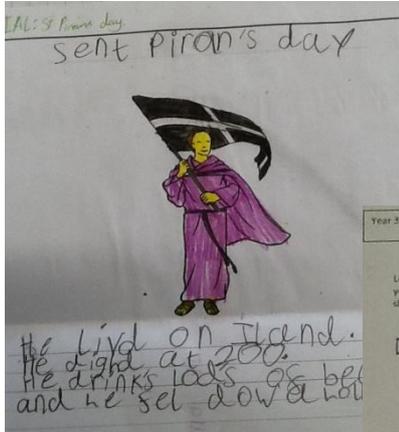
Active planning input from the children is integral to our Inquiry ethos; we want the children to feel that they are able to drive part of their learning journey. This is essential to ensure that the curriculum meets the on-going varied needs and interests of the children. Pupil voice is used throughout to steer learning by asking children to pose questions that they want to know more about. Teachers refer to children's questions throughout their learning so that children can see that their contributions are valued and their questions drive their learning.

Progression of skills: an example of...

Objectives	Milestone 2	Milestone 3	Milestone 4	Milestone 5
Year Groups	Y1 – Y2	Y3 – Y4	Y5 – Y6	Y6+
Knowledge and Religion through the four concepts and developing the skills of investigation & enquiry, interpretation, application & synthesis	Identify some beliefs and features of religion and their importance for some people.	Describe some of the beliefs and features of religion, recognising similarities and differences.	Demonstrate understanding of some of the beliefs and features of religion through the RE concepts and make some links between them.	Demonstrate how the RE concepts (Belief, Authority, Expressions of Belief, Impact of Belief) connect in order to show understanding of what religion is.

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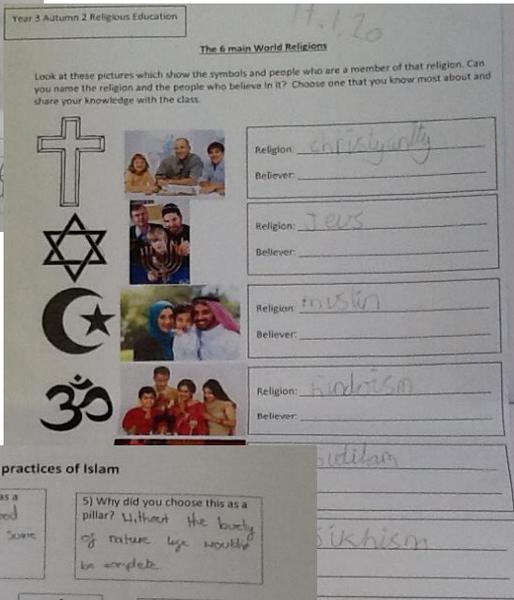
An Example of Progression of Skills



Year 2

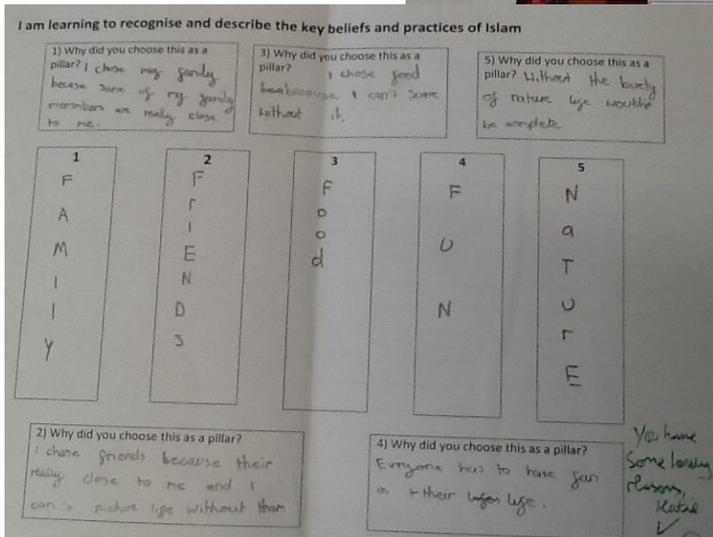
I can recall religious stories

I describe some of the recognizing similarities



Year 4

beliefs and features of religion, and differences.



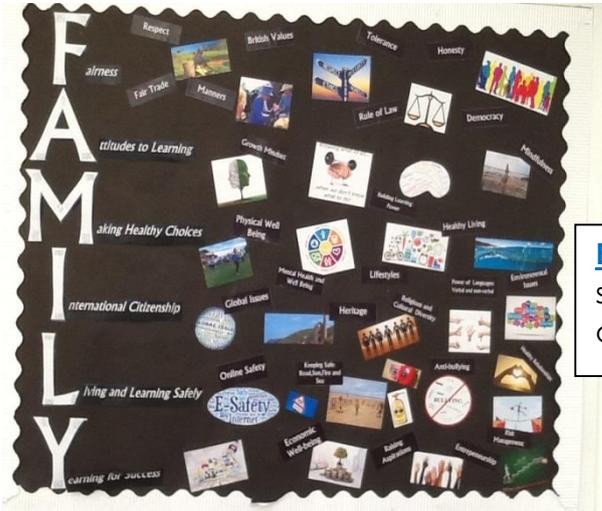
Year 6

I understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this.

Examples of Learning Outcomes



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Our schools actively promote the British values of:

- democracy
- the rule of law

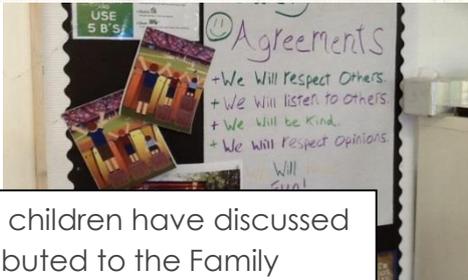


EYFS Fairness: Is it fair if someone has more and others have less?

- individual liberty
- mutual respect
- tolerance of those with different faiths and beliefs.

In RE lessons we offer a structured and safe space during curriculum time for reflection, discussion, dialogue and debate. Excellent teaching of RE will enable pupils to learn to think for themselves about British values. In RE pupils learn the skills and develop attitudes that help protect themselves and others from harm throughout their lives.

Year 6 The children have discussed and contributed to the Family values.

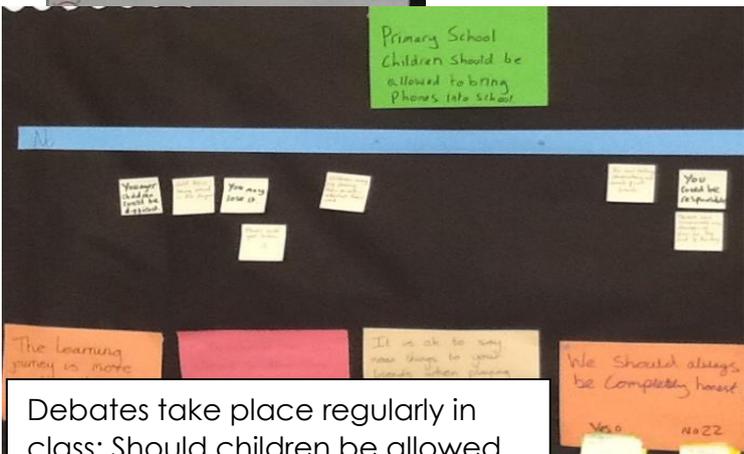
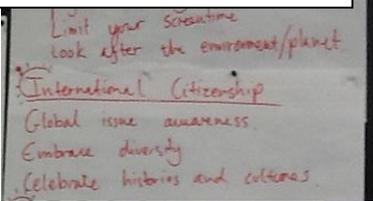


The classroom must be a **democratic** classroom where all pupils have an equal right to be heard and democracy is modelled by the teacher and expected of every pupil. In RE pupils examine different codes for living and consider the value of the **rule of law** where all people are equal before the law. They consider questions about identity and belonging. Religion is a good case study of the

balance between **individual liberty** and the greater good. RE can challenge pupils to be increasingly

Year 3 and 4 What do the Family values mean to us?

respectful and to celebrate diversity of **different cultures, faiths and beliefs.**



Debates take place regularly in class: Should children be allowed to use their phones at school?

Year 5 and 6

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RE promotes the study and understanding of our Cornish heritage. In order to enrich the RE curriculum, we invite visitors into school, explore religious buildings and places of interest locally, beyond Cornwall and globally through the use of ICT. Links with outside agencies enable the children to gain first hand experiences of local religious communities. **Cultural capital** is where the children can draw upon the knowledge, behaviours and skills which demonstrate their competence and awareness in order to be successful in society, their career and the world of work. Developing cultural capital within a school setting can give exposure to children to experiences that they may otherwise not have had. As part of working with the Erasmus project, our schools have participated in working with children and schools from Turkey, Romania and Greece upon collaborative projects. We also visit these schools as part of the process. Children also participate in trips abroad plus ski-ing trips to Italy.



Our children are blessed with a beautiful enriching environment where simple visits like

“Children who don’t connect with nature before the age of 12 are less likely as adults to connect with nature. They therefore lose out on the resilience nature provides when you’re really stressed.”

Dr William Bird
 Outdoor Nation Interview, National Trust

going to the beach or farm can create awe and wonder. We also have forest school every week where we can connect with and learn to respect nature.

School trip ideas Ofsted: “celebrate and embrace the different backgrounds, heritage, language and traditions of all the children living in this country”.

According to a [UK government report](#), children aged 8 to 15 enjoy entertainment and culture-related and sports activities the most out of all leisure activities. School trips can be a great way to ensure children can experience new things and spend time outdoors.

- Free museums
- Local historic sites
- Forest walks and nature trips around local environment
- Camping trips to Scilly Isles.



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- Help develop their cultural capital: 'The fiver challenge' where the children can become entrepreneurs.
- Re-enacting traditional stories from the Bible with Open the book assemblies.
- Visits from Daya cooking, drama, music and re-enacting stories from different cultures around the world.
- Stories and tales from other countries, drama, role play areas.
- DT making and eating foods from around the world. Fruits and vegetables, where do they come from?
- Traditional and international festivals: Chinese new year, Divali, Eid, St Pirin's day.

Our Multi-Disciplinary Approach



Hinduism workshop



'All around the world'



'St Pirin's day'

Last Year's Successes

- Harvest festival- father peter and Germoe church 3rd October, Performances from each class. Boskenwyn Harvest festival and raffle.
- Assemblies: Assemblies for the whole year incorporating family values – copy to Boskenwyn.
- Assemblies FAMILY values adapted to include Phenomena based learning weeks – one week per half term – see plan. Also assemblies to include attendance certificates in good work Friday assemblies.
- Autumn term: Phenomena based learning weeks: Fairness and Attitudes to learning.
- A day with Daya : 11th October: EYFS and key stage 1, see timetable of events.
Boskenwyn school date for Daya kst 1: 7th May Kst 2: September 2019
- Organised Visitor assemblies; Open the book, Esther Brown, Diane, etc.
- Successful Christmas fair organised by FROGS
- EYFS Christmas Nativity : Multiculturalism: 'All around the world'



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- Applied for substantial RE grant (the disbanding Foots charity, 2018/9). Money to go towards a new running track to enable children to access the outdoors through different curricular areas, including SMSC.
- Work book scrutiny across both schools: Spring term looking at RE books from key stage 1 and 2.
- FROGS Easter events for the whole school, egg rolling, easter bonnets and egg hunt around the village
- Organisation of the Easter experience in church for class 2 and 3 with the Germoe church.
- Attended RE hub with Cornwall RE leaders at Richard Lander School for training and sharing of good practice.
- **Charity events:**
 - * Christmas jumper day
 - * Red nose day
 - * World book day.
- **Community events:**
 - * Germoe lights switch on and community hall supper
 - * Santa visit on a bike.
 - *Church - the Easter Experience

Priorities for this Year

The Subject Leader is responsible for seeking opportunities for CPD, offering support and advice to staff, ensuring that resources are appropriate, updated and well maintained, monitoring planning and the teaching and learning of RE, collecting evidence , examples of children’s learning, reviewing and updating the RE policy, Collective Worship policy and scheme of work, and informing Governors of developments.

- Financial out lay required to purchase resources to support the teaching of high quality RE lessons.
- RE lead to attend CPD to support the planning, teaching and assessment of RE across school.
- To gain an understanding of the new RE curriculum and how this relates to the Cornish school to be implemented by September 2020.
- To arrange CPD courses for RE lead.
- Staff meeting time will then be required to share information with whole school.

2 – 3 year timescale

- How can RE be taught with an Inquiry focus rather than just facts to be learned,



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- A review of the curriculum to ensure that it successfully meets the needs of our children and impacts positively on their outcomes.
- To develop schemes of work to provide a range of religious insights for children.
- To embed the new curriculum