



**Kernow Learning**  
Building Excellent Schools Together

# RE Policy

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School or Trust policy:	School

### Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information in any other format, please contact us on 01872 552648 or email [stagnes@kernowlearning.co.uk](mailto:stagnes@kernowlearning.co.uk)

## Introduction

This policy sets out the aims of Religious Education (RE) and how it is taught, assessed, and reported on as well as the roles and responsibilities staff have in ensuring that these aims are fully met.

This policy should be read alongside the Cornwall Agreed Syllabus 2020-2025. We have a statutory obligation to teach RE in accordance with the requirements for agreed syllabuses.

This policy should be read alongside the following policies: Assessment and Feedback, EYFS, Educational Visits and Equality

## Intent

We teach RE because: **‘At its best, it is intellectually challenging and personally enriching. It affords pupils both the opportunity to see the religion and non-religion in the world, and the opportunity to make sense of their own place in that world.’ Ofsted Subject Review May 2021**

The Cornwall Agreed Syllabus 2020 asserts the importance and value of religious education (RE) for all pupils, with on-going benefits for an open, articulate and understanding society. The following purpose statements underpin the syllabus, which is constructed to support pupils and teachers in fulfilling them:

- Religious education contributes dynamically to children and young people’s education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE pupils learn about religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to these questions.
- Pupils 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.
- Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities.
- RE should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and beliefs.
- Pupils should gain and deploy 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.

**“The principal aim of religious education 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 own ideas and ways of living.” (Cornwall Agreed Syllabus 2020-2025)**

The principle aim is sub-divided into 3 main aims:

1. Make sense of a range of religious and non-religious beliefs
2. Understand the impact and significance of religious and non-religious beliefs
3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied

## Implementation

**Our RE curriculum is based on the Cornwall Agreed Syllabus.**

Our curriculum focuses on people of faith and how they enact their values, beliefs and traditions rather than on religions. We believe this helps our children to focus on individuals, building tolerance, understanding and respect.

The curriculum also develops our children’s sense of self, belonging and history through the Curriculum Kernewek units and encourages our children to explore the big questions about life through thematic units.

The RE long term plan sets out one unit per half term for each year group. The units for each year group/ religion are sequential and so learning is revisited before moving on. To support the teaching of Christianity, we use the Understanding Christianity modules, resources and assessment. To support the teaching of other world religions and the Curriculum Kernewek units, we use the agreed syllabus units of study as a starting point to create our own schemes of work (unit plans).

The spiral curriculum ensures that different religions and key concepts are revisited and knowledge is developed over the years.

Below is our long-term plan for RE

St Agnes Academy		Subject Overview - RE				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	F1 GOD/ CREATION: Why is the word 'God' so important to Christians?	F2 INCARNATION: Why do Christians perform Nativity Plays at Christmas?	F6 What times/stories are special and why?	F3 SALVATION: Why do Christians put a cross in an Easter garden?	F4 Being Special: where do we belong?	F5 What places are special and why?
Year 1	1.2 CREATION: Who Made the World? Harvest	1.7 Who is Jewish and how do they live? (PART 1)	1.1 GOD: What do Christians believe God is Like?	1.10 What does it mean to belong to a faith community?	1.7 Who is Jewish and how do they live? (PART 2)	1.9 How should we care for the world and for others, and why does it matter?
Year 2	1.6 Who is Muslim and how do they live? (PART 1)	1.3 INCARNATION: Why does Christmas matter to Christians?	Unit 1.8 CK4RE: What makes some people and places in Cornwall sacred?	1.5 SALVATION: Why does Easter matter to Christians?	1.4 GOSPEL: What is the good news Jesus brings?	1.6 Who is Muslim and how do they live? (PART 2)
Year 3	L2.1: CREATION/ FALL: What do Christians learn from the creation story?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.2 PEOPLE OF GOD: What is it like to follow God?	L2.9 How do festivals and worship show what matters to a Muslim?	L2.4 GOSPEL: What kind of world did Jesus want?	Unit L2.13 CK4 RE: How and why do people in Cornwall mark significant events in community life?
Year 4	L2.7 What do Hindus believe God is like?	L2.3 INCARNATION/ GOD: What is the Trinity? Christmas	L2.8 What does it mean to be a Hindu in Britain today?	L2.5 SALVATION: Why do Christians call the day Jesus died 'Good Friday'? Easter	L2.6 KINGDOM OF GOD: When Jesus left what was the impact of Pentecost?	Unit L2.12 How and why do religious and non-religious people try to make the world a better place?
Year 5	U2.8 What does it mean to be a Muslim in Britain today? (Part 1)	U2.3 INCARNATION Was Jesus the Messiah? Christmas	U2.9 Why is the Torah so important to Jewish people?	Unit U2.12 CK4 RE: Does faith help people in Cornwall when life gets hard?	U2.4 GOSPEL: What would Jesus do?	U2.8 What does it mean to be a Muslim in Britain today? (Part 2)
Year 6	U2.7 Why do Hindus want to be good?		U2.2 CREATION/FALL: Creation & Science – Conflict or Complementary?	U2.5 SALVATION: What did Jesus do to save Human Beings? Easter	U2.6 KINGDOM OF GOD: What kind of King is Jesus?	U2.10 What matters most to Humanists and Christians?

## Teaching and Learning

The curriculum is designed to build:

Substantive knowledge

Disciplinary knowledge – ‘ways of knowing’ about RE

Personal knowledge – how pupils relate the content to their own lives

RE is taught weekly in discrete lessons across the whole school. In EYFS children are taught for 50 minutes however this may be made up of shorter taught sessions and through continuous provision. In KS1 and 2 children are taught for an hour a week.

Lessons follow the school’s agreed format: Revision of previous learning, Sharing of LO (as an enquiry question), direct teaching of Tier 2 and 3 vocabulary, new learning, Big Question to link learning to own life, learning review. Lessons will be adapted to ensure all learners have access to the learning; particular regard will be given to disadvantaged and SEND pupils.

## **EYFS**

We teach religious education to all children in the school, including those in YR. We relate the religious education aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children within this year group. In YR children are taught RE discretely using the Cornwall Agreed Syllabus and more widely within Understanding the World.

Children in EYFS encounter Christianity and other faiths as part of their growing sense of self, their own community and their place within it.

## **KS1**

In KS1 children learn about the beliefs and traditions of Christians, Muslims and Jews as well as studying 2 thematic units which explore worldviews. A Curriculum Kernewek unit is taught in Year 2 as the start of learning about the faith, culture and spirituality of Cornwall.

## **KS2**

In KS2 children study the religious traditions of Jews, Muslims, Hindus and Jews. These are taught across Year 3 and 4 and revisited and further developed in Year 5 and 6.

Children in KS2 also study 2 thematic units focusing on worldviews and 2 Curriculum Kernewek units focusing on the faith, culture and spirituality of Cornwall.

## **Assessment and Reporting**

Assessment is used to review the impact of our curriculum on our pupils. If pupils know and retain more then they have been successful. If our pupils are able to discuss, debate, challenge and reflect on increasingly complex issues and ideas in a respectful way then we believe they have achieved our curriculum aim of developing personal knowledge. Moreover, they should be aware of how their own experiences, values and beliefs impact their views and be able to challenge their own thinking.

Formative assessment is used to guide the progress of individual pupils in RE. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and the next stage in her/his learning. Formative assessment is carried out by the teacher within and after the lesson using a variety of techniques such as:

- understanding checks within the lesson
- focused activities to check understanding and recall (revise and review)
- discussion
- questioning
- assessment of written tasks

Formative assessment should lead to feedback which enables the child to develop and move forward.

In RE, by the end of each key stage, pupils are expected to know, understand and apply the concepts, skills and processes specified in the relevant Programme of Study, as in all subjects of the curriculum. Pupils' substantive knowledge will be assessed through pre and end of unit quizzes. Their personal knowledge will be assessed through discussions and written responses.

The end of unit outcomes from Y1-Y6 are detailed on pages 127-134 of the Cornwall Agreed Syllabus 2020-25.

The syllabus also provides a mid-way marker at the end of Year 4 to support teachers to track and ensure progress through KS2.

## 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.

The end of phase outcomes are detailed below and should form the basis of feedback to parents in the end of year report and parent consultations.

Teaching and learning approach	End KS1 Pupils can ...	End lower KS2 Pupils can ...	End upper KS2 Pupils can ...
<p><b>Element 1:</b> <b>Making sense of beliefs</b></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"> <li>identify core beliefs and concepts studied and give a simple description of what they mean</li> <li>give examples of how stories show what people believe (e.g. the meaning behind a festival)</li> <li>give clear, simple accounts of what stories and other texts mean to believers</li> </ul>	<ul style="list-style-type: none"> <li>identify and describe the core beliefs and concepts studied</li> <li>make clear links between texts/sources of authority and the core concepts studied</li> <li>offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</li> </ul>	<ul style="list-style-type: none"> <li>identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</li> <li>describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</li> <li>give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority</li> </ul>
<p><b>Element 2:</b> <b>Understanding the impact</b></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"> <li>give examples of how people use stories, texts and teachings to guide their beliefs and actions</li> <li>give examples of ways in which believers put their beliefs into practice</li> </ul>	<ul style="list-style-type: none"> <li>make simple links between stories, teachings and concepts studied and how people live, individually and in communities</li> <li>describe how people show their beliefs in how they worship and in the way they live</li> <li>identify some differences in how people put their beliefs into practice</li> </ul>	<ul style="list-style-type: none"> <li>make clear connections between what people believe and how they live, individually and in communities</li> <li>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</li> </ul>

Teaching and learning approach	End KS1 Pupils can ...	End lower KS2 Pupils can ...	End upper KS2 Pupils can ...
<p><b>Element 3:</b> <b>Making connections</b></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"> <li>think, talk and ask questions about whether the ideas they have been studying, have something to say to them</li> <li>give a good reason for the views they have and the connections they make</li> </ul>	<ul style="list-style-type: none"> <li>make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</li> <li>raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</li> <li>give good reasons for the views they have and the connections they make</li> </ul>	<ul style="list-style-type: none"> <li>make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</li> <li>reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently</li> <li>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</li> </ul>

The outcomes for EYFS are the Early Learning Goals

RE is reported on during parent consultations and in the annual report. Judgements are made on effort, progress, and attainment.

Marking and feedback is given in line with the school's Feedback and Marking Policy.

## Professional Development

The RE lead receives termly training through the Kernow Learning Curriculum Leader meetings and regular training with Understanding Christianity. Additional support and training is available on the Cornwall SACRE website.

Regular staff training led by the subject lead improves the quality of teaching across the school and focus on areas identified through monitoring activities.

Regular Subject Leader Release sessions, allow subject leaders to develop their own subject knowledge and monitor and strengthen curriculum and teaching and learning in their subject.

## **Planning**

The long-term plan for RE (seen above) maps out the units to be taught across the school. Each unit has a focused religion and a focused enquiry question.

Teachers use Understanding Christianity and the unit plans from The Cornwall Agreed Syllabus to write their own schemes of work (unit plans) selecting content which builds on prior learning and which allows the pupils to achieve the end of unit and end of phase outcomes.

The learning outcomes for each lesson are mapped out in the year group's medium term plan. The lesson outcomes should build towards answering the unit's enquiry question and the unit outcomes (Make sense of belief, Understand Impact and Make Connections)

Teachers use knowledge organisers to plan for the teaching of key facts and vocabulary as well as detailing prior learning.

RE is recorded in a floor book in EYFS and Year 1. From Y2-Y6, separate RE books are used to record learning.

## **Resources**

Resources are kept centrally and audited each year. Resources take the form of artefacts, Bibles and other religious texts as well as photographs and posters. In EYFS and KS1 puppets are used to help make the learning more concrete for the children.

Each class has a frieze of the 'The Big Story' which should be referred to during each Christianity unit to give context to the learning.

The school also has a subscription to Understanding Christianity which has schemes of work and resources to support the Christianity units in the Cornwall Agreed Syllabus.

RE resources are kept in the white cupboard in the entrance to the KS2 building.

## **Roles and Responsibilities**

### **Senior Leadership**

The SLT are responsible ensuring that the school's curriculum is coherent and challenging and that subject leaders are confident and effective in leading their subject. The leader for curriculum and teaching and learning is Emma Lawton (Deputy Head Teacher)

### **Subject Leader**

It is the role of the subject leader to:

- Provide a coherent curriculum which allows pupils to 'get better'
- Monitor and evaluate the impact of their curriculum



- Monitor the quality of teaching and learning in their subject
- Provide training and support for colleagues
- Ensure that the subject is appropriately resourced
- To keep up to date with local, regional and national developments in their subject area

For additional information on subject leadership please refer to our Subject Leadership policy.

### **Teachers**

It is the role of teachers to:

- Adhere to the guidance set out in this policy
- Teach the subject with passion and enthusiasm
- Uphold high standards of presentation
- Provide opportunities with the subject to practise basic skills (reading, writing, maths)
- Provide feedback that helps the child to move forward
- Look after and return resources after use
- Seek advice and support from the subject lead when necessary
- Participate in training opportunities to improve practice
- Ensure that behaviour for learning leads to successful outcomes
- Plan schemes of work which ensure progression
- Create medium term plans that detail the key objectives
- Assess children against the end of phase outcomes
- Adapt teaching and/or resources to ensure all pupils have equal access to the curriculum

### **Monitoring and Evaluation**

The RE subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in RE. The RE subject leader is also responsible for supporting colleagues in the teaching of RE, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The RE subject leader gives the SLT an annual review in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. These are then prioritised and inform the content of the RE action plan. We also allocate time for the important task of reviewing samples of children's work, both displays and book looks, and pupil conferencing.

Regular Subject Leader Release allows the RE leader time to monitor the quality of teaching and learning in the subject and to identify areas for improvement. The results of monitoring are fed back at staff training sessions and training is given to strengthen teaching and learning.

A yearly action plan is created for RE based on information from monitoring activities.

### **Equal Opportunities, Inclusion and Differentiation**

At St Agnes Academy, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. We aim to teach children to uphold where applicable, British Values and a mutual respect and tolerance of those with different faiths and beliefs.

At St Agnes we teach RE to all children, whatever their ability. RE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our RE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials,

teaching, differentiation, recording – so that we can adapt to the needs of child. This ensures that our teaching is matched to the child's needs.

### **Health and Safety**

We enable pupils to have access to the full range of activities involved in learning RE. Where children are to participate in activities outside the classroom, for example a trip to the local church, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Please refer to the school's Health and Safety policy and Educational Visits policy for additional guidance.