



**The Bishops'**  
CofE Learning Academy



# Religious Education Policy

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| Date Adopted by Governors         | 21 <sup>st</sup> March 2023 |
| Scheduled Review Date             | March 2025                  |
| Statutory or Best Practice Policy | Statutory                   |
| School or Trust Policy            | School                      |

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## **Christian Distinctiveness**

At The Bishops' Church of England Learning Academy, our mantra, 'Faith to Belong, Believe, Aspire and Achieve' is based on The Parable of the Mustard Seed:

If you have faith as small as a mustard seed, you can say to this mountain, 'Move from here to there,' and it will move.

Nothing will be impossible  
for you. Matthew 17:20 This underpins our Christian vision  
statement at The Bishops':

We belong to Team Bishops' where through our Christian distinctiveness and nurturing ethos we celebrate our differences. We believe that we will achieve through inspirational, exciting and challenging learning that utilises our natural environment. We aspire to create endless possibilities for our pupils and to make a positive contribution to society. We achieve by enabling everyone to flourish academically, spiritually and emotionally.

### **Aims and purpose of the policy**

The aim of teaching RE at The Bishops' is to support and challenge pupils to reflect upon, develop and affirm their own beliefs. Also, the teaching promotes their values and attitudes and those of others through an exploration of shared human experiences and to understand the place and significance of religion in the contemporary world. We have made our scheme of work, which is in accordance with the Cornwall Agreed syllabus 2020, relevant, exciting, thought provoking and accessible to all our children.

In addition, as a Church of England primary school, we give the teaching of Christianity a greater emphasis than the teaching of other religions and to make clear the links with Church of England teaching and practice.

### **Related policies**

The following policies should be read in conjunction with this policy:

- Positive behaviour policy with Covid addendum
- RSE policy
- Teaching and Learning policy
- PHSE policy
- Equality policy
- Collective Worship Policy
- Anti-Bullying Policy
- Progression in Spirituality Policy
- Child Protection and Safeguarding policy with Covid addendum

### **1. The spiritual, moral, social and cultural development of children**

The 1988 Education Reform act requires schools to promote the spiritual, moral and cultural

development of pupils and the school and in society through the provision of a broad and balanced curriculum. At The Bishops', RE plays an important role, along with all of the other curriculum areas. What we learn about others and ourselves in RE and across the curriculum we apply in our daily lives. See Appendix 1 – SMSC at The Bishops'.

## **2. The implementation of the agreed syllabus on RE and The Bishops' approach:**

Despite our Anglican status, there are no presumptions made as to the religious backgrounds, beliefs and values of the children. All staff are expected to work together to achieve our aims, guided by our mission statement. Some are Christians from a variety of denominations. We value the religious background of 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 that can be made between home, school and a faith community. We acknowledge that each religion studied can contribute to the education of all of our pupils. We promote teaching in RE that stresses open enquiry and first hand experiences wherever possible for both staff and children. The syllabus is implemented by means of a sensory approach, where children may look at and handle religious artefacts, hear music or taste food from a religious tradition.

## **3. Content of Religious Education curriculum**

The content draws on the Cornwall Agreed Syllabus 2020 and is set out in modules. The following are studied:

- Christianity (this is taken from the highly comprehensive 'Understanding Christianity' resource)
- Judaism
- Hinduism
- Islam
- Thematic units that focus on previous learning complete by the children

In addition to this, the school's values-based approach is underpinned each half term with a values day which is illustrated through a deep theological study of a biblical text. See Appendix 2 – The Bishops' Values Plan.

## **4. Time allocation**

RE is taught in every class on a weekly basis. It takes up a minimum of 1 hour of curriculum time per week.

## **5. Teaching and resources:**

Learning in RE may be by means of direct whole class teaching or in smaller groups, by providing direct hands-on experience with RE resources, teacher prepared materials, stories, poetry, drama, trips and visitors. A range of reference materials for Religious

Education are available comprising books, curriculum resources, online materials and website links. There are also posters and artefact boxes. Staff are aware of useful websites such as [www.request.org.uk](http://www.request.org.uk) and also [www.curriculumkernewek.org.uk](http://www.curriculumkernewek.org.uk)

In addition, the school has close link with St Michael's Church in Newquay and utilises the expertise of the leaders within the church as well as those in other denominational churches in the area.

## **6. Links with other subjects**

RE has links with other areas of the curriculum such as English, Science, History and Art. It also has links with the way in which the school organises its collective worship. There are very close links with the school's PSHE curriculum which is taught weekly and encourages the children to be reflective about their own thoughts and opinions as well as embrace values which are important to them.

## **7. Withdrawal from RE**

It is recognised that parents have the right to withdraw their child from RE in its entirety or in part. If a parent chooses to withdraw their child from RE then arrangements are made by the class teacher in consultation with the Headteacher.

## **8. The Religious Education leader**

Mr Rowe is the leader for RE and is responsible for the development of the subject across the school. He is responsible for helping staff to plan RE for a particular class, monitoring planning and what is taught in RE by spending time in classrooms, looking at children's work and talking to pupils. The leader is also responsible for purchase and storage of all RE resources. He works closely in his role with the Senior Leadership Team.

Mr Rowe attends training courses on new initiatives and updates on the subject and provides staff training for all teachers as well as teachers in other schools within the trust.

### **9. Pupil Voice in RE**

Our Worship Leaders group play an active role in leading worship throughout the school in our assemblies. Worship Leaders also evaluate the impact of collective worship. In Class Learning Forums, pupils are consulted about how they feel about their RE learning and their opinions are a key part of our school review process.

### **10. Monitoring and evaluation:**

The RE curriculum is monitored and evaluated regularly through learning walks, planning and learning scrutinies and conversations with both children and staff. The effectiveness of any INSET for Religious Education provided from within the school or by an external agency is evaluated either by means of a written evaluation or by verbal feedback.

### **11. Policy review**

This policy is reviewed annually.

| The Bishops' Church of England Learning Academy Spiritual, Moral, Social & Cultural Development |  |   |   |
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|   | Ofsted 2019  | What we do  | Impact/Next steps   |
| SPIRITUAL   | Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. | Windows, Mirrors, Doors<br>Reflections<br>Reflections during RE lessons<br>Reflection time during collective worship<br>Reflection questions in RE books<br>prayers said throughout the day in class<br>Prayer station encouraging the children to reflect on what to be thankful for and what to ask God for   | Children are able to reflect on all their learning using reflection areas<br>Children consider and reflect on what they are thankful for and the needs of others which are then used for personal and collective prayer.<br>Reflection areas to be embedded across the school<br>Class Learning forums to be implemented on Friday afternoons<br>Prayer opportunities throughout the school encouraging the children to be reflective |
|   | Knowledge of, and respect for, different people's faiths, feelings and values.                     | RE lessons- teaching of many world religions across all year groups using a range of resources including the new Agreed RE framework for Cornwall.<br>Sharing of beliefs during lessons and Collective Worship<br>Daja visits school once per term linked to RE planning.<br>'Where in the World' display linked to flags showing all the nationalities of people that are in our school community. | We talk openly as a school about different faiths, feelings and values.<br><br>Children to be articulate in discussing other religions as well as Christianity.   |
|   | Sense of enjoyment and fascination in learning about themselves, others and the world around them. | Big questions used in RE lesson such as Why is Easter important to Christians?<br>Children plan and lead weekly collective worship<br>PSHE lessons focused on our Christian School values   | Understanding Christianity has generated high level thinking and class discussions.<br>To connect with other Christian schools and communities around the world, particularly in coastal towns To work with Coventry Cathedral to become an International Cross of Nails School (ICONS-) developing relationships with schools around the world.  |



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|  | Use of imagination and creativity in their learning. | Lots of drama activities within RE lessons as well as creative activities such as Art and DT. | Through all creative curriculum topics children are using their imagination and their creativity Continue to make sure that all children learning has imagination and creativity at the heart of it. Plan our new 'Blossom curriculum' with our values at it's heart. |
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|       | Willingness to reflect on their experiences.  | Big questions are being asked at the beginning of each topic and a reflection of this at the end of a topic.   | Children are given multiple opportunities to reflect on all experience in school<br>Class Learning forums will help children with the language to reflect on learning experiences  |
| MORAL | Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England. | Clear behaviour 'Bee' rules and expectations for the children. Children have an input in the class rules to identify what is important to them and why. Teaching of the British values through everyday life and activities.<br>Year 6 pupil voice groups act as role models to the younger children; e.g. Perfects and school councillors<br>Christian values RE day at the beginning of each half term | The behaviour at our school is good children are taught the difference in right and wrong on a daily basis.<br><br>Pupil voice groups need further embedding. For example, we would like to achieve the Learner Participation award and renew our Healthy School status.<br><br>Use Philosophy for Children (P4C) to develop critical thinking skills around morals and to provide opportunities to discuss rights and wrongs. |
|       | Understanding of the consequences of their behaviour and actions.   | Clear behaviour Bee rules in place applied consistently for all.<br>Clear expectations of all adults.<br>Clear and consistent consequences.<br>Individual Behaviour Plans were required as part of SEN provision   | The behaviour at our school is good. The children care for each other and we make sure our children feel safe to share any concerns or worries with us. We use a prayer box and our TIS practitioners check with identified children on a daily basis.<br><br>All children know the expectations and our positive behaviour policy emphasises the use of verbal praise and choice.   |
|       | Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.       | In our collective worship assemblies where we look at current world issues and discuss them and create prayers.<br>School Council<br>Discussion time in RE lessons and PSHE lessons  | This is a priority area on our School Development Plan and we wish to develop our Courageous advocacy and social action. The children would like to focus on Climate Change so we are at the beginning of our journey to becoming an Eco School.<br><br>Use P4C to discuss ethical and moral issues, creating opportunities for debate   |





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|  | <p>Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.</p> | <p>PSHE lessons and RE lessons focus on different religions. We fully participate in all community events. Our curriculum highlights different religious, ethnic and socio-economic backgrounds</p> | <p>This is a priority area in our school development plan as our location on the coast in west Cornwall limits our ability to socialise with different ethnic groups.</p> |
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| S<br>O<br>C<br>I<br>A<br>L |  |  | Continue to work with a school in Manchester through pen pals to learn about other children's lives in a place very different to their own home.  |
|                            | Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.   | The children at The Bishops' participate in many fundraising activities for the community. We enter as many of the local and national competitions as possible, including Sustrans 'The Big Pedal', Race for Life, raising money for Newquay foodbank and much more.   | <p>The school is a central part of the community and a hub for social action, most recently arranging and delivering food parcels to vulnerable families as part of the Covid19 response.</p> <p>Our courageous advocacy issue of climate change through the award of Eco Schools.</p>  |
| C<br>U<br>L<br>T<br>U      | Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. | <p>School council, British values are being discussed and taught in PSHE lessons and link strongly with our Christian values.</p> <p>Our Christian values and therefore the British values are strongly integrated in our daily lives and are being discussed on a daily basis.</p> <p>Our home learning challenges are linked to our values to ensure parents are aware of our key messages to the children</p> | <p>Our Christian values underpin all we do at school and link into the British values. Our Year 5 pupils visit London to experience different faiths and beliefs and experience multicultural Britain first hand.</p> <p>Further embed our values into the curriculum and establish strong links with different faiths and beliefs.</p> <p>Use P4C to learn about a variety of opinions and attitudes around a wide range of issues linked with British Values.</p> |
|                            | Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.  | Cornwall Kernewek focuses on cultural, economic, environmental and linguistic life of Cornwall.  | <p>The school has good links with local history group and has worked with them during different topics.</p> <p>We will be developing topics that explore the history and geography of our local area and investigating the human and physical changes that are effecting it's development.</p>  |




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|  | <p>Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.</p> | <p>Through teaching of different religions and world beliefs and comparing them with their own. We celebrate different cultural festivals and show how they link into life in modern Britain. We emphasise the diverse range of cultures that make our country great.<br/>History lesson-reflections of now and then.</p> | <p>Our hall is filled with world flags showing where our children come from. Children can articulate how cultures are different and the similarities.</p> <p>In our new curriculum these links will be made explicit and children will be able to build on their skills and knowledge year on year.</p> |
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| R<br>A<br>L |   |  | Become an ICONs school to learn about the history of reconciliation work globally and create links with other schools around the world.   |
|             | Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.  | Children run our school council which follows the Learner Participation model through Cornwall Council. Every year our Yr 5 children visit Parliament in the spring term to discuss issues with our local MP. Our RE, history and geography lessons highlight the links between subjects. Daily collective worship informs children of key events.                             | In March 2020 our Yr5 children were present in the House of Commons for the Budget speech. This had huge impact on this cohort of children. Collective worship is topical and child led.<br><br>We wish to organise a Newquay schools council conference in the Cornwall council chambers. This happens for other areas of Cornwall and shows to children how important formal debating is to solve problems. |
|             | Willingness to participate in and respond positively to artistic, sporting and cultural opportunities.  | We take every opportunity to take part in artistic, sporting and cultural opportunities, especially in the local area. We maximise participation in all inter school competitions, festivals and art projects. All children and staff take part in the Daily mile utilising our substantial outdoor areas.   | Our children and staff show infectious enthusiasm to participate in any opportunity offered.<br><br>We would like to increase our placings in competitive sport and improve our ranking in the Cornwall School Games competition. We are setting up a school surf club to further improve our weekly fitness offer.   |
|             | Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. | Through our Understanding Christianity lessons children learn different world religions. They are able to immerse themselves into the other religion by providing them real experiences of this religion, for example with Daja's help. One of our key values is respect. Our collective worship highlights the different festivals celebrated at different times of the year. | Our value work underpins all we do and combined with our positive behaviour policy reinforces the children's tolerance and attitudes towards others.<br><br>We would like to improve the children's ability to articulate the respect and tolerance they have for other faiths and religions.   |



Appendix 2

|          | Christi<br>an<br>Calend<br>ar | Value  | The Bishops'<br>teachings   | Key Bible Story   | Songs   | School<br>symbol/<br>Link to<br>school<br>vision  | Bee<br>Rule  | Link with<br>British Value  |
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| Autumn 1 | Harvest                       | <b>Perseverance</b><br> | <p><b>'Ask, and it will be given to you; search, and you will find; knock, and the door will be opened for you.'</b><br/> <b>Matthew 7.7</b></p> <p>"All the darkness in the world cannot extinguish the light of a single candle"<br/>                     St. Francis Of Assisi</p> | <p><b>The Parable of the Lost Sheep – (Mat 18:12-14 or Luke 15: 3-7)</b></p> <p>The Parable of the <b>Persistent Widow</b> – (Luke 18:1-8)</p> <p>Running a race – (1 Cor 9:24-27)</p> <p>Ask, and it will be given to you; search, and you will find; knock, and the door will be opened for you – (Mat 7:7)</p> <p>Jacob wrestling with an Angel – (Gen 32:22-32)</p> <p>Moses pleading with Pharaoh – (Ex 4:18 – 14:31)</p> <p>Moses, Aaron and <b>Miriam</b> lead the Israelites wander the desert for 40 years – <u>Second half of book of Exodus</u></p> <p>The entire book of Job is about faith and perseverance in the face of suffering and hardship. – See here for simple summary - <a href="https://www.biblefunforkids.com/2014/04/job.html">https://www.biblefunforkids.com/2014/04/job.html</a></p> | Autumn days<br>Harvest<br>Samba<br>Cauliflowers<br>Fluffy | Scripture:<br>If you have faith as small as a mustard seed. Nothing will be impossible for you.<br><br>- We <b>belong</b> to Team Bishops' where through our <b>Christian distinctiveness</b> and <b>nurturing ethos</b> we celebrate our | Launch of the Bee rules<br><br>Be proud of your school | Democracy – setting up school council and shared responsibility of the school |



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|                 |  |   |  | <p>The life of Jeramiah is one of perseverance in the face of persecution and hardship</p> <p>Those who wait for the Lord shall renew their strength, they shall mount up with wings like eagles, they shall run and not be weary, they shall walk and not faint. – (Isa 40:31)</p> <p>The passion narratives demonstrate Jesus’ perseverance as well as that of <b>Mary</b> his Mother and <b>Mary Magdalene</b>, who remained with him to the end when all others had fled.</p> <p>The story of Paul’s life as depicted in the book of Acts and his letters tells of his perseverance throughout, imprisonment, flogging, ship wrecks, bandits, poverty, rejection, angry mobs etc.</p> |  | difference s. |                           |                                 |
| <b>Autumn 2</b> | All saints Day Advent Christm as service | <p><b>Compassion</b></p>  | “Where there is despair in life let me bring hope” | <p><b>The story of Loaves and Fish – Feeding the 5000 (Matthew 14:13-21)</b></p> <p>The <b>Daughter of Pharaoh</b> came down to bathe at the river, while her attendants walked beside the river. She saw the basket among the reeds and sent her maid to bring it. <sup>6</sup>When she opened it, she saw the child. He was crying, and she took pity on him. ‘This must be one of the Hebrews’ children,’ she said. – (Exodus 2:5-6)</p> <p>But <b>Ruth</b> said, “Do not urge me to leave you or to return from following you. For where you go I will go, and where you lodge I will lodge. Your</p>   |  | School Prayer | Be friendly with everyone | Mutual respect – helping others |



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|  |  |  | <p>people shall be my people, and your God my God.” - <u>(Ruth 1:16)</u>. The book of Ruth tells the tale of a widowed women who refuses to abandon her mother-in-law to poverty.</p> <p>“Though the mountains be shaken and the hills be removed, yet my unfailing love for you will not be shaken nor my covenant of peace be removed,” says the Lord, who has compassion on you. - <u>(Isaiah 54:10)</u></p> <p>The Lord is gracious and merciful, slow to anger and abounding in steadfast love. The Lord is good to all, and God’s compassion is over all that God has made. - <u>(Psalm 145:8-9)</u></p> <p>Even in darkness light dawns for the upright, for those who are gracious and compassionate and righteous. - <u>(Psalm 112:3-5)</u></p> <p>Therefore, as God’s chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience. - <u>(Colossians 3:12)</u></p> <p>Carry each other’s burdens, and in this way you will fulfil the law of Christ. - <u>(Galatians 6:2)</u></p> <p>Praise be to the God and Father of our Lord Jesus Christ, the Father of compassion and the God of all comfort, who comforts us all in our troubles, so that we can comfort those in any</p> |  |  |  |  |
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|  |  |  |  | <p>trouble with the comfort we ourselves receive from God.—( <u>2 Corinthians 1:3-4</u>)</p> <p>Be kind and compassionate to one another, forgiving each other, just as Christ God forgave you. – (Ephesians 4:32)</p> <p>Rejoice with those who rejoice; mourn with those who mourn. – (Romans 12:15)</p> <p>Finally, all of you, be like-minded, be sympathetic, love one another, be compassionate and humble. –(1 Peter 3:8)</p> <p>Each of you should use whatever gift you have received to serve others, as faithful stewards of God’s grace in its various forms. – (1 Peter 4:10)</p> <p>This is what the Lord Almighty said: ‘Administer true justice; show mercy and compassion to one another. Do not oppress the widow or the fatherless, the foreigner or the poor. Do not plot evil against each other.’ – (Zechariah 7:9-10)</p> <p>Therefore if you have any encouragement from being united with Christ, if any comfort from his love, if any common sharing in the Spirit, if any tenderness and compassion, then make my joy complete by being like-minded, having the same love, being one in spirit and of one mind. – (Philippians 2:1-2)</p> |  |  |  |  |
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|  |  |  |  | <p>Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience. – <u>(Colossians 3:12)</u></p> <p>Carry each other's burdens, and in this way you will fulfil the law of Christ. – <u>(Galatians 6:2)</u></p> <p>Praise be to the God and Father of our Lord Jesus Christ, the Father of compassion and the God of all comfort, who comforts us all in our troubles, so that we can comfort those in any trouble with the comfort we ourselves receive from God. – <u>(2 Corinthians 1:3-4)</u></p> <p>Be kind and compassionate to one another, forgiving each other, just as Christ God forgave you. – <u>(Ephesians 4:32)</u></p> <p>When Jesus heard what had happened, he withdrew by boat privately to a solitary place. Hearing of this, the crowds followed him on foot from the towns. When Jesus landed and saw a large crowd, he had compassion on them and healed their sick. – <u>(Matthew 14:13-14)</u></p> <p>Two blind men were sitting by the roadside, and when they heard that Jesus was going by, they shouted, "Lord, Son of David, have mercy on us!" The crowd rebuked them and told them to be quiet, but they shouted all the louder, "Lord, Son of David, have mercy on us!" Jesus stopped and called them. "What do you want</p> |  |  |  |  |
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me to do for you?" he asked. "Lord," they answered, "we want our sight." Jesus had compassion on them and touched their eyes. Immediately they received their sight and followed him. - (Matthew 20:30-34)

As he approached the town gate, a dead person was being carried out—the only son of his **mother**, and she was a widow. And a large crowd from the town was with her. When the Lord saw her, his heart went out to her and he said, "Don't cry." Then he went up and touched the bier they were carrying him on, and the bearers stood still. He said, "Young man, I say to you, get up!" The dead man sat up and began to talk, and Jesus gave him back to his mother. - (Luke 7:12-15)

When Jesus landed and saw a large crowd, he had compassion on them, because they were like sheep without a shepherd. So he began teaching them many things. - (Mark 6:34)

The feeding of the 5000 - (Matthew 14:13-21)  
(Mark 6:31-44) (Luke 9:12-17) (John 6:1-14)

When Jesus saw **Martha** weeping, and the Jews who came with her also weeping, he was greatly disturbed in spirit and deeply moved. He said, 'Where have you laid him?' They said to him, 'Lord, come and see.' Jesus began to weep. - (John 11:33-35)




Jesus looked up and saw rich people putting their gifts into the treasury; he also saw a **Poor Widow** put in two small copper coins. He said, 'Truly I tell you, this poor widow has put in more than all of them; for all of them have contributed out of their abundance, but she out of her poverty has put in all she had to live on.'  
- [\(Luke 21:1-4\)](#)

The letters of [James](#) and [John](#) contain a lot of good material about compassion, equality and caring for the marginalised and the oppressed. James was the brother of Jesus and John one of his disciples so these letters represent the faith response of the very first Christians who witnessed the ministry of Jesus.

There are numerous other examples in the Gospels as the entirety of Jesus ministry can be surmised as one of compassion, a way of being that he sought for us to imitate, a notion is summed up in the 'Grand commandment' to Love God and to Love our neighbour as ourselves. This is the core of the Christian faith. [\(Matthew 22:35-40\)](#) [\(Mark 12:28-34\)](#) [\(Luke 10:27\)](#).

Similarly: This is my commandment, that you love one another as I have loved you. No one has greater love than this, to lay down one's life for one's friends. - [\(John 15:12-13\)](#)



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| <p><b>Spring 1</b></p> | <p>Epiphany<br/>St Valentine's Day<br/>Candlemas</p> | <p><b>Respect</b></p>  | <p>"Love for God and all his creation, where every creature was sacred, is a path to follow today. It is a call for us all to be caretakers of creation, and live in harmony with it."</p> | <p><b>The story of Nehemiah building the wall of Jerusalem</b></p> <p>Much of the respect material crosses over with compassion, particularly the grand commandment.</p> <p>These are split into 4 categories with particular focus on environmental links:</p> <ol style="list-style-type: none"> <li>1. <u>Each other</u> - In everything do to others as you would have them do to you; for this is the law and the prophets. – (Matthew 12:7) and (Luke 6:31). Also known as 'The Golden rule'</li> <li>2. <u>Our Grown up's</u> - Honour your father and your mother. – (Exodus 20:12). Also, see the example of Jesus with the respect he pays to Mary and Joseph and his older cousin, John.</li> <li>3. <u>Our Environment</u> - For every wild animal of the forest is mine, the cattle on a thousand hills. I know all the birds of the air, and all that moves in the field is mine. – (Psalm 50:10-11)</li> </ol> <p>But ask the animals, and they will teach you; the birds of the air, and they will tell you; ask the plants of the earth, and they will teach you; and the fish of the sea will declare to you. Who among all these does not know that the hand of the Lord has done this? In his hand is</p> |  | <p>Mantra:<br/>Belong,<br/>Believe,<br/>Aspire<br/>and<br/>Achieve</p> | <p>Be careful with property</p> | <p>Mutual respect for those with different faiths and beliefs and for those without faith.</p> |
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|  |  |  |  | <p>the life of every living thing and the breath of every human being. – (<u>Job 12:7-10</u>)</p> <p><u>Job 38-41</u> and <u>Psalm 104</u> provide alternative creation narratives to <u>Genesis 1-3</u> with lots of brilliant imagery eg...</p> <p>You cause the grass to grow for the cattle, and plants for people to use, to bring forth food from the earth, and wine to gladden the human heart, oil to make the face shine, and bread to strengthen the human heart. The trees of the Lord are watered abundantly, the cedars of Lebanon that he planted. In them the birds build their nests; the stork has its home in the fir trees. The high mountains are for the wild goats; the rocks are a refuge for the coney. You have made the moon to mark the seasons; the sun knows its time for setting. You make darkness, and it is night, when all the animals of the forest come creeping out. The young lions roar for their prey, seeking their food from God. When the sun rises, they withdraw and lie down in their dens. People go out to their work and to their labour until the evening. – (<u>Psalm 104 14-23</u>)</p> |  |  |  |  |
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|  |  |  |  | <p>Then God said, 'Let us make humankind in our image, according to our likeness; and let them have dominion over the fish of the sea, and over the birds of the air, and over the cattle, and over all the wild animals of the earth, and over every creeping thing that creeps upon the earth.' - (<u>Genesis 1:26</u>)</p> <p>I brought you into a plentiful land to eat its fruits and its good things. But when you entered you defiled my land, and made my heritage an abomination. - (<u>Jeremiah 2:7</u>)</p> <p>For in him all things in heaven and on earth were created, things visible and invisible, whether thrones or dominions or rulers or powers—all things have been created through him and for him. He himself is before all things, and in him all things hold together. - (<u>Colossians 1:16-17</u>)</p> <p>The notion of 'Stewardship' is the most popular expression of Christian environmentalism and, whilst not without its detractors on both sides of the climate debate, is probably the simplest paradigm to utilise with primary aged children.</p> |  |  |  |  |
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|          |   |   |   | <p>4. <u>Ourselves</u></p> <p>Jesus tells us that we must love others as we love ourselves, we must therefore learn to love ourselves as God loves us.</p> <p>So we have known and believe the love that God has for us. God is love, and those who abide in love abide in God, and God abides in them. – (1 John 4:16)</p>   |  |   |                            |   |
| Spring 2 | <p>Shrove Tuesday</p> <p>Ash Wednesday</p> <p>St Piran's Day</p> <p>Mothering Sunday</p> <p>Holy week</p> <p>Easter Service</p> | <p><b>Forgiveness</b></p>  | <p>"Lord make me an instrument of your peace, where there is hatred let me sow love."</p> | <p><b>The Parable of the Prodigal son – (Luke 15:11-32)</b></p> <p>Joseph forgives his brothers – (Genesis 37-50)</p> <p>The Parable of the Unforgiving Servant – (Matthew 18:21-35)</p> <p>The Lord's Prayer – (Matthew 6:9-15)</p> <p>Do not judge, and you will not be judged; do not condemn, and you will not be condemned. Forgive, and you will be forgiven. – (Luke 6:37)</p> <p>Then Peter came and said to him, 'Lord, if another sins against me, how often should I forgive? As many as seven times?' Jesus said to him, 'Not seven times, but, I tell you, seventy-seven times. – (Matthew 18:21-22)</p> <p>You have heard that it was said, "An eye for an eye and a tooth for a tooth." But I say to you, Do not resist an evildoer. But if anyone strikes</p> |  | <p>The Bishops' mitre and crosier (the 4 Bishops)</p> | <p>Be good to yourself</p> | <p>Democracy – conflict resolution through fairness</p> |



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|  |  |  |  | <p>you on the right cheek, turn the other also; and if anyone wants to sue you and take your coat, give your cloak as well; and if anyone forces you to go one mile, go also the second mile. Give to everyone who begs from you, and do not refuse anyone who wants to borrow from you. You have heard that it was said, "You shall love your neighbour and hate your enemy." But I say to you, Love your enemies and pray for those who persecute you, so that you may be children of your Father in heaven; for he makes his sun rise on the evil and on the good, and sends rain on the righteous and on the unrighteous. For if you love those who love you, what reward do you have? Do not even the tax-collectors do the same? And if you greet only your brothers and sisters, what more are you doing than others? Do not even the Gentiles do the same? Be perfect, therefore, as your heavenly Father is perfect. – <u>(Matthew 5:38-48)</u></p> |  |  |  |  |
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The scribes and the Pharisees brought a **Woman** who had been caught in adultery; and making her stand before all of them, they said to Jesus, 'Teacher, this woman was caught in the very act of committing adultery. Now in the law Moses commanded us to stone such women. Now what do you say?' They said this to test him, so that they might have some charge to bring against him. Jesus bent down and wrote with his finger on the ground. When they kept on questioning him, he straightened





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|          |                       |              |   | <p>up and said to them, 'Let anyone among you who is without sin be the first to throw a stone at her.' And once again he bent down and wrote on the ground. When they heard it, they went away, one by one, beginning with the elders; and Jesus was left alone with the woman standing before him. Jesus straightened up and said to her, 'Woman, where are they? Has no one condemned you?' She said, 'No one, sir.' And Jesus said, 'Neither do I condemn you. Go your way, and from now on do not sin again.' – <u>(John 8:1-11)</u></p> <p>Bear with one another and, if anyone has a complaint against another, forgive each other; just as the Lord has forgiven you, so you also must forgive. – <u>(Colossians 3:13)</u></p> <p>Jesus chose to minister to people on the edge, those who society shunned as sinners; prostitutes, tax collectors, lepers, beggars, foreign women, occupying soldiers etc. see Mary Magdalen, Zacchaeus et al.</p> |  |        |                         |                 |
| Summer 1 | May Day Ascension Day | <b>Trust</b> | "The deeds you do may be the only sermon some | <p><b>Jesus calms the storm - (Matthew 8:23-27, Mark 4:35-41 &amp; Luke 8:22-25)</b></p> <p>Noah's Ark – <u>(Genesis 6:9 – 8:22)</u></p>  |  | Vision | Be proud of your school | The rule of law |




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|  | St George's Day |  | persons may hear today" | <p>Peter answered him, 'Lord, if it is you, command me to come to you on the water.' He said, 'Come.' So Peter got out of the boat, started walking on the water, and came towards Jesus. But when he noticed the strong wind, he became frightened, and beginning to sink, he cried out, 'Lord, save me!' Jesus immediately reached out his hand and caught him, saying to him, 'You of little faith, why did you doubt?' – <u>(Matthew 14:28-31)</u></p> <p>Jesus said to them, For truly I tell you, if you have faith the size of a mustard seed, you will say to this mountain, "Move from here to there", and it will move; and nothing will be impossible for you.' – <u>(Matthew 17:20)</u></p> <p>When I am afraid, I put my trust in you. – <u>(Psalm 56:3)</u></p> <p>You who live in the shelter of the Most High, who abide in the shadow of the Almighty, will say to the Lord, 'My refuge and my fortress; my God, in whom I trust.' – <u>(Psalm 91:1-2)</u></p> <p>Trust in the Lord with all your heart, and do not rely on your own insight. In all your ways acknowledge God, and your paths will be made straight. – <u>(Proverbs 3:5-6)</u></p> <p>May the God of hope fill you with all joy and peace as you trust in him, so that you may</p> |  |  |  |  |
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|  |  |  | <p>overflow with hope by the power of the Holy Spirit. – <a href="#">(Romans 15:13)</a></p> <p>Then suddenly a <b>Woman</b> who had been suffering from haemorrhages for twelve years came up behind him and touched the fringe of his cloak, for she said to herself, 'If I only touch his cloak, I will be made well.' Jesus turned, and seeing her he said, 'Take heart, daughter; your faith has made you well.' And instantly the woman was made well. – <a href="#">(Matthew 9:20-22)</a></p> <p>The story of <b>Mary</b> and Joseph – <a href="#">(Luke 1:26-57 and Matthew 1:18-25)</a></p> <p>You shall not steal; you shall not deal falsely; and you shall not lie to one another. – (Leviticus 19-11)</p> <p>Do not lie to one another, seeing that you have stripped off the old self with its practices and have clothed yourselves with the new self, which is being renewed in knowledge according to the image of its creator. – <a href="#">(Colossians 3:9-10)</a></p> <p>Much of the Bible depicts the lives of individuals who trusted in God and demonstrated great faith. As such, nearly all of the characters from scripture could be utilised in discussing trust and faith with the children.</p> |  |  |  |  |
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| Summer 2 | Fathers day<br>Pentecost<br>Eucharist<br>Service<br>Leavers<br>Service | <p><b>Courage</b></p>  | "a single sunbeam is enough to drive away many shadows" | <p><b>David and Goliath - (1 Samuel 17)</b></p> <p>Daniel in the Lion's Den - (<a href="#">Daniel 6</a>)</p> <p><b>Rahab</b> saves the Israelite spies - (<a href="#">Joshua 2</a>)</p> <p><b>Shiphrah</b> and <b>Puah</b>, the midwives, defy Pharaoh to save the Hebrew baby boys. - (<a href="#">Exodus 1:15-19</a>)</p> <p><b>Deborah</b>; judge, warrior, poet, prophet, singer/songwriter. - (<a href="#">Judges 4 &amp; 5</a>)</p> <p><b>Junia, Priscilla</b> and <b>Phoebe</b> - The only named women (Most scholars believe that women played a much greater role in the foundations of the Christian faith than these few names suggests) who risked their lives working alongside Paul to spread the Gospel. - (<a href="#">Romans 16</a>)</p> <p>Be strong and bold; have no fear or dread of them, because it is the Lord your God who goes with you; he will not fail you or forsake you. - (<a href="#">Deuteronomy 31:6</a>)</p> <p>Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go. - (<a href="#">Joshua 1:9</a>)</p> | <p><b>Goliath:</b><br/><a href="#">Lucy Grimble - Goliath (feat Mitch Wong).mp4</a></p> <p><b>Faith as small as a mustard seed:</b><br/><a href="https://www.youtube.com/watch?v=AFEUjy42xNk">https://www.youtube.com/watch?v=AFEUjy42xNk</a></p> <p><b>Be Bold, Be Strong:</b><br/><a href="https://www.youtube.com/watch?v=x9Bgxzk_P8w">https://www.youtube.com/watch?v=x9Bgxzk_P8w</a></p> | Vision | Celebration of the Bee rules | Individual liberty – having the courage to stand up for what you believe in |
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|  |  |  |  | <p>Keep alert, stand firm in your faith, be courageous, be strong. - (1 Corinthians 16:13)</p> <p>There is much material about courage in the Passion narratives as well as the letters of Paul and the account of the early church in the Pastoral letters and the book of Acts. (see Perseverance)</p> <p>St Michael and the Dragon - (Revelation 12:7-10)</p> |  |  |  |  |
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