

Curriculum Statement for the Teaching and Learning of RE

Intent Statement:	<p>At Parc Eglos, we strive to instil an enquiring, respectful and open mind in all of our children, whilst exploring questions arising from the study of religion and belief. Our vision for RE is for children to appreciate the way that religious beliefs shape life and our behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development.</p> <p>We aim to provide our learners with a comprehensive knowledge and understanding of Christianity and other principal religious traditions and beliefs represented within Cornwall, Britain and the wider world. We give our children the freedom to explore their own behaviour, practices and outlook within their own religion or belief system, and those of others. We enable learners to apply the insights of the principal religious traditions to their own search for identify and significance. Through our school ethos and our work on virtues, our children are encouraged to develop a positive attitude towards other people who hold beliefs different from their own. This in turn, supports each individual to confidently participate in the wider school community and that in which they live.</p>				
Scope	<p>RE Cornwall Agreed Syllabus 2020-25 Understanding Christianity RE Today (package for other religions)</p>				
Key Concepts	Commitment and Tradition	Worship	Community	Conceptual perspective	Exploration
	<ul style="list-style-type: none"> • Tradition plays a part in everybody's life. All families and communities have their own traditions. These traditions also play a part in the wider local and national community. • How different people practice their religions. • How their lives are based around the traditions and beliefs of their particular religion. • How their religious commitment effects daily life and what this looks like for people of different religions/faiths. 	<ul style="list-style-type: none"> • When exploring the concept of worship children are not being taught to worship, they are being taught about worship. • In turn children will develop a deeper understanding of the reasons that some people possess the beliefs that they do and why some people conduct themselves in the way that they do. • Who are the figures in each religion e.g. God/Jesus/Allah. Disciples/prophets • What are the messages, morals and teachings? • Places of worship for each religion? • Scriptures? 	<ul style="list-style-type: none"> • A community is an all-inclusive group of people who live, work and play near each other. • By learning about the communities in which children belong and contrasting these with other communities, children are able to better understand their place in the wider world and develop an understanding of and respect for people from a range of communities. • This concept will also allow children to explore how their choices may impact on the wider community. 	<ul style="list-style-type: none"> • Perspective-taking is the act of perceiving a situation or understanding a concept from an alternative point of view, such as that of another individual. • Children having understanding, compassion and empathy for those with other faiths and beliefs to their own. 	<ul style="list-style-type: none"> • Comparison of religions/literature/links • If it looks like this in one religion, how might it look in another? • Questioning why? • Links to their own beliefs and how they feel about religion and faith.

	<u>Mastery (Aspirational)</u>	<u>Fluency</u>	<u>Collaboration</u>	<u>Oracy</u>	<u>Vocabulary</u>	<u>Modelling</u>
Underpinned by:	<p>At our school, we set high expectations in RE. All children are expected to succeed and make progress from their starting point.</p> <p>All children are challenged and encouraged to deepen their understanding of different religions and their practices by focusing on a key question for each unit.</p> <p>The key question is the focus of the planning and delivery for each unit, encouraging the children to delve deeper and have a clearer understanding.</p>	<p>Through teaching our spiral curriculum, children at Parc Eglos will develop fluency throughout the RE curriculum. They will progressively, throughout each year of study, know about different religions and their practices, as well as associated language, symbols and types of worship.</p>	<p>Throughout our RE teaching at Parc Eglos school, we wish for all children to develop a passion for religion that can be shared with parents, carers and all members of staff. We invest in our collaborations with outside influences e.g Daya, Hanneke Dye, church visits.</p>	<p>Children are given opportunities to talk and discuss, based on the key question for each unit of work in RE. These opportunities for oracy are seen as an integral approach to learning. We use oracy in order to build a greater empathy, compassion and understanding of other people's perspectives.</p> <p>Opportunities to ask questions such as 'how?' and 'why?' are encouraged as well as planning for role play, reading of key scripts from the different religions and speaking to others about their first hand experiences related to the religion of study.</p>	<p>Ambitious subject specific vocabulary is taught explicitly in every RE session and is expected to be applied throughout RE lessons and also in other lessons where applicable. Everyone in our school is invested in enriching children's understanding and use of new vocabulary.</p>	<p>Teachers teach the skills needed to succeed in RE, providing examples of good practice, using high quality materials such as BBC Teach RE videos, visits from Daya, zoom call with Hanneke.</p>

Implementation - We implement our approach through:	<p><u>Making connections</u></p> <p>Throughout our spiral curriculum at Parc Eglos, we encourage the children to make connections with their prior learning.</p> <p>For example, in Year 1 children are asked 'Who is Jewish and how do they live?'</p> <p>They will experience the Shabbat as a religious festival and then revisit this idea again in Year 4 when they look in more detail at what is eaten during this period of worship.</p> <p>Children are also encouraged to make connections between different faiths, asking 'what is the same and what is different for Christians and Jews?'</p>	<p><u>Religious Literacy</u></p> <p>Reading is at the heart of everything we do at Parc Eglos and this is also evident in our teaching of RE.</p> <p>Children are able to access books from our library that support the unit of work they are studying, as well as having extracts from scriptures to focus their learning upon.</p>	<p><u>Real life experiences</u></p> <p>Children are encouraged to take part in as many real life experiences linked with their RE studies.</p> <p>As a Church of England school, we celebrate Christian events such as Harvest, Christmas and Easter. Many of these celebrations take place in our local church or involve visitors coming in to speak to the children.</p> <p>We have strong community links with Daya and a Jewish member of the community who has Zoom called classes to discuss her beliefs and faith.</p>	<p><u>Key question/thread</u></p> <p>For each unit of RE, from EYFS to Year 6, the children are encouraged to think about a 'big question'.</p> <p>At the start of the unit, they do an independent piece of work to show where their learning is, in relation to the key question.</p> <p>Each lesson, the key question is referred to and knowledge, skills and understanding are built upon through quality first teaching of RE.</p> <p>At the end of the unit, children go back to the 'big question' and answer it again using what they have learnt throughout the unit (PoP task). This thread is then transferred from year group to year group as we spiral through our bespoke RE curriculum at Parc Eglos School.</p>	<p><u>Celebration of events</u></p> <p>We strive to give the children as many first hand experiences as we can whilst teaching Religious Education at our school.</p> <p>We ensure that they are exposed to, and take part in, celebrations from other religions and faiths (where possible).</p> <p>We also ensure that celebrations of events from our own community and culture are a focus e.g. Flora Day, St Piran's Day, St George's Day.</p>	<p><u>Schemes of work</u></p> <p>At Parc Eglos, we are using three key documents to ensure quality first teaching of RE.</p> <p>These documents are:</p> <ul style="list-style-type: none"> -The Cornwall Agreed Syllabus 2020-25 -Understanding Christianity -RE today <p>There are three areas that thread through our planning and delivery: Making connections, Making sense of belief and Understanding the impact.</p>
--	--	--	---	--	--	--

<p>Impact - As a result of our RE teaching at Parc Eglos you will see:</p>	<p>Pupil voice:</p> <p>Through discussion and feedback, children will speak enthusiastically and passionately about RE at Parc Eglos. They will understand the importance of this subject and build a respect and understanding of other people's faiths and beliefs. Children will show appreciation for diversity in our local community and the wider world through respectful discussions.</p>	<p>Evidence in Knowledge:</p> <p>Pupils can make links between different religions and their own belief system. They will be able to coherently answer the key question set at the start of every unit of work. The start of unit assessment and the PoP task at the end of the unit will show the progression of their understanding.</p>	<p>Evidence in Skills:</p> <p>At Parc Eglos, we follow a virtues based approach to our social and emotional development. Children are encouraged to polish virtues of respect, unity, thoughtfulness, collaboration, love - to name but a few.</p> <p>The evidence in skills that we will see in our school as a result of first quality RE teaching is that children in our school will communicate effectively, understand others with compassion and empathy and treat others with respect, regardless of religion or faith.</p>	<p>Outcomes:</p> <p>At the end of the each year, we expect children to meet the National Curriculum requirements for RE and the outcomes as stated in the Cornwall Agreed Syllabus 2020-25.</p>
---	---	---	--	--