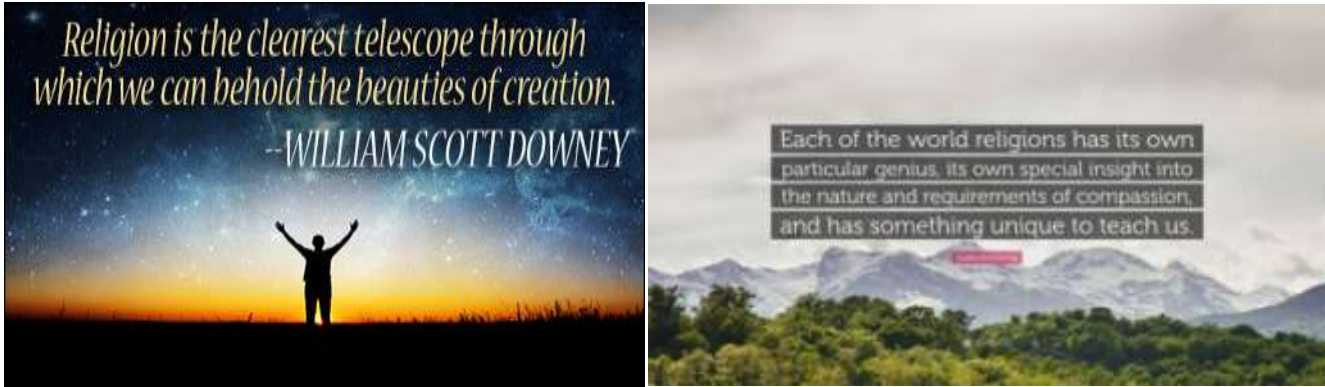


Subject Strategy Document—RELIGIOUS EDUCATION 2024-2025



Statement of Intent

Our aim is that pupils at Kehelland Village School receive their “full entitlement to religious education, as part of a broad and balanced curriculum”. We aim to foster the qualities of commitment, fairness, respect, self-understanding, enquiry and openness, all essential prerequisites for entering fully into the study of religions and learning from that experience. These qualities align closely with Kehelland Village School’s Virtues Project.

As a Cornish school, we have chosen to follow the Cornwall Agreed Syllabus 2020-2025, which, over the course of a child’s journey through Primary School, introduces them not only to Christianity and the other principal religions represented in Great Britain, but also to the unique religious and spiritual character of our home county (Curriculum Kernewek).

The Agreed Syllabus 2020-2025 states as its principal aim –

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.

This overarching aim can be divided into three key areas, where pupils are enabled to-

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

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

2. understand the impact and significance of religious and non-religious beliefs, so that they can: • examine and explain how and why people express their beliefs in diverse ways • recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world • appreciate and appraise the significance of different ways of life and ways of expressing meaning

3. make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can: • evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses • challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response • discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.

Statement of Implementation

Religious Education will be provided for all pupils in Kehelland Village School, unless their parents have requested that they be withdrawn from lessons. This is done in consultation with the Head teacher so that agreement can be reached as to how the withdrawal can best be managed. Alternative work should be provided by the parents/ carers.

Children with special needs or learning difficulties will be included within the RE lessons and appropriate provision will be made for them to access the curriculum.

At EYFS and KS1, the teaching of RE occupies 5% of curriculum. This will usually be taught as a weekly 50 minute lesson. Sometimes, teachers may block the lessons to provide a special RE afternoon or day that will enhance the children's experience. For example, a visitor may be invited into school, a workshop may be set up, or the children may visit a local place of worship. At KS2, the teaching of RE occupies at least 5% of curriculum time. This will usually be taught as a weekly 60-70 minute lesson. Again teachers may choose sometimes to block this time for special learning experiences.



At Kehelland Village School, Religious Education is taught as a stand-alone curriculum subject. The children's RE work is in a separate book, in order to monitor skills and knowledge progression and to enable the children to see links between the different strands of their RE learning over time.

EYFS

Religious Education is compulsory in the Reception Year and the children follow a programme of study, based on the Early Learning Goals. The Reception children will encounter Christianity and other faiths as part of their growing sense of self, their own community and their place within it. The emphasis is on a child centred approach, through planned, purposeful play and through a mix of adult-led and child-initiated activity. Pupils will encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They will listen to and talk about stories. They will be introduced to subject specific words and will explore beliefs, practices and forms of expression. They will ask questions and reflect upon their own feelings and experiences. They will use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

Through the year they will achieve this through the celebration and experience of festivals and celebrations:

- Harvest
- Christmas
- Easter

They will also celebrate Cornish festivals e.g. St Piran's Day, to enable pupils to recognise key themes of human experience within their own lives and the lives around them.



Key Stage 1 and Key Stage 2

The Cornwall Agreed Syllabus 2020-2025 has an increased emphasis on the systematic teaching of the different religions. It describes pupils learning about Christians, Jews, Muslims and Hindus, rather than Christianity, Judaism, Islam and Hinduism. This is to reflect the fact that RE starts with encounters with living faiths rather than the history and belief structures of traditions.



Pupils are to study in depth the religious traditions of the following groups:

4-5s Reception	Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.	Consideration of other religions and non-religious worldviews can occur at any key stage, as appropriate to the school context.
5-7s Key Stage 1	Christians, Jews and Muslims.	
7-11s Key Stage 2	Christians, Muslims, Hindus and Jews.	
11-14s Key Stage 3	Christians, Muslims, Sikhs and Buddhists.	
14-16s Key Stage 4	Two religions are required, usually including Christianity. This will be through a course in Religious Studies or Religious Education leading to a qualification approved under Section 96. ^a	
16-19s RE for all	Religions and worldviews to be selected by schools and colleges as appropriate.	

Other faiths may also be studied if they are particularly relevant to the Kehelland School community.

Each key stage also has a Curriculum Kernewek unit of study, which focuses on religious beliefs and practices in Cornwall in the past and today. The children learn about sacred places, significant community events and how faith helps Cornish people through life's difficulties.

The Cornwall Agreed Syllabus' Programme of Study has three main aims

RE teaching and learning should enable pupils to ...

<p>A. make sense of a range of religious and non-religious beliefs</p>	<p>B. understand the impact and significance of religious and non-religious beliefs</p>	<p>C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied</p>
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Children’s knowledge, skills and understanding will develop progressively across the key stages.

The end of KS1 outcomes are described thus;

End of key stage outcomes

RE should enable pupils to:

<ul style="list-style-type: none"> • identify the core beliefs and concepts studied and give a simple description of what they mean 	<ul style="list-style-type: none"> • give examples of how people use stories, texts and teachings to guide their beliefs and actions 	<ul style="list-style-type: none"> • think, talk and ask questions about whether the ideas they have been studying have something to say to them
<ul style="list-style-type: none"> • give examples of how stories show what people believe (e.g. the meaning behind a festival) 	<ul style="list-style-type: none"> • give examples of ways in which believers put their beliefs into action 	<ul style="list-style-type: none"> • give a good reason for the views they have and the connections they make
<ul style="list-style-type: none"> • give clear, simple accounts of what stories and other texts mean to believers 		

The end of KS2 outcomes are described thus;

End of lower Key Stage 2 outcomes

RE should enable pupils to:

<ul style="list-style-type: none"> • identify and describe the core beliefs and concepts studied 	<ul style="list-style-type: none"> • make simple links between stories, teachings and concepts studied and how people live, individually and in communities 	<ul style="list-style-type: none"> • make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
<ul style="list-style-type: none"> • make clear links between texts/sources of authority and the key concepts studied 	<ul style="list-style-type: none"> • describe how people show their beliefs in how they worship and in the way they live 	<ul style="list-style-type: none"> • raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live
<ul style="list-style-type: none"> • offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> • identify some differences in how people put their beliefs into action 	<ul style="list-style-type: none"> • give good reasons for the views they have and the connections they make

End of upper Key Stage 2 outcomes

RE should enable pupils to:

<ul style="list-style-type: none"> identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions 	<ul style="list-style-type: none"> make clear connections between what people believe and how they live, individually and in communities 	<ul style="list-style-type: none"> make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)
<ul style="list-style-type: none"> describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts 	<ul style="list-style-type: none"> using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in different communities, denominations or cultures 	<ul style="list-style-type: none"> reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently
<ul style="list-style-type: none"> give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority 		<ul style="list-style-type: none"> 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

Statement of Impact

The children's knowledge, skills and understanding within Religious Education will develop progressively as they move through the school. Our aim is for our Y6 children to leave us with the ability to participate positively in our society, with its diverse religions and beliefs. They will be able to articulate clearly and coherently their personal beliefs, ideas, values and experiences. At the same time, they will have a developing interested and sensitive understanding of the beliefs of others, respecting their right to differ.