



RE STRATEGY for 2021 – 2022

INTENT

- It is our intent for the Religious Education element of our school curriculum to engage, inspire, challenge and encourage pupils, equipping them with the knowledge and skills to answer challenging questions, explore different religious beliefs and practices that are followed in our multi-cultural society.
- We want them to know how religious education promotes discernment and enables pupils to combat prejudice, preparing them for their future.
- Our children will gain an understanding of the impact and significance of a variety of beliefs and will be able to examine and explain a diverse range of beliefs.
- At Trewirgie, we our aim is that children will be able to recognise ways in which people put their beliefs into actions in diverse ways, in their everyday lives, within their communities and in the wider world.
- We want our children to appreciate and be tolerant of different beliefs and ways of life.

Vision

We want each child to be able to recognise their own beliefs and feelings and have the knowledge and understanding to be respectful of others of different beliefs and cultures. As a result, our children will become empathetic, conscientious members of our community who will have a strong sense of belonging.

Curriculum overview

At Trewirgie Infants' & Nursery School, RE lessons are taught innovatively to engage our children's interest and to encourage critical thinking. The Religious Education element of our school curriculum is designed to engage, inspire, challenge and encourage pupils, equipping them with the knowledge and skills to answer challenging questions and explore different religious beliefs and practices that are followed in our multi-cultural society.

IMPLEMENTATION

To ensure that high quality RE is taking place throughout the whole school we implement a curriculum which is progressive from EYFS through to Year 2. RE lessons are planned in accordance to the Cornwall Agreed Syllabus for RE 2020-2025. Every pupil has an entitlement to religious education and RE is a necessary part of a broad and balanced curriculum. All lessons have a strong focus on critical thinking, tolerance and vocabulary which ensures that all children can talk about RE with a coherent understanding and the appropriate language to express their thoughts. The subject leader works closely alongside teachers to ensure that knowledge and skills within RE lessons are progressive through the school and will be monitored and evaluated to ensure this is the case.

Approaches to teaching

The aim of the RE curriculum is to ensure that children begin to make sense of a range of religious and non-religious beliefs, so that they can identify, describe, explain and analyse beliefs and concepts of different religions. Our children will be taught how to make connections between religious and non-religious beliefs and will be given opportunities to think reflectively and challenge the ideas being studied and their own thinking. Children will be encouraged to articulate their own beliefs and to listen thoughtfully to the beliefs of others. We want children to gain knowledge and skills through experiences in the classroom but also with use religious artefacts and visits to places of religious significance.

Timetable

In order to deliver the aims and expected standards of the curriculum effectively, the expectation is that there is a minimum allocation of five per cent of curriculum time for RE. The Cornwall agreed syllabus outlines this as;

4–5s 36 hours of RE (e.g. 50 minutes a week or some short sessions implemented through continuous provision)

5–7s 36 hours of tuition per year (e.g. an hour a week, or less than an hour a week plus a series of RE days)

Year 1 (5-6s)	CREATION: Who Made the World? Harvest	1.10 What does it mean to belong to a faith community?	1.1 GOD: What do Christians believe God is Like?	1.7 Who is Jewish and how do they live? (PART 1)	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?
	3 x 50 min + Harvest Day (6 hours)	3 x 50 min + Christmas (6 hours +)	6 x 50 min	3 x 50 min + Easter Day (6 hours)	4 x 50 min	3 x 50 min + Environment Day
Year 2 (6-7s)	1.6 Who is Muslim and how do they live? (PART 1)	1.3 INCARNATION: Why does Christmas matter to Christians?	1.6 Who is Muslim and how do they live? (PART 2)	1.5 SALVATION: Why does Easter matter to Christians?	1.4 GOSPEL: What is the good news Jesus brings?	1.8 What makes some places sacred to believers?
	Autumn 2 5x90min (7.5hours)	3x90 (4.5 hours)	3x90mins (7.5 hours)	3x90mins (7.5hours)	3x90mins(7.5hours)	3x90mins (7.5hours)

RE is different from assembly/collective worship

Curriculum time for RE is distinct from the time spent on collective worship or school assembly, even though making links between the collective worship and the purposes and themes of RE would be good practice. The times given above are for RE.

Development of staff expertise

A staff survey will be carried out to assess staffs confidence with teaching the subject.

IMPACT

This should directly relate to the Intent section i.e have you achieved what you set out to?

Therefore each sub-heading here should address the subheadings included in the Impact section.

An example is provided below...

Measuring progress (Intent statement was “for all pupils to make strong progress from accurate starting points”)

In KS1 RE work will continue to be completed in RE/topic books. This will enable teachers to monitor each pupils progress and understanding within each unit and throughout the year.

In addition to this EYFS and KS1 from Sept 21 will keep an up to date RE floor book which class teachers can record/show who class learning/debates/work throughout each unit. Overtime this will create a holistic picture of what is learnt in RE and teachers can revisit previous learning before starting a new topic or to be used as a support pupils in their understanding. As Year groups move up across the school the RE floor book will move with them, this will enable Year 1 and 2 teacher reference previously learnt topics and gain an invaluable understanding of the skill progression and where there might be potential gaps in learning.

Successful engagement (Intent statement was “to fully engage all learners and their families so that they make a secure and confident start to their school life”)

Could include evaluations of... parent satisfaction meetings/surveys... observations by visiting governors... learning walks... reduction in numbers of cause for concerns/behaviour logs

If this document is written at the start of the year, this section will include **planned** impact, then in the Summer term this can be replaced or added to with the **actual** impact