



Treloweth Primary School Religious Education

	Signature	Date
Governor with responsibility		March 2021
Headteacher	Mrs L May	March 2021
Review date: Jan 2023		

Introduction

At Treloweth we follow the Cornwall Agreed Syllabus for Religious Education which was last updated in 2020. It is due to be updated again in 2025.

Principle Aim

The principle 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.

Aims

- 1) Make sense 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 and practices and ideas.

How does RE look across the three different key stages?

EYFS – 36 hours over the Reception Year.

RE is through planned, purposeful play and through a mix of adult led and child initiated activity, provide encounters with special people, books, times, places and objects. RE is taught through celebration and experience of festivals (including Harvest, Christmas, Chinese New Year, Diwali and Cornish festivals)

KS1 – 36 hours of tuition time per year.

Throughout KS1 children explore the religious beliefs and practices of Christians, Jews and Muslims. They learn about different beliefs about God and the world around them.

RE is taught weekly and is based on a QUESTION - reference is made to previous learning throughout the block

KS2 – 45 hours of tuition per year

Throughout KS2 children learn about the beliefs and practices of Christians, Jews, Hindus and Muslims. Children also learn about Other beliefs such as atheism and humanism.

RE is taught weekly and based on a question that needs to be answered and reference is made to previous learning throughout the block.

We ensure that RE teaching builds on previous learning and is age appropriate. RE links well to other curricular areas and can support Social, Spiritual, Cultural and Moral awareness.

Tolerance, Compassion and Understanding

At Treloweth we understand that we live in a global society and therefore it is important to teach tolerance and understanding of people who live in different communities and are members of different faiths. Inviting speakers, examining religious artefacts and visiting places of worship all provide first hand experiences of our multicultural community. Where this is not possible, teachers research and find secondary sources in books and from the internet to help develop compassion and awareness.

Legal Framework

As part of the Crofty Multi-Academy Trust, the Cornwall Agreed Syllabus for RE is our statutory document for the teaching of RE.

Parents have a legal right to withdraw their children from religious education lessons, but as RE is central to the life and identity of our school, we would ask parents to discuss with the head teacher or RE co-ordinator any reasons they might have for doing this.

Key Questions – Our curriculum is based on Answering key questions.

EYFS

Religions and worldviews

In Reception class, children should encounter Christianity and other faiths as part of their growing sense of self, their own community and their place within it.

Three units below focus on Christianity, and the others include opportunities to encounter Christians, Hindus, Jews and Muslims, as well as non-religious responses and ways of living.

Six units are provided. Schools should teach **at least four** of these.

F1 Why is the word 'God' so important to Christians?

F2 Why is Christmas special for Christians?

F3 Why is Easter special for Christians?

F4 Being special: where do we belong?

F5 Which places are special and why?

F6 Which stories are special and why?

Religions and worldviews

During the key stage, pupils should be taught knowledge, skills and understanding through learning about **Christians, Muslims and Jews**. Pupils may also encounter other religions and worldviews in thematic units, where appropriate.

Unit key questions

1.1 What do Christians believe God is like?

1.2 Who do Christians say made the world?

1.3 Why does Christmas matter to Christians?

1.4 What is the 'good news' Christians believe Jesus brings?

1.5 Why does Easter matter to Christians?

1.6 Who is a Muslim and how do they live? [Double unit]

1.7 Who is Jewish and how do they live? [Double unit]

1.8 What makes some places sacred to believers?

Christians and Muslims

1.9 How should we care for others and for the world, and why does it matter?

Christians, Jews and non-religious worldviews

1.10 What does it mean to belong to a faith community?

Christians, Jews, Muslims and non-religious worldviews

Religions and worldviews

During the key stage, pupils should be taught knowledge, skills and understanding through learning about **Christians, Muslims, Hindus and Jews**. Pupils may also encounter other religions and worldviews (including non-religious worldviews) in thematic units.

Unit key questions

Lower Key Stage 2	Upper Key Stage 2
L2.1 What do Christians learn from the Creation story?	U2.1 What does it mean if Christians believe God is holy and loving?
L2.2 What is it like for someone to follow God?	U2.2 Creation and science: conflicting or complementary?
L2.3 What is the 'Trinity' and why is it important for Christians?	U2.3 Why do Christians believe Jesus was the Messiah?
L2.4 What kind of world did Jesus want?	U2.4 How do Christians decide how to live? 'What would Jesus do?'
L2.5 Why do Christians call the day Jesus died 'Good Friday'?	U2.5 What do Christians believe Jesus did to 'save' people?
L2.6 For Christians, what was the impact of Pentecost?	U2.6 For Christians, what kind of king is Jesus?
L2.7 What do Hindus believe God is like?	U2.7 Why do Hindus want to be good?
L2.8 What does it mean to be Hindu in Britain today?	U2.8 What does it mean to be a Muslim in Britain today?
L2.9 How do festivals and worship show what matters to Muslims?	U2.9 Why is the Torah so important to Jewish people?
L2.10 How do festivals and family life show what matters to Jewish people?	U2.10 What matters most to Humanists, Christians? <i>Christians and non-religious, with opportunities to include other faiths studied</i>
L2.11 How and why do people mark the significant events of life? <i>Christians, Hindus, Muslims, non-religious</i>	U2.11 Why do some people believe in God and some people not? <i>Christians, non-religious</i>
L2.12 How and why do people try to make the world a better place? <i>Christians, Muslims, non-religious</i>	U2.12 How does faith help people when life gets hard? <i>Christians, Muslims and/or Jews and/or Hindus, non-religious</i>