

### National Curriculum Aims



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Religions

and

World Views

Knowledge Organisers

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Across the Years

Intent, Implementation & Impact

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#### Religions and World Views



Our aim at Trenance Learning Academy is to ensure that children have a coherent and progressive curriculum that identifies what pupils should know and understand by the end of each year and how that contributes to what they will go on to study in the next year. In this way pupils will encounter the rich spiritual and religious heritage of Cornwall and explore its relevance today. We encourage children to enquire about marks on the landscape such as Celtic Crosses and Standing stones. Why there are special festivals celebrating Special people, such as St Petroc, St Piran and the Cornish Saints.

They can enjoy the collective experience of listening to stories and learn ways to tell local stories to others. They can also investigate places of importance near the school like the Huer's Hut and local churches, exploring their use and importance in the past or today.

60% of the curriculum will focus on Christianity and the other 40% will be focused on the Jewish and Muslim religious teaching and practices.

However this does not exclude the teaching and understanding of all faiths and important festivals from other religions when they arise through the school year. Our aim is that our children will, through our teaching and learning in RE, leave Trenance as respectful members of our community and 'culturally rich' in understanding of our multicultural society and tolerant of all world views and religions

Religions Overview

Using the Aims set out in 'Discovery RE' (which follow closely the 'Cornwall Agreed Syllabus') we will inform children's knowledge of Religions,

Faiths and World views. We also will be accessing the rich resources of 'RE Today Org' and 'Understanding Christianity'.



piscovery RE®

The **enquiry** approach to **Religious Education** 

UNDERSTANDING CHRISTIANITY
TEXT IMPACT CONNECTIONS



Discovery RE covers the aims of the new Cornwall Agreed Syllabus/ They provide mapping document to support this. The also show how to use Understanding Christianiy alongside their medium term plans.

Religions Overview

Intent (curriculum design, coverage and appropriateness)	Implementation (curriculum delivery, teaching and assessment)	Impact (attainment and progress)
Here, at Trenance the aim of Religious Education is to help:  children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain; 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.  Religious Education is taught throughout the school in such a way as to reflect the overall aims, values, and philosophy of the school. At Trenance, Religious Education plays an important role, along with all other curriculum areas, particularly PSHCE and SEAL, in promoting the spiritual, moral, social, and cultural development of our children.	<ul> <li>At Trenance it has been agreed that having taken into account the requirements and guidelines presented in the Agreed Syllabus, the following religions have been selected for study:         <ul> <li>Christianity Islam Judaism Hinduism Humanism</li> <li>As Christianity is the predominant religion in the school's pupil population and in the community surrounding the school, Christianity is the chosen faith for Progressed Study.</li> </ul> </li> <li>There are no presumptions made as to the religious backgrounds and beliefs and values of the children and the staff. 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.</li> <li>All religions and their communities are treated with respect and sensitivity and we value the links, which are, and can be made between home, school, and a faith community.</li> <li>We acknowledge that each religion studied can contribute to the education of all our pupils. We promote teaching in Religious Education that stresses open enquiry and first-hand experiences wherever possible for both staff and children.</li> </ul>	<ul> <li>The children at Trenance enjoy learning lots about other religions and why people choose, or choose not to follow a religion. Through their R.E. learning, the children are able to make links between their own lives and those of others in their community and in the wider world. R.E. acts as a hub, therefore, between social aspects of learning, science and geography.</li> <li>Through R.E. our children are developing an understanding of other people's cultures and ways of life, which they are then able to communicate to the wider community.</li> <li>R.E. offers our children the means by which to understand how other people choose to live and to understand why they choose to live in that way. As such, R.E. is invaluable in an ever changing and shrinking world.</li> </ul>

Learning

Progression Map

Statement	Reception	Year 1	Year 2	Year 3
Green Descriptors  Personal resonance  with or reflection on  the concept/belief  underlying the  subject matter of the  enquiry.  Child's own thoughts,  opinions, belief,  empathy.	<ul> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Engage in storytimes</li> <li>Talk about members of their immediate family and community</li> <li>Comment on images of familiar situations in the past.</li> </ul>	• I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world • I can vertablise and / or express my own thoughts	· I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world  · I can verbalise and / or express my own thoughts	· I can tell you / talk about the concept: belief e.g. belonging e.g. belonging and start to relate this to the people I am studying e.g. Jews.  · I can express my own opinions and start to support them with rationale.  Next Page Religious Overview

Progression Map	Prod	ression	M	lap
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Statement	Reception	Year 1	Year 2	Year 3
Blue Descriptors	· Learn thymes, poems and	· I can recall facts about the	· I can recall facts about	· I can recall facts about religions I have studies, select
	songs.	religions / beliefs I have	the religions / beliefs I	the facts that are most significant to the enquiry
Knowledge and	250110111111111111111111111111111111111	studi <mark>ed</mark>	have studied	and start to explain their relevance / importance.
understanding of the	· Write short sentences with	ALC: UNKNOWN	100000000000000000000000000000000000000	100
subject matter of the	words with known	· Begin to use the religious	· Begin to use the religious	
enquiry (subject	sound-letter	vocabulary and start to	vocabulary and start to	FEBRUARY BUILDINGS AND AND ADDRESS OF THE PARTY OF THE PA
knowledge)	correspondences using a	explain the significance	explain the significance	BEST BEST TO THE REST OF THE PARTY OF THE PA
	capital letter and full stop.	and meaning of the	and meaning of the	City and the particular particula
		facts, practices etc.	facts, practices etc.	CONTRACTOR OF THE PERSON OF TH
	· Understand that some places	STATE OF THE PARTY	100000000000000000000000000000000000000	10 (2.1 Hills 1) 10 (10 (10 (1) (2.2 ))
	are special to members of	CONTRACTOR AND ADDRESS OF THE PARTY AND ADDRES	THE RESERVE OF	SUPPLIES THE PROPERTY OF THE PARTY OF THE PA
	their community.	100	ALC: NO.	Charles I State of the Local Division in the
	· Recognise some similarities and		Control of Control	- CO. C. L.
	differences between life in	- The State of the	100117	The second of the second
		8/65/00/11	- COMES & B	
	this country and life in	0.0500		
	other countries.	2/264	1000	
	Sing in a group or on their own,	200	110	Religions Overview
	increasingly matching	All a .		The Part of the Pa
	mer outsinging matering	1973	-17	Next Page

Progression Map

Statement	Reception	Year 1	Year 2	Year 3
Red Descriptors  Skills of evaluation  and critical thinking  in relation to the b ig	· Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	· I can start to think through the enquiry question using some facts and am beginning to see there could b e more	· I can start to think through the enquiry question using some facts and am beginning to see there could be	· I can apply my knowledge to the enquiry question and give an answer supported by one or more facts.
enquiry question	· Think about the perspectives of others.	than one answer.	more than one answer.	
	· Compare and contrast characters from stories, including figures from the past.			MARINE E
	· Recognise that people have different beliefs and celebrate special times in		II mi	
	different ways.			

#### <u> year Z</u>

Samaritan, parable, advent, Easter Egg, Hot cross bun, Resurrection, Jesus, God, Salvation

Salah Allah Qur'an Makkah/ Makkah Ka'bah, Mosque Minaret Musalla Mihrab Minbar Qur'an Wudu Prayer mats, Hajj robes, Makkah/Mecca, Grand Mosque, Mount Arafat, Five Pillars, Pilgrimage

Creation , Yom Kippur, Shabbat, Salvation,
Lent. Palm Sunday , Christianity, Judaism, Old
Testament, Messiah, symbols, worship,
forgiveness, acceptance, disciples, king, Holy
Week, Jerusalem, cross, kippah (skull cap),
tanakh (Jewish holy book), Rosh Hashanah
(Jewish New Year), Challah bread

Celebrate, Nativity, Easter, Harvest, Bible, Christmas, Hanukkah, Chinese New Year, Diwali, Church, St. Piran, Jesus., God. Who? What?

S'ama cross Salah , Mosqu Qur'an Makka

#### Year 1

Creation , Yom Kippur, Shabbat, Salvation, Lent. Palm Sunday , Christianity, Judaism, Old Testament, Messiah, symbols, worship, forgiveness, acceptance, disciples, king, Holy Week, Jerusalem, cross, kippah (skull cap), tanakh (Jewish holy book), Rosh Hashanah (Jewish New Year), Challah bread

Foundation C

Celebrate, Nativity, Obby 'Oss, Easter, Harvest, Bible, Christmas,Hanukkah, Nowruz, Chinese New Year, Diwali, Church, St. Piran, Jesus God, Who? What?

Vocabulary

Colobrate, Nativity, Easter,

Harvest, Bible, Christmas, Hanukkah, Chinese New Year, Diwali, Church, St. Piran, Jesus. , God, Who? What?

Religions Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YF	Special People	Incarnation/Christmas	Celebrations Kernewek Curriculum	Easter	Stories from all religions	Special Places
Y1	Creation	What does it mean to Christmas belong to a faith community?	Jesus as a friend	Easter-Palm Sunday	Shabbat Judaism	Judaism How should Rosh we care for Hashanah the world and and for Yom Kippur others and why does it matter?
Y2	What did Jesus Teach?	Christmas-Jesus as a gift from God	Islam - Prayer at home	Easter- What Resurrection makes some places scared to believers		Islam - Hajj

Christianity

Judaism

Islam

Kernewek Curriculum

Religions Overview

#### Visits & Visitors













Religions Overview

# Religions









## Religions









Religions Overview

## Religions











Religions Overview

### Knowledge Organisers



Year 1	Year 2
Autumn 1	Autumn 1
Autumh 2	Autumn 2
Spring 1	Spring 1
Spring 2 PETRONA	Spring 2
Summer 1	Summer 1
Summer 2	Summer 2