



Teaching and Learning Principles

Subject: RE

Aspiration, Perseverance, Collaboration, Compassion

School Vision:

Our school will be an exciting place to learn!

We will:-

Provide a safe, challenging environment

Value each individual, to build positive foundations for learning for life.

Promote team-work, cooperation and responsibility.

Foster healthy relationships between our pupils.

School Mission Statement:

To work in close partnership with the children, their families and the wider community to nurture-

Aspiration

Perseverance

Collaboration

Compassion

Subject Intent

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.

We define curriculum as the totality of a child's experience at Treverbyn Academy. This includes not only what activities and learning they are immersed in but also the processes involved in how the child learns.

At Treverbyn Academy, we have developed an immersive curriculum which fosters: - Aspiration, Perseverance, Collaboration and Compassion.

To ensure curriculum quality we have addressed the following:

- Developing sequential learning where pupils know more and can do more
- Considering depth and breadth and curriculum content
- Local context and filling the gaps from pupils' backgrounds
- Ensuring exposure and immersion in high quality texts linked to topics



- A mastery approach
- Having clear and focused opportunities for assessment
- Listening to the pupil voice
- Reviewing and evaluating curriculum design
- Clear curriculum leadership and ownership

Subject Implementation:

Every class will follow the Cornwall Agreed Syllabus; which focuses on 3 elements:

1. Making sense of beliefs
2. Understanding the impact
3. Making connections.

Links will be made between prior learning and future learning

New topics will begin with a recap of prior knowledge gained/taught

Technical terms and vocabulary will be reinforced and demonstrated within the class

Children will use a range of primary and secondary sources to gain information and knowledge.

Subject Impact:

We aim for every child to be able to:

- Present their knowledge and understanding in a variety of ways
- 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
- 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
- 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.

Skills Progression:

At Treverbyn Academy, we use the objectives from the National Curriculum to ensure good coverage and challenge for all. We carefully track the objectives to ensure that new learning builds on prior knowledge and consolidates understanding showing sound progression across the depth and breadth of the subject.

Within lessons and topics, we ensure sufficient time is given to recall prior learning so that children are able to see and develop links within their learning.

For further information, please see the subject overview grid and the skills progression document.

Contextual example:

For example, in Key Stage 2 when studying why Christians call the day Jesus died 'Good Friday', they will build on and refer to work done on Holy Week in Key Stage 1.

Teaching and Learning Expectations:

- Lessons will promote a love of learning
- Activities/questions will promote curiosity
- Links within English and Maths, as well as Drama and ICT links
- Regular opportunities for AfL through a range of activities
- Recall of prior learning - quizzes, topic maps, verbal discussion
- A minimum of (6 hours) per topic of work

Working Walls/Displays:

- Floorbooks containing examples of RE work
- Key Vocabulary/ words on any displays
- Examples of work linked to topic – not every term, but as appropriate
- RE in topic or writing books at least once per half term (an extended piece of writing).

Monitoring/Assessment:

- Cornwall Agreed Syllabus 'I can' statements used for end of unit outcomes.
- Summative Assessment - EYFS, end of KS1 and the end of KS2 (and end of year)
- Pupil Conferencing
- Learning Walk/Lesson Observations / monitoring floorbooks
- Work Scrutiny



Treverbyn Academy

