



Our aim is to provide all our children with an engaging, exciting and empowering curriculum that equips them with the skills for success both now and in the future.

The development of our curriculum is based on the following key principles to meet the needs of the children in our community:

- To provide opportunities for all pupils to progress in their learning
- To promote spiritual, moral, social and cultural development
- To develop positive characteristics in our pupils with an emphasis on resilience for learning
- To provide pupils with a sense of place but to also widen their outlook to the world beyond.
- To give all pupils, especially disadvantaged pupils, experiences and essential knowledge that broaden their opportunities in life.

We believe the best schools reflect their local communities; we bring the community into our school and we take our pupils out into the community. The best schools also look beyond their local community and we ensure our pupils are part of the national and international conversation. We teach pupils how to be active members of the community and how to be good citizens of the world.

Curriculum statement for the teaching and learning of Religious Education 2021/22

I N T E N T	It is the aim of Porthleven Primary School to provide opportunities for all children to learn and to achieve, regardless of gender, ethnicity or ability. The school curriculum aims to promote pupils' spiritual, moral, social and cultural development and to prepare them for the opportunities, responsibilities and experiences of life. We aim to promote their self-esteem and emotional well-being and to help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and others. Through our teaching of RE, we aim to develop tolerance and respect for the different cultures and beliefs within our society, supporting British values.		
U n d e r p i n n e d B y	The teaching of skills	The application of skills	Vocabulary
	<p>Pupils will be taught to develop skills in three key areas; Making sense of beliefs, Making Connections and Understanding the Impact. Each of these key elements are interconnected and are underpinned by skills</p> <p>Making sense of beliefs</p> <ul style="list-style-type: none"> • 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. <p>Making Connections</p> <ul style="list-style-type: none"> • 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. <p>Understanding the Impact</p> <ul style="list-style-type: none"> • 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. 	<p>Pupils are given regular opportunities to apply their learning during discussions and activities focused on the skills outlined in the school planning documents. During whole school RE days, pupils are able to apply their skills and cover whole units.</p>	<p>Pupils will understand and use appropriate topic vocabulary e.g. belief, respect, values, faith, expression, diversity, belonging, tolerance.</p>

I m p l e m e n t a t i o n	<p>Curriculum Approach</p> <p>We utilise Understanding Christianity materials which have been devised to ensure thorough coverage of the teaching of Christianity throughout the school. Other religions belief, values, and traditions are planned using the Cornwall Agreed Syllabus. Children are able to build on skills each year and planning provides opportunities to support work at greater depth. There are clear indicators for end of KS1, Lower KS2 and Upper KS2 achievement.</p>	<p>External Stimuli Children from Reception through to Year 6 are instilled with the idea of respect for religions and belief. We are an isolated rural community and therefore we endeavour to teach our pupils about a wide range of religions through visits to places of worship both real and virtual and by using artefacts.</p>	
	<p>Resources</p> <p>Children have access to a range of resources and artefacts for a variety of different religions. We</p>	<p>Thoughtful Questioning from pupils and planned by adults provide opportunities</p>	<p>British Values</p> <p>The planning used by staff is structured to promote</p>

	encourage a hands on approach so that children are able to see how artefacts are used in different religions and supported to understand their value.	that encourages deeper thinking about aspects of religion.	British values through developing understanding of other cultures and beliefs, treating people of all faiths equally and nurturing tolerance for other people's opinions. British values are developed in assemblies.
	RE Knowledge Organisers and Learning Journeys These are set up and sent home to parents to show the knowledge understanding and skills covered in the unit and the prior learning necessary to access the work effectively.	Assemblies Whole class worship takes place daily which may include Virtues certificates when pupils are able to reflect on their own personal growth. Our local church provides weekly whole school assemblies based on Bible stories.	

I m p a c t	At the end of each year, pupils have developed their reflective skills, and have gained a new understanding of beliefs and religions in the world around them.			
	PUPIL VOICE Children are able to talk enthusiastically about their knowledge of religion. Children across the school articulate well about the need to be respectful of different beliefs.	EVIDENCE IN KNOWLEDGE Pupils know how people of different religions may express themselves and treat people equally regardless of background or beliefs.	EVIDENCE IN SKILLS Pupils use acquired vocabulary in lessons. They develop an understanding of the need to be respectful and tolerant of different beliefs.	BREADTH AND DEPTH Teachers plan a range of opportunities to develop knowledge of religious topics in practical and creative ways.