

Religious Education

'RE is like an iceberg. As you unpack ideas you come to understand deeper meaning' Anon, Year 9 pupil



INSPIRE • BELIEVE • ACHIEVE

Curriculum Intent: Religious Education at Madron Daniel C of E Primary School explores big questions about life. It finds out what people believe and what difference this makes to how they live. Religious Education helps children to make sense of religion and belief, reflecting on their own ideas and ways of living. Our RE curriculum at Madron Daniel follows the Cornwall Agreed syllabus. . By exploring together a key question and developing subject specific vocabulary,, we help children to develop the language and skills needed to express their own well-balanced, thoughtful opinions. There is a Cornish element, Curriculum Kernowek, so that the children learn about where they live and that it is part of a special place called Cornwall in the UK.

By the end of Key Stage One our pupils should:

- Identify core beliefs and concepts studied and give a simple description of what they mean
- Give examples of how stories show what people believe
- Give clear simple accounts of what stories and other texts mean to believers
- Give examples of how people use stories, texts and teachings to guide their beliefs and actions
- Give examples of ways in which believers put their beliefs into practice
- Think, talk and ask questions about whether the ideas they have been studying have something to say to them
- Give a good reason for the views they have and the connections they make

By the end of Lower Key Stage Two our pupils should:

- Identify and describe the core beliefs and concepts studied
- Make clear links between the text/sources of authority and the key concepts studied
- Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers
- Make simple links between stories, teachings and concepts studied and how people live, individually and in communities
- Describe how people show their beliefs in how they worship and in the way they live
- Identify some differences in how people put their beliefs into practice
- Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
- Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how people think and live
- Give a good reason for the views they have and the connections they make

By the end of Upper Key Stage Two our pupils should:

- Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions
- Describe examples of ways in which people use text/sources of authority to make sense of core beliefs and concepts
- Give meanings for texts/sources of authority studies, comparing these ideas with ways in which believers interpret texts/sources of authority
- Make clear connections between what people believe and how they live individually and in communities
- Using evidence and examples, show how and why people put their beliefs into practice in different ways
- Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people
- Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognizing that others may think differently
- Consider and weigh up how ideas studied relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make