

	Autumn		Spring		Summer	
School Parable	<b>Believe You Can – School Motto underpinned by the Parable of the Talents</b>  - to consider how our school values (Faith, Love, Respect, Perseverance and Forgiveness) help us focus on working to meet our goals, reaching our potential in using our unique gifts and talents, and how the Holy Spirit can be an enabler and encourager as one of the ways to achieve our potential by using our unique gifts and talents for ourselves and others, in order to be the best we can be as individuals and as a community.					
Half Termly Value and linked scripture: Parable Miracle Core Bible Story	Love  The Good Samaritan Loaves and Fish The Christmas Story		Faith  The Mustard Seed Jesus Calms the Storm Noah's Ark	Respect  Wedding Banquet Healing the Servant's Ear The Easter Story	Forgiveness  The Prodigal Son The Paralysed Man The Story of Joseph	Perseverance  The Lost Sheep The Miraculous Catch of Fish The Creation Story
Nursery 1 Core Bible	The Good Samaritan		Jesus Calms the Storm	Prodigal Son	The Lost Sheep	
Nursery 2 Topic	Over the Rainbow		Our Wonderful World		Emergency!	
RE Big Q?	Why did God send the rainbow?		How did God create the world?		How can we help each other?	
Nursery 2 Core Bible Stories	Introduction to: Noah's Ark	Introduction to: The Christmas Story	Introduction to: The Easter story Mothering Sunday Creation Story – Awareness of God creating the world.		Introduce parable of The Lost Sheep Link to topic – people who help us.	Introduce parable of The Good Samaritan Link to topic – people who help us.
Nursery 2 RE Coverage	Christianity: Introduction to Noah's Ark; Nativity (Christmas Story) linked to topic, Rainbow Colours. Hinduism: Introduction to other faiths and celebrations – Colours of Diwali.		Introduction to Holy Week – Palm Sunday, Shrove Tuesday, Easter etc. Awareness of other faiths' celebrations. Introduction to Chinese New Year, Holi.		Stories that Jesus told – be aware that Jesus was a storyteller (explore later in Reception). People that help us and help each other. Awareness of stories from other faiths and cultures around helping each other.	
Skills and Knowledge Components	Introduce to a religious story Introduce to different ways of life Introduce to different traditions and expressions		Say what is important to them Introduce a religious story Introduce to different ways of life Introduce to different traditions and expressions		Introduce a religious story Identify emotions in themselves Say what is important to them	
Reception Topic	Colours of Me		Once Upon a Time		Marvellous Mystery Tour	
RE Big Q?	Why does Joseph have a coat of many colours? Why does God make a rainbow? (Noah's Ark) How is the star important in the birth of Jesus?		How do Jesus' stories help us make choices? How many emotions are felt in the Easter Story? (link back to autumn term topic)		Why do people go on journeys?	
Reception Core Bible Stories	Joseph Noah's Ark Christmas Story Creation Story		The Good Samaritan The Lost Sheep The Easter Story		Noah's Ark Jesus Calms the Storm	
Reception RE Teaching	Introduce Joseph – link to topic of many colours Creation story – colours of God creating the world. Revisit and explore Noah's Ark – link to topic and extend from N2 learning Rainbow. Revisit and explore The Christmas Story using Tom and Tessa characters. Harvest Comparison of celebration of light and colours between Bonfire Night, Diwali, Holi, Christmas and Hannukah.		Jesus as a storyteller (parables): Build on from whole school teaching of The Good Samaritan, The Lost Sheep, The Two Sons. Revisit and explore The Easter Story using Tom and Tessa characters.  Chinese New Year story and celebrations. Story of St Piran.		Revisit Noah's Ark (Long term memory) Build on from whole school teaching of Jesus Calms the Storm Jonah and the Whale Pentecost – birth of the church. Journey of a Pilgrimage Revisit and explore the journey of St Piran and St Meriadoc; have an awareness that people from other faiths go on journeys too such as Hajj (Islam) etc.	
Skills and Knowledge Components	Talk about a religious story Talk about a religious symbol. (eg star at Christmas) Talk about their family. Say how they feel when they are happy or sad. Say why their family is important to them.		Talk about a religious story. Talk about some belonging ceremonies. (eg Christening) Talk about a religious symbol. (eg star at Christmas) Say why their family is important to them.		Talk about their family. Say why their family is important to them.	
Year 1 Topic	Heroes and Explorers		Into the Woods		Castles and Coasts	
RE Big Q?	Was Jesus a hero? Who are the heroes around Diwali?		How was the world created? Why did Jesus die?		Is Cornwall a spiritual place? How do people celebrate and worship?	
Year 1 Core Bible Stories	The Miracle of the Loaves and Fishes (Link to Jesus as a hero, healer and teacher) The Miracle of the Paralysed Man. (Link to Jesus as a hero, healer and teacher)		The Story of Creation The Easter Story		The Parable of the Good Samaritan (Revisited at a deeper level) linked to seeing everyone as our neighbour and that we are equal in God's sight no matter what our culture.)	
Year 1 RE Areas of Learning	Christianity Gospel: Jesus as a special person; Jesus as healer and teacher Christmas Hinduism Celebrations: Diwali Compare how Christians and Hindus celebrate.		Christianity and Hinduism Creation stories – Genesis and Hindu Creation story Christianity Easter story		Christianity Structure of the church Christian celebrations: Baptism and marriage Hinduism Hindu worship – Puja in the home and shrines. Cornwall as place of spiritual enquiry	
Skills and Knowledge Components	Retell a religious (eg Christian, Hindu etc) story and talk about it. Recall and name different beliefs and practices, including festival, worship rituals and ways of life. Begin to ask questions about the faith communities in their school. Think about the special things that happen to them and others. Think about what is important to them and to other people.		Retell a religious (eg Christian, Hindu etc) story and talk about it. Recall and name different beliefs and practices, including festival, worship rituals and ways of life. Begin to ask questions about the faith communities in their school. Think about the special things that happen to them and others. Think about what is important to them and to other people.		Recall and name different beliefs and practices, including festival, worship rituals and ways of life. Recognise religious art, symbols and words and talk about them. Begin to ask questions about the faith communities in their school. Think about the special things that happen to them and others. Think about what is important to them and to other people.	
Year 2 Topic	Down in the Jungle		Out of this World		Dinosaurs and Discovery	
RE Big Q?	Does having a faith help us survive?		Can one person change the world?		How are we influenced on our life choices?	
Core Bible Stories	Use knowledge of Core Bible stories from previous years to draw upon for delving deeper into theological thinking, ask philosophical questions and developing their own faith and beliefs.					
Year 2 RE Areas of Learning	Christianity: God – God as the Creator and Father Christianity: God – God the Son (Christmas) The Bible – Nature of the bible, made up of many books Focus on Old Testament. The Church's Year Hinduism – One God through many images		Christianity: Jesus as an historical figure: Jesus' disciples and friends Christianity: God – The Holy Spirit (Easter) The Bible – Types of writing (stories, poems and sayings) and its uses. Focus on New Testament. The Church's Year Hinduism: Holi Compare Easter celebration and Hindu festival of Holi		Christianity: The Christian way of life Hinduism: Concepts, Truths and Values Hinduism – Scriptures: Vedas, Bhagavad Gita, Ramayana Compare Christian and Hindu values Philosophical discussions. The Church's Year	
Skills and Knowledge Components	Retell a religious story and suggest meanings to some religious and moral stories. Ask and respond to questions about why religious communities do different things. Notice and respond sensitively to some similarities between different religious and worldviews. Explore questions about meaning and truth. Discuss sacred writings and sources of wisdom. Begin to express their ideas and opinions and to recognise there could be more than one answer.		Retell a religious story and suggest meanings to some religious and moral stories. Ask and respond to questions about why religious communities do different things. Notice and respond sensitively to some similarities between different religious and worldviews. Begin to express their ideas and opinions and to recognise there could be more than one answer.		Ask and respond to questions about why religious communities do different things. Recognise that religious symbols, words and actions express a community way of living. Notice and respond sensitively to some similarities between different religious and worldviews. Explore questions about meaning and truth. Discuss sacred writings and sources of wisdom. Begin to express their ideas and opinions and to recognise there could be more than one answer.	

Christian Values linked to British Values and the Rights of the Child (UNCRC)

British Value	Key Christian Text and underpinned by the United Nations Convention on the Rights of the Child.	UNCRC Article
Democracy	For God gave us a spirit not of fear but of power and love and self-control. 2 Timothy 1:7	UN CRC Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, to have their opinions taken into account.
Rule of Law	Whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is pleasing, whatever is commendable, if there is any excellence and if there is anything worthy of praise, think about these things. Philippians 4:8	UN CRC Article 19: Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who look after them.
Individual Liberty	Just as each one has received a gift, use it to serve one another as good stewards of the varied grace of God. 1 Peter 4:10	UN CRC Article 31: All children have the right to relax and play, and to join in a wide range of activities. UN CRC Article 15: Children have the right to meet together and to join groups and organisation, as long as this does not stop other people from enjoying their rights
Mutual Respect	Treat others just as you want to be treated. Luke 6:31	UN CRC Article 2: The convention applies to everyone whatever their ethnicity, gender, religion, abilities, whatever they think or say, whatever type of family they come from. UN CRC Article 30: Children have a right to learn and use their language and customs of their families, whether these are shared by the majority of people in the country or not.
Tolerance of Different Faiths and Beliefs	Treat others just as you want to be treated. Luke 6:31	UN CRC Article 14: Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

British Value

DEMOCRACY

Statement

The children at St Meriadoc CE Infant Academy see democracy borne out in a variety of ways and recognise this as being an essential component of successful team working.

Democracy is embedded at our school. Pupils are always listened to by adults and are taught to listen carefully and respect the right of every individual to have their opinions and voices heard. We practice Article 12 The right to an opinion, be heard and be listened to.

How do we promote it?

- Adults listen to the views of the pupils and value their opinions.
- Each year the pupils decide upon their class charter and how their respect can be associated with these. All the pupils contribute to selecting the rights for their charter.
- We have an elected school council that meets at least 3 times a term and includes two children from each year group.
- Democracy is promoted through the curriculum e.g. in debates and some topic work.
- Children are regularly asked their views, including through pupil conferencing. The results are fed back, shared with staff and governors and then decisions may be based on it.
- Children are able to work cooperatively in pairs, groups, across the year groups as well as in whole class/school situations, crossing to working with the St Meriadoc CE Junior Academy and other schools in Rainbow Multi Academy Trust. They understand about turn taking and respecting the views of others.

British Value

THE RULE OF LAW

Statement

The children at St Meriadoc CE Infant Academy are familiar with the concept through the philosophy that infuses the entire work of the school.

The importance of rules, charters, rights or laws, is constantly reinforced during lessons, break times, lunchtimes and worship. Rules include school rules, rules that govern the country and rights as detailed under The United Nations Convention on the Rights of the Child.

How do we promote it?

- Each class discusses and sets its own class charter annually, ensuring they are clearly understood by all and are necessary to make certain that every class member is able to learn in a safe and ordered environment. Children sign and agree to their charter.
- Our high standards of behaviour across the school are promoted by positive praise and consistency by all staff.
- Children are familiar with the concept through the discussion of values and in RE lessons the idea that different religions have guiding principles.
- Children are taught the reasons behind rules, the importance of observing rules and the consequences when rules are not adhered to.
- Our Christian values enable children to find examples of why we follow a code of conduct and to recognise and appreciate when others demonstrate positive behaviour.
- Children are able to articulate how we need to behave in school and why, and demonstrate they understand and can abide by these conventions.

British Value

INDIVIDUAL LIBERTY

Statement

The children in St Meriadoc CE Infant Academy are actively encouraged to make choices, knowing that they are in a safe and supportive environment.

Our teaching and learning philosophy places emphasis on the right to have our own thoughts and evidence based views.

How do we promote it?

- Through our school values and aims, as well as through teaching across the curriculum children are taught about personal responsibility, the courage to stand up for what is right, resilience, understand the concept of having a high expectation and high aspiration.
- Children are part of the curriculum planning process across the school from Big Paper Project Planning in the early years to Topic Box planning in KS1.
- Children are encouraged to know, understand and exercise their rights and personal freedom and are advised how to exercise these safely.
- In daily lessons, children are encouraged to develop independence in learning, to think for themselves and are provided with a choice in the level of challenge through differentiated success criteria.
- Children express their courageous advocacy by raising money for charities, sharing products (Foodbank) and giving to those in need.
- Children are encouraged to discuss and debate, expressing their opinions and respecting the rights of others that hold differing points of view.

British Value

MUTUAL RESPECT

Statement

Respect is a fundamental school value at St Meriadoc CE Infant Academy.

Respect is discussed extensively, starting with self-respect and covering respect for family, friends and other groups, the world and its people and the environment. As a Rights Respecting School, we ensure children learn and respect their rights and rights of others as detailed in the United Nations Convention on the Rights of the Child.

How do we promote it?

- Our school ethos and behaviour policy are based around our core Christian values and the rights of the child and these values determine how we live as a community at St Meriadoc CE Infant Academy.
- We provide as many opportunities as possible for the children to work together across classes, key stages, across both the infant and junior schools and across Rainbow Multi-Academy Trust.
- We have high expectations of behaviour and a consistent approach by staff ensures mutual respect.
- Children are encouraged to celebrate diversity and to see everybody in the school as unique.
- Staff and governors are good role models treating each other as equals.
- The children know and understand what is expected and that it is imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small.

British Value

TOLERANCE OF DIFFERENT FAITHS AND BELIEFS

Statement

This is achieved at St Meriadoc CE Infant Academy through enhancing pupils’ understanding of place in a culturally diverse society and by giving them opportunities to learn about such diversity.

How do we promote it?

- Our school enhances pupils understanding of different faiths and beliefs through RE and discussing key festivals (Chinese New Year).
- Regular collective worship and discussions on the themes of prejudices and prejudice based bullying have been followed and supported by learning in RE.
- Tolerance of different faiths and beliefs is promoted through the Cornwall Agreed Syllabus for Religious Education with children learning about different religions, their own beliefs, places of worship and festivals.
- Members of different faiths and religions are encouraged to share and celebrate their knowledge within class and school.
- Geographical studies ensure children learn about other cultures e.g. music, dance, design, living and faiths.
- We use opportunities such as the Olympics and World Cup to study and learn about life and culture in other countries.
- As part of our worship, children explore how a particular value is important in a range of faiths and act out traditional faith stories that demonstrate this.
- We actively support charities, both in Britain and overseas, developing the children’s appreciation and respect for the differences and inequalities in the world and of all the things that we share as human being, for example the need for food, shelter, security and love.

Our key Articles from the United Nations Convention on the Rights of the Child are:

Article 12 – The right to an opinion, be heard and listened to.

Article 14 – The to a faith

Article 28 – The right to an education

Article 29 – The right to be the best you can be

Article 31 – The right to relax and play