

St Meriadoc CE Infant Academy RE Overview – refer to Cornwall Agreed Syllabus 2019

| | Autumn | | Spring | | Summer | |
|--|--|--------------------------------------|---|---------------------------|---|--|
| School Parable | Let Your Light Shine – School Motto underpinned by the Parable of the Talents | | | | | |
| | - 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. | | | | | |
| School Half Termly Value Parable | Perseverance – The Lost Sheep. God Believes, We Believe, I believe | Forgiveness - Prodigal Son | Respect – Wedding Banquet (Invited didn’t show up) | Love – The Good Samaritan | Faith - Jesus Calms the Storm | |
| Nursery 1 Core Bible | The Lost Sheep | | Prodigal Son | Good Samaritan | Jesus Calms the Storm | |
| 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 is the word ‘God’ so important to Christians? Why is Christmas special for Christians? | | Being Special: Where do we belong? Why is Easter special to Christians? | | What places are special and why? What times/stories are special and why? | |
| 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. – <i>discuss favourite/puzzling things/ animals in creation order the story</i> 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. <i>celebrations, gifts, - Jesus was a gift</i> Harvest <i>link to thank creator, prayers</i> 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. <i>Palm Sunday, Palm crosses, Easter Garden, eggs</i> Chinese New Year story and celebrations. Story of St Piran. <i>Diff religions teach that each person is unique and valuable</i> <i>Link to lost sheep everyone special!</i> <i>Infant baptism in Christianity but also other religions eg Islam Aqiqah</i> | | 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. <i>Special places – holiday, home, garden, leading to holy buildings – church, mosque. Discuss main features of them</i> | |
| Skills and Knowledge Components Colour key: Making sense Understanding impact Making connections | <u>Unit F1</u> Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world • Retell stories, talking about what they say about the world, God, human beings • Think about the wonders of the natural world, expressing ideas and feelings • Say how and when Christians like to thank their Creator • Talk about what people do to mess up the world and what they do to look after it. <u>Unit F2</u> Talk about people who are special to them • Say what makes their family and friends special to them • Recall simply what happens at a traditional Christian festival (Christmas) • Begin to recognise the word ‘incarnation’ as describing the belief that God came to Earth as Jesus • Retell religious stories, making connections with personal experiences. | | <u>Unit F6</u> Talk about some religious stories • Recognise some religious words, e.g. about God • Identify some of their own feelings in the stories they hear • Identify a sacred text e.g. Bible, Torah • Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus’ story about the ten lepers teaches about saying ‘thank you’, and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc. <u>Unit F3</u> Recognise and retell stories connected with celebration of Easter • Say why Easter is a special time for Christians • Talk about ideas of new life in nature • Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature • Talk about some ways Christians remember these stories at Easter | | <u>Unit F4</u> Retell religious stories making connections with personal experiences • Share and record occasions when things have happened in their lives that made them feel special • Recall simply what happens at a traditional Christian infant baptism and dedication • Recall simply what happens when a baby is welcomed into a religion other than Christianity. <u>Unit F5</u> Talk about somewhere that is special to themselves, saying why • Recognise that some religious people have places which have special meaning for them • Talk about the things that are special and valued in a place of worship • Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God • Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church • Express a personal response to the natural world. | |
| Year 1 Topic | Heroes and Explorers | | Into the Woods | | Castles and Coasts | |
| RE Big Q? | Does it mean to belong to a faith community? What do Christians believe God is like? | | Who is Jewish and how do they live? | | Who do Christians say made the world? How should we care for the world and for others, and why does it matter? | |
| Year 1 Bible Stories | The parable of the Lost Coin The parable of the Lost Son | | 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 Christian and Jewish wedding Ceremony Christian Baptism- symbols, Jewish naming ceremony Show how love one another, promises Christian and Jewish wedding Idea of belonging – families, groups, community Charity work – diff rels work together Parables teach us about God Forgiveness Diff types of prayer/praise God is loving and forgiving | | Judaism Jewish items in the home Jewish beliefs about Shema (Deuteronomy 6:4-9) Shabbat – Sabbath Jewish Bible Jewish religious artefacts Celebration and remembrance | | Christianity Creators Creation story (link back to EYFS) Thank God – prayers before meals Harvest Questions about creation Care for the world Responsibility, supporting poor is cross many religions Caring for each other – Winnie the Pooh etc | |

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| Skills and Knowledge Components <i>Colour key:</i> Making sense Understanding impact Making connections | <p><u>Unit 1:10</u> Make sense of beliefs:</p> <ul style="list-style-type: none"> Recognise that loving others is important in lots of communities Say simply what Jesus and one other religious leader taught about loving other people <p>Understand the impact:</p> <ul style="list-style-type: none"> Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) <p>Make connections:</p> <ul style="list-style-type: none"> Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas. <p><u>Unit 1:1</u> Make sense of belief:</p> <ul style="list-style-type: none"> Identify what a parable is Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father Give clear, simple accounts of what the story means to Christians <p>Understand the impact:</p> <ul style="list-style-type: none"> Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas Give a reason for the ideas they have and the connections they make | <p><u>Unit 1:7.</u> Make sense of belief:</p> <ul style="list-style-type: none"> Recognise the words of the Shema as a Jewish prayer Retell simply some stories used in Jewish celebrations (e.g. Chanukah) Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) Make links between Jewish ideas of God found in the stories and how people live Give an example of how some Jewish people might remember God in different ways (e.g. <i>mezuzah</i>, on Shabbat) <p>Make connections:</p> <ul style="list-style-type: none"> Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too | <p><u>Unit 1:2</u> Retell the story of creation from Genesis 1:1–2:3 simply</p> <ul style="list-style-type: none"> Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible Say what the story tells Christians about God, Creation and the world <p>Understand the impact:</p> <ul style="list-style-type: none"> Give at least one example of what Christians do to say ‘thank you’ to God for Creation <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk and ask questions about living in an amazing world Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in. <p><u>Unit 1:9</u> Make sense of belief:</p> <ul style="list-style-type: none"> Identify a story or text that says something about each person being unique and valuable Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world <p>Understand the impact:</p> <ul style="list-style-type: none"> Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories Give examples of how Christians and Jews can show care for the natural earth Say why Christians and Jews might look after the natural world <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world. |
| Year 2 Topic | Down in the Jungle | Out of this World | Digging Deep |
| RE Big Q? | Who is a Muslim and how do they live? Why does Christmas matter to Christians? | Who is a Muslim and how do they live (part 2)? Why does Easter matter to Christians? | What is the ‘good news’ Christians believe Jesus brings? What makes some people and places in Cornwall sacred? |
| 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 | <p>Islam – introduce the five pillars of Islam, learn about key Muslim beliefs, listen to stories of the prophet.</p> <p>Christianity -Incarnation, the Christmas story, advent tradition.</p> | <p>Christianity – salvation, the story of Holy week, learn about how Christians show their beliefs about Jesus’ death and resurrection.</p> <p>Islam - introduce the five pillars of Islam, learn about key Muslim beliefs, listen to stories of the prophet.</p> | <p>Christianity – learn about the Gospel, explore the concepts of forgiveness, peace and love.</p> <p>Christianity – explore what is sacred and holy, look at Cornish saints, explore holy buildings and what’s inside them.</p> |
| Skills and Knowledge Components <i>Colour key:</i> Making sense Understanding impact Making connections | <p><u>Unit 1:6 part 1</u> Make sense of belief:</p> <ul style="list-style-type: none"> Recognise the words of the <i>Shahadah</i> and that it is very important for Muslims Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names of Allah, and give a simple description of what some of them mean Give examples of how stories about the Prophet show what Muslims believe about Muhammad <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of how Muslims use the <i>Shahadah</i> to show what matters to them Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) Give examples of how Muslims put their beliefs about prayer into action <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk about and ask questions about Muslim beliefs and ways of living Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. <p><u>Unit 1:3</u> Make sense of belief:</p> <ul style="list-style-type: none"> Recognise that stories of Jesus’ life come from the Gospels Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk and ask questions about Christmas for people who are Christians and for people who are not Decide what they personally have to be thankful for, giving a reason for their ideas. | <p><u>Unit 1:6 continued from Autumn 1</u> <u>Unit 1:5</u> Make sense of belief:</p> <ul style="list-style-type: none"> Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) <p>Understand the impact:</p> <ul style="list-style-type: none"> Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas. | <p><u>Unit 1:4</u> Make sense of belief:</p> <ul style="list-style-type: none"> Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or ‘good news’ Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians Recognise that Jesus gives instructions to people about how to behave <p>Understand the impact:</p> <ul style="list-style-type: none"> Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk and ask questions about whether Jesus’ ‘good news’ is only good news for Christians, or if there are things for anyone t <p><u>Unit 1:8 Alternative Cornwall</u> Make sense of belief: Recognise that there are special people and places in Cornwall that are sacred to believers Identify at least three sacred/holy places in Cornwall and give a simple account of how they are used, why they are important and what people do there Re-tell a story about a Cornish Saint and connect this story to the local area</p> <p>Understand the impact: Give examples of stories, objects and symbols used in churches, which show what people believe Talk about why some people and places are considered to be sacred in Cornwall and how communities celebrate this</p> <p>Make connections: Think, talk and ask good questions about what happens at a sacred place saying what they think about these questions, giving good reasons for their ideas Talk about what makes some places special to people in Cornwall and what the difference is between some sacred places</p> |

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

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| British Value | Christian Value | Key Christian Text | UNCRC Article |
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| Democracy | Love ‘We value each other’s opinions’ | For God gave us a spirit not of fear but of power and love and self-control. 2 Timothy 1:7 | Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child’s day-to-day home life. The Right to a Voice |
| Rule of Law | Forgiveness ‘We follow our rules, but sometimes make mistakes’. | 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 | Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities. The Right to Relax and Play |
| Individual Liberty | Perseverance ‘We make choices’ | 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 | Article 29 (goals of education) Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. The Right to be the Best you can be |
| Mutual Respect | Respect ‘We are equal’ | Treat others just as you want to be treated. Luke 6:31 | Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children’s dignity and their rights. Richer countries must help poorer countries achieve this. The Right to an Education |
| Tolerance of Different Faiths and Beliefs | Faith ‘We don’t all believe the same.’ | Now faith is the assurance of things hoped for, the conviction of things not seen. Hebrews 11:1 | Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up. The Right to a Faith |

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. Children are known as School Council: Rights Ambassadors
- 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.

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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