

Subject RE  Subject Lead: Vicky Oldridge	Subject Intent: To help pupils to engage confidently, constructively and reflectively with beliefs, values and lifestyles in a religiously diverse world and to ensure that pupils acquire a specific understanding and knowledge of religions in Cornwall in the present day and how religious traditions have shaped the identity of Cornwall. We will strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talent, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this.				
Teaching *New Cornwall Agreed syllabus 2025 taught throughout the school. *Understanding Christianity scheme used in school to support teaching and learning. *RE today used to support teaching and learning of non-Christian topics. *Gradual release of responsibility with modelling and support (I do/we do/you do). *Learning objectives are clear and simple and build on prior learning using assessment check points (ACP) at the beginning of lessons and throughout. *RE to be taught through different lenses and to include learning from the text (holy books), thinking about the impact on people’s lives and making connections within their own lives.	Personalised Learning *High-quality first teaching of the RE curriculum. *Support for remembering more using KIRFs and teaching sequence. *Adaptive teaching for individual pupils/groups to ensure that they can access the curriculum. *Range of task types to support all pupils accessing the curriculum.	Resources *Understanding Christianity scheme *RE today scheme of work *RE today scheme of work used to support non-Christian units *Encouragement of bringing in external speakers *Local church used to support teaching of Christianity *High quality texts and stories *High quality artefacts, images and videos - Census data	Cultural Capital *Raising the awareness of the pupil’s understanding of the wider world and of other religions. *Promotes the questioning of what they are learning. *RE is taught in a way to encourage different views and accept others. *Visits to local church. *External speakers on topics. *High quality resources such as video, images and books.	Assessment *Formative assessments by all adults in all lessons to reframe learning (if required). *Assessment checkpoints used at the start and throughout the lessons. *KIRF questioning. *End of unit composite *Teachers assess against Agreed Curriculum objectives and skills/knowledge progression statements. *Verbal questioning to respond to any misconceptions. *Live marking of learning during the lessons. *Pupil conferencing- know more, remember more and linking prior learning.	
Inclusion - SEND *Quality First Teaching *Planned additional support from adults (and as required) *High Quality Interventions *Adaptive teaching *Scaffold up *IEP Targets *SEND document – support pupils to access RE	Curriculum Scope and Progressions *Component parts are sequenced to build on prior learning. *Disciplinary and Substantive knowledge mapped out across the school. *Reconnect lessons to fill any missed, rusty or lost learning. *Assessment check points to ensure there are no gaps in learning. *Wider curriculum links though humanities subjects.	Working confidently in RE *Throughout the children’s RE journey, they will learn about and different religions from worldviews through local, national and global contexts. *They will discover, explore and consider different answers to key questions asked throughout their learning. *They will learn to weigh up the value of wisdom from different sources. *They will develop and express their insights in response, and to agree or disagree respectfully using their Oracy skills.	Monitoring *Planning *Book Looks *Learning Walks *Pupil Voice	Outcomes *Breadth of learning planned encompassing both disciplinary and substantive. *Developing understanding of spirituality. *Pupils will develop an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and worldviews. *Pupils will learn to articulate clearly their personal beliefs, ideas, values and experiences while respecting the right of others to differ.	

Disadvantaged Pupils	Transition	CPD	Strengths	Next Steps
*Quality First Teaching *Planned additional support from adults (and as required) *Planned interventions as required	*Information and data sharing with class teachers. *Links with secondary school to share information.	*RE Leaders – network meetings. *Support from local hubs from LTLRE. *Information cascaded from the LTLRE annual conference.	*Feedback from community stating that their children are increasingly talking about their RE learning. *RE within the school is following the agreed syllabus and is being taught regularly. *Children enjoy RE and are remembering more.	*High quality texts, books, images, videos and resources to support learning and cultural capital. *Promoting RE though the involvement of external people to discuss their faiths.