



Intent

'The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living' (Cornwall Agreed Syllabus 2025 - 2030). At St Just Primary School, our RE curriculum follows the Cornwall Agreed Syllabus for Religious Education ensuring that all pupils are able to make sense of a range of religious and non-religious beliefs so that they can understand the impact and significance of religious and non-religious beliefs and make connections between religious and non-religious beliefs, concepts practices and ideas studied.

We aim to help the pupils appreciate the way that religious beliefs shape life and our behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development. To uphold British values, including respect and tolerance. We encourage and enable children to express balanced opinions based on knowledge of differing religions and world views.

We are very conscious that we are situated in an area which is not culturally diverse and we place great importance on enabling pupils to develop respect for, and sensitivity to, those whose faiths and beliefs are different from their own. Through this approach our children learn how to become respectful, global citizens.

Implementation

As our pupils come from an area that is predominantly Christian, it is important that their learning is inclusive of both other religious and non-religious world views.

We use an enquiry question approach and use the units from the Cornwall Agreed Syllabus to teach non-Christian topics complemented with the RE Today 'Understanding Christianity' resource to teach the Christianity units. This syllabus is designed to develop and deliver excellence in RE throughout the whole school. It does this by studying one religion at a time in a systematic approach through exploring three pillars:

- 1) Substantive knowledge: the content that is learnt.
- 2) Disciplinary knowledge: ('Ways of Knowing'): the ways in which we make sense of the content through the tools we use to study religion and the methods that we use to gather knowledge.
- 3) Personal knowledge: how an individual's own worldview shapes their understanding.

At St Just, our three 'Ways of Knowing' are Theology, Sociology and Philosophy. These will be explored using various 'Methods and Tools' of enquiry. Through this, pupils will encounter core concepts in religions and beliefs in a coherent way, developing their knowledge, skills and understanding to handle questions raised by religion and world views. This will encourage deeper understanding. The teaching and learning approach have three core elements which are interwoven together to allow for breadth, depth, flexibility and progress.

Element 1: Making sense of beliefs

Element 2: Understanding the impact – how it affects other peoples' lives.

Element 3: Making connections – to other peoples' beliefs and their own views and beliefs.

RE is mostly taught as a discrete subject in weekly sessions and is sometimes "blocked". The syllabus is based on providing the opportunity for children to revisit and build on their prior knowledge of the different beliefs and practices taught across the school. Work is recorded in a variety of ways to best suit the learning and we try to make RE memorable and engaging for our pupils.

We develop pupils' knowledge and understanding of Christians in all year groups. Key Stage 1 children also learn about Muslims and Jews whilst Key Stage 2 children learn about Muslims, Hindus and Jews. In the EYFS, RE thinks about special people, places, stories and events.

Teaching in RE is open and objective; it does not seek to urge religious beliefs on young people, nor compromise the integrity of their own religious position by promoting one tradition over another. We simply want children to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning and we promote a positive attitude towards everyone, respecting their right to hold different beliefs from our own.

RE offers opportunities for reflection and enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression as well as the influence of religion on individuals, families, communities and cultures. The new syllabus is question-based offering our children the opportunity to consider a range of questions which are designed to challenge and provoke thoughtful answers and responses, whilst supporting a greater understanding of different religions.

Our curriculum is fully inclusive and we ensure all children have the same entitlement to a broad curriculum by making adaptations where needed.

Impact

At St Just Primary School, we strive to ensure that all pupils in our school are given ample opportunities to develop their own spiritual awareness, sense of self and awareness of others. Our pupils will have developed respect for, and sensitivity to, those whose faiths and beliefs are different from their own and we strive to create a tolerance and understanding of other religions. Our children should be able to better understand themselves and others and begin to understand the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world.

RE offers our children the means by which to understand how other people choose to live, to understand why they choose to live in that way and to develop an understanding of other people's cultures and ways of life. The children enjoy learning about other religions and, through their RE learning, are able to make links between their own lives and those of others in their community and in the wider world. They will have extended their knowledge and understanding of religions and beliefs and developed an increasing religious vocabulary. They will have learned to reflect on religious questions, offering their own thoughtful and informed views.

Progress and Assessment

Formative assessment will inform ongoing teaching and learning; supports pupils to be clear about what they should know, understand, remember and be able to do, as well as help address misconceptions. Meanwhile, summative assessment will assess what pupils know, understand, remember and can do at the end of each unit.