



St. Merryn Religion and Worldviews Curriculum Overview

Curriculum Lead - Jenny Muller

1. Rationale for the curriculum, including the purpose and the key ideas

The religious education curriculum at St Merryn School is designed to reflect the diversity of the school and of Cornwall. Our curriculum drivers of 'Resilience, Reach and Reflectiveness' are constantly embedded in our learning. Through learning about major religious and philosophies, children are able to develop a critical and respectful understanding of important religious and moral issues. Learning activities provide fully for the needs of all learners. Pupils will be inspired by the subject and develop a wide range of skills such as enquiry, analysis, interpretation, evaluation and reflection, to deepen their understanding of the impact of religion and beliefs on the world. We teach a range of religious and non - religious world views encouraging children to see these beliefs as living and diverse faiths. Religious Education encourages pupils to learn from different religions, beliefs, values and traditions while creating a safe space for them to explore their own beliefs and questions of meaning. Children build their cultural capital through visits, workshops and weekly RE lessons.

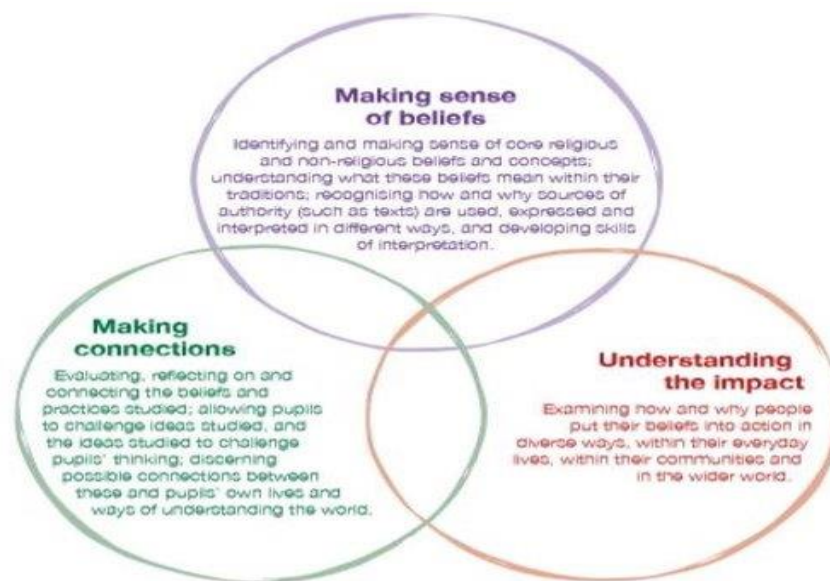
2. Subject planning, delivery and assessment

Planning

- St Merryn uses the Cornwall Agreed Syllabus (2020 – 2025) to inform planning and progression throughout the school
- RE lessons are planned so that they build upon the prior learning of the children.
- There is planned progression built into the schemes of work and rolling curriculum programme at Foundation Stage, KS1 and KS2, so that the children are increasingly challenged as they move through the school.
- The curriculum focuses 60% of teaching time on Christianity and 40% on other faiths and world views.
- A curriculum map and curriculum provision map are in place to show the progressive stages the children access as they move through the school.

Delivery

At St Merryn, we follow the [Cornwall Agreed Syllabus](#) (2020 – 2025) drawn up by the Standing Advisory Council for Religious Education [SACRE]. Our curriculum aims to reflect three key aspects of religious education; making sense of beliefs, making connections and understanding the impact. (See image below)



Intention and Objectives

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage
- To enable pupils to know about and understand diverse religious and non-religious worldviews, their impact on society, culture and the wider world, and to appreciate the diversity, continuity and change within them
- To engage with challenging questions of meaning and purpose
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values
- Each lesson is supported by a thorough pedagogy.
- Children will be offered the learning objectives and success criteria which are visible throughout the lesson.
- Key vocabulary will be introduced to children and modelled throughout the lesson by teachers with the expectation that children use this vocabulary also.
- We teach Religious Education in our nursery and reception classes as an integral part of the work covered during the year. We relate RE to the children's learning to objectives set out in the Early Learning Goals. RE is an integral way of Understanding the World and works well with the Early Learning Goals (2020) of developing social and emotional health as well as understanding the world.
- Teaching activities follow a carefully designed format whereby teachers and/or pupils will model an activity before moving on to the children having their turn.
- Teachers aim for an 80:20 proportion* whereby children are active for 80% of a lesson and teacher talking time is reduced to 20% (*wherever possible).
- The use of cross curricular links to topics and other subjects are included through vocabulary wherever appropriate.
- Each lesson will provide the children with an opportunity for self-assessment against the lesson objectives.

Assessment

- St Merryn school uses formative and summative assessment within RE.
- Within each lesson, children are encouraged to make judgements on how they can improve their work according to the lesson objective and success criteria as well as

give critical feedback to peers. Teachers make formative judgements and give oral or written feedback as necessary to inform future progress.

- On completion of a piece of work, teachers assess and make a judgement about the work of each pupil in relation to the progression of the Cornwall Agreed RE Syllabus. Children are encouraged to self-assess what they have learnt and how they can improve their learning.
- St Merryn are also trialling the use of Otrack systems and curriculum statements in order to complete formative assessments of the children's attainment.

3. A clear rationale for the curriculum, including the purpose and the key ideas

- [See point 1 for curriculum rationale](#)
- Throughout the subject, the guidance of the Cornwall Agreed Syllabus is at the core of the pedagogy and curriculum design.

4. Monitoring and evaluation of intent, implementation and impact of lessons

Monitoring and evaluation of intent

St Merryn teachers provide positive leadership within their classroom and reinforce the expectation that all pupils are capable of achieving high standards in RE.

It is important to St Merryn that we seek and utilise the most recent information from:

- Cornwall Agreed Syllabus
- RE today
- LTLRE (Learn Teach Lead RE)
- Ofsted

Monitoring implementation and impact of lessons

Implementation:

Subject leadership time is allocated to allow for the subject leader to carry out learning conversations and planning scrutiny to ensure that the above curriculum delivery is followed as per this document and the subject policy.

Impact of lessons will be monitored by teachers formatively throughout a unit of work. Teachers can be supported by the subject leader to aid the impact of lessons where required. At the end of units, teachers and the subject lead will assess the impact of teaching and make action plans as appropriate. This may include supporting teachers, evaluating lesson plans used or the resources of the school.

Impact:

Know more, remembering more.

Our approach to teaching RE means that pupils are engaged in high-quality RE education. We use a variety of strategies to evaluate the knowledge, skills and understanding that our children have gained every half term. Impact of lessons will be monitored by teachers formatively throughout a unit of work. Teachers can be supported by the subject leader in order to aid the impact of lessons where required. At the end of units, teachers and the subject

lead will assess the impact of teaching and make actions plans as appropriate. This may include supporting teachers, evaluating lesson plans used or the resources of the school.

- Start of unit – we elicit ‘what we already know’
- Regular feedback marking
- Subject monitoring, including book looks
- Otrack statements

5. Action plans related to whole school SIP

See the [Action plan](#)

6. Connectivity: a statement on how the subject works alongside other subjects

Connectivity runs throughout each element of the curriculum at St Merryn.

Where possible and appropriate, connections can be made between other subject areas and RE for example:

- English through creativity and poetry (using metaphors, adjectives, story writing)
- English (and all other subject areas) using new vocabulary that is encouraged.
- Refer to point ‘2. Delivery’
- Our school rules and values (creativity, curiosity, knowledge, perseverance, pride and respect) and curriculum drivers.
- Singing assembly and assembly programme.
- Community events (Harvest Festival, Christmas Concerts, and Easter services)
- Links to St Merryn Church and the church community.
- Places visited (Truro Cathedral, St Merryn Church, Padstow Church, Museums etc.)

7. Budget

The religious education budget is overseen by St Merryn’s Executive head, Head of School, Subject leader and School LAB members. The spend, as is the curriculum, is focused on enabling the success of the RE action plan and curriculum.

8. Governance

At St Merryn, LAB members work together and share time between subject areas. At reviews points set out across the year, governors will be consulted with regards to all aspects of the Religion and Worldviews curriculum using this document, and subsequent updated versions, as an agenda to provide focus points for discussion.

During subject area discussions, the subject leader will compile a presentation to update the governors on the position and direction of the subject area. LAB members undertake learning walks and pupil conferences in school.

9. Risk assessments

Currently, Religion and Worldviews in St Merryn is covered by the school risk assessments. Teachers are explicit about health and safety implications and children are made aware of hazards and how to manage them.

Off-site visits and peripatetic staffing

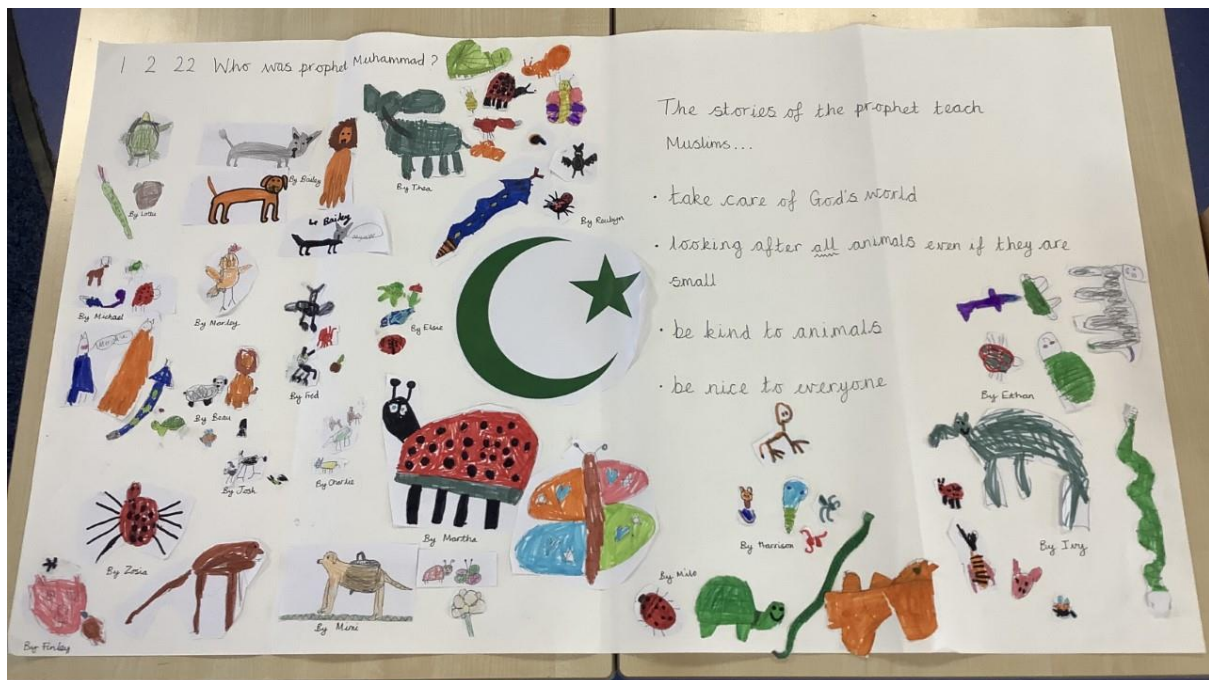
For off-site visits such as church, cathedral museum, or related trips, risk assessments will always be sought, reviewed and approved by Exec. Head, Head of School and Subject leader before any trips can go ahead.

Relevant risk assessments will be kept in a folder on the Staff shared drive and also a paper copy will be taken on the relevant trip with the off-site trip leader.

10. Peripatetic staffing and non-teaching staff

All staff who plan to teach lessons in school will have to provide the appropriate lesson planning and risk assessments to the subject leader so that these can be added to the subject profile. All organised external teaching will only be approved when the knowledge of the curriculum adherence is sufficient.

11. Examples of pupils' work



12. Extra-curricular activities.

St Merryn has had a strong links to our local church community and we always seek ways where we can involve our local religious leaders into our daily school life. School trips to educational places related to our religious education curriculum plan is encouraged.

Visits to school by local religious leaders are arranged with the subject coordinator so children have access to a range of views from different people.

13. EYFS: how the subject is working to the standards set out in the EYFS framework

Religious education forms a valuable part of the educational experience of children in EYFS.

Play based and child-centred approaches encourage learning to follow where the child's curiosity and interest leads.

RE sits within the area of personal, social and emotional development and understanding the world. This framework enables children to develop a positive sense of themselves and others. It helps them to form positive and respectful relationships. At St Merryn, this is taught through a balanced approach of guided, planned teaching and enabling environments. Children have the opportunity to develop their own moral and cultural awareness.

Children in EYFS encounter a range of worldviews (religious and non-religious) through special people, books, times, places and objects and by also visiting places of worship. They learn through stories and use all their senses to explore their own beliefs and expressions.

14. EYFS – information on outdoor play facilities

Children in our foundation stage have access to a range of outdoor play facilities including our Woodland environment and garden which helps them to explore celebrations and festivals that revolve around nature, growing and life cycles or harvest.