



## RE at Gwinear.

*“My religion is very simple. My religion is kindness”* (Dalai Lama)

### Our Vision Statement.

**We believe that for children to develop as responsible citizens with respect for others in a multi-cultural society it is essential that they gain a coherent understanding of different religions and worldviews. Where, possible we aim to use real experiences with visits from practising followers, visits to religious places and simulations of important practices and celebrations. Throughout these learning experiences children are encouraged to reflect on their own spiritual development and consider fundamental questions concerning the meaning and purpose of life. We want children to understand the influence that religious beliefs have had on human endeavour and to appreciate that many of mankind’s greatest creative achievements have been inspired by faith. Most importantly we want children to see the common values that exist between religions and how they have helped develop a framework for morality and harmonious living; providing the foundations upon which the societies of the world have been built.**

## Gwinear School Concepts and Skills Progression

The school follows the Cornwall Agreed Syllabus for RE 2020-2025. [Cornwall Agreed Syllabus 2020-2025 FINAL.pdf](#).

Units are based around a key question and there is strong emphasis on enquiry-based learning and faiths are presented from a neutral standpoint by teachers across the school although there is more coverage of the Christian faith. This reflects the fact that that the religious traditions in Great Britain are primarily Christian and that the local context is that the majority of our community are non-religious. Units are taught with their associated concept and skills progressions in the manner laid out in the sample long term plan on p.147 of the syllabus although it is left to teachers' discretion as to how much time is spent on each unit and whether it is delivered through weekly lessons or as a block unit.

## Cornwall Agreed Syllabus 2019 sample long-term plan: Model 1

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
FS2	F4 Being special: where do we belong?	F2 Why is Christmas special for Christians?	F1 Why is the word 'God' so important to Christians?	F3 Why is Easter special to Christians?	F5 What places are special and why?	F6 What times/stories are special and why?
Year 1/2	1.10 What does it mean to belong to a faith community?	1.1 What do Christians believe God is like?	1.7 Who is Jewish and how do they live?		1.2 Who do Christians say made the world?	1.9 How should we care for the world and for others, and why does it matter? (C, J, NR)
	1.6 Who is a Muslim and how do they live?	1.3 Why does Christmas matter to Christians?	1.6 Who is a Muslim and how do they live? Part 2.	1.5 Why does Easter matter to Christians?	1.4 What is the 'good news' Christians believe Jesus brings?	1.8 What makes some places sacred to believers? (C,M)
Year 3/4	L2.1 What do Christians learn from the Creation story? L2.2 What is it like for someone to follow God?		L2.9 How do festivals and worship show what matters to a Muslim?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place? (C, M/J, NR)
	L2.3 What is the 'Trinity' and why is it important for Christians?	L2.7 What do Hindus believe God is like?	L2.8 What does it mean to be Hindu in Britain today?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	L2.11 How and why do people mark the significant events of life? (C, H, NR)
Year 5/6	U2.1 What does it mean if Christians believe God is holy and loving?	U2.8 What does it mean to be a Muslim in Britain today?	U2.3 Why do Christians believe Jesus was the Messiah?	U2.9 Why is the Torah so important to Jewish people?	U2.4 Christians and how to live: 'What would Jesus do?'	U2.10 What matters most to Humanists and Christians? (C, M/J, NR)
	U2.2 Creation and science: conflicting or complementary?	U2.11 Why do some people believe in God and some people not? (C, NR)	U2.7 Why do Hindus want to be good?	U2.5 What do Christians believe Jesus did to 'save' people?	U2.6 For Christians, what kind of king is Jesus?	U2.12 How does faith help people when life gets hard?