



Intent

At St Dennis, we believe it's important for children to learn about different religions and beliefs. This helps them understand the world around them and respect others, especially as our world becomes more connected.

We teach children about the traditions, celebrations, and values of different faiths. We also encourage them to talk about their own beliefs and experiences, helping everyone feel proud of who they are.

RE helps children grow into thoughtful and caring citizens. It gives them the tools to think about important issues in their community and the wider world with kindness and understanding.

Our school Mission Statement, 'Everyone matters, everyone succeeds, every moment counts' and our values of Aspiration, Courage, Achievement, Friendship, Teamwork, and Responsibility guide everything we do, including RE.

We follow the Cornwall Agreed Syllabus for RE (2025–2030), which sets out the following principal aim:

"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 worldviews, reflecting on their own ideas and ways of living."

This means children will learn about different beliefs and how they affect people's lives. They'll also think about their own ideas and values, helping them grow as individuals.

Our lessons follow a national curriculum plan (NATRE), which builds children's knowledge step by step. It helps them understand big ideas about religion and also learn more about themselves and the world they live in.

Implementation

We follow the national guidance from NATRE and the Cornwall Agreed Syllabus to plan and deliver our RE lessons. All religions are treated with respect, and we encourage children to make connections between what they learn at school, their home life, and the wider community.

We believe that every religion has something valuable to offer and can help all children learn and grow. Our teaching encourages children to ask questions, explore ideas, and take part in hands-on experiences whenever possible.

Our RE curriculum is carefully planned to help children build their knowledge over time. We use a sensory approach to make learning engaging—for example, children might explore religious artefacts, listen to music, or taste food linked to different faiths.

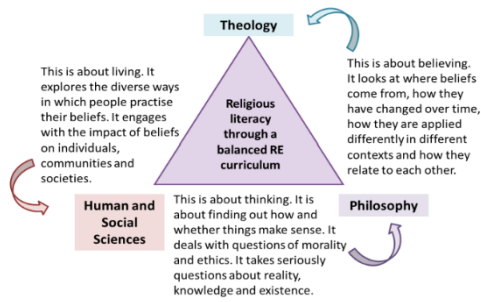
We also link RE to real-life issues and children's own experiences, helping them think deeply and reflect on what they've learned. In every lesson, children are encouraged to:

- Explore different beliefs
- Understand how beliefs affect people's lives
- Make connections between ideas and their own thinking

We teach two types of knowledge in RE:

Substantive 'Knowledge'	Disciplinary 'Ways of knowing'	Disciplinary 'Personal knowledge'
Enabling knowledge and understanding to grow	Using and developing the skills of religious study	Enabling multi-perspectival understanding
Does the task provide for pupils to gather, understand and deploy knowledge about religions and belief?	Does the task require pupils to use and develop skills of making sense and interpretation of religions and beliefs for themselves?	Does the task enable the pupils to show they can see things from another point of view?

There are three main disciplines of RE (theology, philosophy and human and social sciences) and these disciplinary 'ways of knowing' are planned for.



Key Stage	Theology	Philosophy	Human & Social Sciences
1	<ul style="list-style-type: none"> Text annotation Own interpretation of texts Art interpretation 	<ul style="list-style-type: none"> Discussion Debate (silent and verbal) Moral dilemmas 	<ul style="list-style-type: none"> Observation (through film, visits, visitors) Interview (questioning individuals) Exploring artefacts
2	<ul style="list-style-type: none"> Text analysis Interpretations of text Art criticism Theologies of reading (approaches to sacred texts by religious communities/scholars) 	<ul style="list-style-type: none"> Debate (silent and verbal) Thought experiments Summarising philosophical ideas from key thinkers Morality and ethics 	<ul style="list-style-type: none"> Ethnographic study (through film, websites, visits to places of worship, observing visitors with artefacts/sacred text) Interview (individuals and groups) Predicate and evaluate responses Survey Simple data interpretation

We also talk about key skills of being a theologian and the concepts we are developing. These are in children's books as a reminder.

As theologians we will:

- ✓ Ask questions of believers of different religions about their beliefs, ways of life and practices.
- ✓ Observe beliefs, ways of life and practices of different religions.
- ✓ Learn about religions through their holy texts.
- ✓ Analyse data and statistics linked to religion.
- ✓ Discuss and debate degrees of certainty about religious claims.
- ✓ Use personal thoughts to help make sense of religion and world views.
- ✓ Work collaboratively to discuss and ask questions about religions.

Concepts

- Making sense of beliefs**: Understanding the key teachings of religions through different sources including observing practices, interviewing believers, analysing data and reading holy texts.
- Making connections**: Making connections between beliefs and practices and linking these to our own lives.
- Understanding the impact**: Looking at how and why people put their beliefs into action in different ways, in everyday life and within communities.

Our long-term plan encompasses units of work from Understanding Christianity where the teaching and learning approach enables children to move from an understanding of the biblical text and how to handle it, to an understanding of what this means for Christians within the Church and in Christian living. It includes opportunities for children to examine and evaluate connections between these ideas and the wider world.

Artist Emma Yarlett was commissioned to create a wall frieze to illustrate seven of the eight core concepts that are explored throughout the Understanding Christianity materials. Effectively, this presents a view of the 'big story' of the Bible – an artist's response to the approach used in the Understanding Christianity materials.

We use this to make children aware of the wider context of each concept, unit and text studied in the Understanding Christianity materials. Reminding pupils regularly of where a particular text occurs within the 'big story', by pointing it out on the Frieze, helps children to build up a coherent understanding of the core concepts and the relationship between them.








<https://www.understandingchristianity.org.uk/the-project/the-big-frieze-emma-yarlett/>

<https://www.reonline.org.uk/teaching-resources/>

<https://reteachingresources.co.uk/>

<https://www.retoday.org.uk/school-support/resources/>

To support learning, children also have a Knowledge Organiser in their book and on display, with key learning points and maps, diagrams, facts and vocabulary. They also take one home so they can share their learning at home.

<p>Year: 2 Term: Autumn 1 and 2 Topic: What is the good news that Jesus brings?</p>	<p>St Dennis Primary Academy "Everyone matters, everyone succeeds, every moment counts"</p>																				
 <p>Called to be world changers.</p>  <p>Love, peace and forgiveness today.</p>  	<p>Jesus chose people from many different roles in life to be his Apostles. Jesus often chose people to follow him who were outcasts at the time.</p> <p>One person he chose was man named Matthew who was a tax collector. The Romans employed tax collectors to collect money from the people and they were hated as they gave the money to the Romans and kept some for themselves. Jesus showed forgiveness to Matthew by asking him to become one of his followers.</p> <p>Jesus wanted his apostles and disciples to be world changers, so like Matthew they would be able to spread Jesus' message of love, forgiveness and peace.</p> <p>Jesus also chose other world changers to help him spread his message of forgiveness, these included the fishermen, Simon called Peter and his brother Andrew and James and John.</p> <p>Christians believe that Jesus' message of 'forgive and be forgiven' is still needed today and the will work to show this in all that they do.</p>	<p>Glossary</p> <table border="0"> <tr> <td>Christians</td> <td>People who follow Christianity and believe Jesus is the saviour.</td> </tr> <tr> <td>disciple</td> <td>A follower of Jesus during his life.</td> </tr> <tr> <td>forgiveness</td> <td>When someone is stopped being blamed or punished for something they have done.</td> </tr> <tr> <td>Jesus</td> <td>A very important person for Christians, God in the flesh.</td> </tr> <tr> <td>Matthew</td> <td>A tax collector who Jesus called to follow him and who left his job as a tax collector.</td> </tr> <tr> <td>tax collector</td> <td>A person who collects money on behalf of the Romans at the time of Jesus.</td> </tr> <tr> <td>peace</td> <td>Freedom from conflict.</td> </tr> <tr> <td>fishermen</td> <td>People who earn a living through fishing.</td> </tr> <tr> <td>apostles</td> <td>The twelve followers of Jesus who went with him during his earthly ministry.</td> </tr> </table> <p style="text-align: center;">✝ Christianity</p>		Christians	People who follow Christianity and believe Jesus is the saviour.	disciple	A follower of Jesus during his life.	forgiveness	When someone is stopped being blamed or punished for something they have done.	Jesus	A very important person for Christians, God in the flesh.	Matthew	A tax collector who Jesus called to follow him and who left his job as a tax collector.	tax collector	A person who collects money on behalf of the Romans at the time of Jesus.	peace	Freedom from conflict.	fishermen	People who earn a living through fishing.	apostles	The twelve followers of Jesus who went with him during his earthly ministry.
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Children with SEND are fully included in RE and their needs are understood so that the right adjustments and provision are in place. Staff have high expectations which ensures children aspire to be successful in their learning and make good progress. This is because 'Everyone matters, everyone succeeds and every moment counts'. Adaptations in RE can be viewed on our website: <https://primarysite-prod-sorted.s3.amazonaws.com/st-dennis-primary-academy/UploadedDocument/75bb087e-clf9-4e83-9ffe-bfb77286bl8a/re-send.pdf>.

Impact

RE at St Dennis helps children grow into respectful, thoughtful and open-minded individuals. Through learning about different religions, beliefs and world-wide views, children develop a better understanding of the world and the people in it.

By the time children leave our school, they will:

- Know key facts about different religions and beliefs.
- Understand how beliefs affect people's lives and choices.
- Be able to think for themselves, ask questions, and reflect on their own views.
- Show respect for others, even when their beliefs are different.
- Make connections between what they learn in RE and their own experiences.

Children learn through hands-on activities, discussions, and reflection. They are encouraged to see things from different points of view and to think deeply about what they believe and why.

This approach helps children build important life skills like empathy, critical thinking, and confidence in expressing their ideas.

We measure the impact of our curriculum through the following methods:

- Revisiting previous learning through a 'Memory Master' task at the beginning of a unit
- Whole class feedback to feedforward at the beginning of every lesson
- Formative assessing of on-going learning and children's understanding
- A cumulative quiz that builds each week during a unit
- Summative assessment through end of unit 'Show what you know' tasks to assess critical knowledge, skills and understanding
- Weekly dedicated retrieval time for RE, where the subject leader has planned questions using a 'Four from Before' approach
- Images and videos of the children's practical learning
- Interviewing the pupils about their learning (pupil voice) with their books

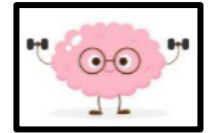
Religious Education Unit and Lesson Structure

Memory Masters

We plan for **Memory Masters** at the beginning of every unit of learning, as we recognise the value in pupils having the opportunity to **revisit, recall, revise, remember, reinforce, relearn** and **reflect** upon previously taught content. This enables them to **retain** key knowledge across the whole curriculum to know more and remember more.

Memory Masters sessions will be evident in books through a Learning Objective, showing the Memory Masters symbol. Alongside this, there will be an opportunity for pupils to record their achievements.

Examples of this could be a score from a quiz, a scale of confidence or key information remembered. We use a range of retrieval techniques from Kate Jone's Retrieval Practice books.



Monday 11 th September 2023	T	TA	I	P	G
 MEMORY MASTER 					
Topic:					
Retrieval Task:					

Feedback and Feedforward

At the beginning of lesson, there is a **feedback and feedforward** element to review prior learning within the unit, in readiness to build connections. The **Knowledge Organiser** (stuck in book at beginning of the unit) may be used to support this.

In line with our **Marking and Feedback Policy**, this element may also include:

- Work to praise and share to address misconceptions
- Excellent examples of presentation
- Targeted support
- Time to edit basic skills errors



Pedagogy

Following the Feedback and Feedforward element, we **remind ourselves what a theologian** is:

'A theologian is someone who studies the nature of God, religion, and religious beliefs.'

We also look at which **skills of a theologian** will be developed in today's lesson through sharing and highlighting these symbols.

We also highlight the concepts we are developing.

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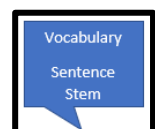
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Learning Objective and Success Criteria with Key Vocabulary and Sentence Stems

The **Learning Objective with Success Criteria** are then shared (*format for books is in planning folder and includes vocabulary*).

Definitions of key vocabulary for this lesson and any relevant vocabulary from previous lessons.

Sentence Stems are also shared and repeated. These can be accessed here:



https://truropenwithacademytrust.sharepoint.com/:f:/s/stdennisallstaffteam/EnW8nTsrAnsTqtg6QT6k_ZABpAgj6HZjFCc3il_sMEEf_jw?e=6fFwPB

New Learning (*Key Concept Introduction / Modelling / Questioning*)

Key knowledge and concepts are **introduced**, and it is explained that these will be learnt through the three different ways of knowing: making connections, understanding the impact and making sense of the beliefs.

These skills are then discussed, highlighted and **modelled** so they are developed and used accurately.

Questioning (*throughout lesson*)

Questioning techniques are also considered e.g. pose, pause, pounce, bounce / think, pair, share / whiteboards / cold calling / lolly lotto etc.



Independent Practice/Practical

Following modelling, children have the opportunity to **develop substantive knowledge through disciplinary knowledge**.



Think Deeper – An extra challenge!

Provide an extra challenge. This could be linked to their lives or experiences.



Let's Reflect (*Formative Assessment*)

Learning Objective and Success Criteria are revisited to ensure children know what they have learnt. This also provides feedback that improves children's learning.



Cumulative Quiz

At the end of each lesson, we use one or two questions to assess understanding of the key content. These questions build to a final cumulative quiz that is also used as an assessment.



Show What You Know (*Summative Assessment*)

At the end of a unit in the wider curriculum, assessment is carried out through a 'Show what you know' activity. The objective for each lesson is shared to support the answering of the overarching question.

