

Religious Education



At Penponds our Religious Education follows the Cornwall Agreed Syllabus. Our school ethos celebrates all aspects of school life and endeavours to provide positive experiences for all pupils. This is reflected in our values and vision statement.

At Penponds Religious Education (RE) makes a significant contribution to preparing pupils for life in modern Britain. 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. Christianity is taught as a living and diverse faith, focused on the teachings of Jesus and the Church, alongside a range of other religious and non-religious worldviews. 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.

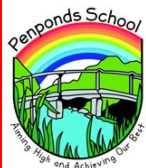
The principle aim of religious education at Penponds school is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. All pupils develop their understanding of Christianity in each stage of their learning and in addition, pupils will develop understanding of the principle religions represented in the UK, with a consideration of other religious and non-religious worldviews. Links are also made to Religion in Cornwall and how beliefs and traditions affect the people and landscape around us.

We believe that children gain knowledge and skills not only through experiences in the classroom, but also with use of fieldwork and educational visits where the children learn about significant events, people and places in their own locality.

The RE Lead is responsible for supporting colleagues in their teaching, keeping them informed of current developments in the subject, and by providing a strategic lead and direction for RE including following the school's robust system for monitoring and assessing.

Our children are supported through our four school values – Curiosity, Creativity, Confidence and Caring- all embodied through our vision, 'Aiming High and Achieving Our Best' and our vision statement:

*Penponds School will work with all stakeholders to create a **happy, safe and stimulating environment** where children become **'Leaders of their own Learning'**. By maintaining **high expectations** of the whole school community, our children will be equipped to become **lifelong learners**. We encourage **curiosity about the world, strive to be creative** in everything we do and **build confidence** in our children to enable them to grasp **opportunities and tackle challenges** with **resilience and self-assurance**.*



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Religious Education at Penponds is based on the Cornwall Agreed Syllabus 2020 - 2025. We are also receiving training in Understanding Christianity and are planning to input these elements into the Christianity teaching of our curriculum later this academic year. We follow a 2 year rolling plan to ensure coverage is rigid and thorough. The principle aim of religious education at Penponds school 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. All pupils develop their understanding of Christianity in each stage of their learning and in addition, pupils will develop understanding of the principle religions represented in the UK, with a consideration of other religious and non-religious worldviews. Links are also made to Religion in Cornwall and how beliefs and traditions affect the people and landscape around us.

In the Early Years, children explore a wide variety of world religions and explore how faith is lived throughout the year as festivals and celebrations occur.

We have introduced a new approach to RE lesson sequencing across KS2. Following RE Network meetings across the MAT, where RE Leads get together to talk all things RE and share good practice and training, Penponds shared this approach and the rest of the MAT schools were inspired to trial it themselves too.

The Four Step Sequence

The key question for the enquiry is such that it demands an answer that weighs up 'evidence' and reaches a conclusion based on this. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself. We focus on critical thinking skills, on personal reflection into the child's own thoughts and feelings, on growing subject knowledge and nurturing spiritual development

1. Engagement - Lesson 1

The human experience underpinning the key question is explored here within the children's own experience, whether that includes religion or not e.g. a human experience underpinning the question. If they can relate to this human experience they will be better able to understand the world of religion into which the enquiry takes them. Their personal resonance with this underpinning human experience acts as the BRIDGE into the world of religion (which may be very much outside of their experience). the BRIDGE concept/experience does not have to include anything explicitly 'religious'.

2. Investigation - 3-4 lessons

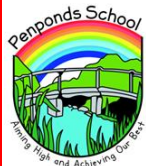
The teacher guides the children through the enquiry, children gaining subject knowledge carefully selected to assist their thinking about the key question. Some of the enquiries have a lot of relevant content - Depth is more important than content. The acquisition of the factual information about the religion/belief system being studied is important, but not as an end in itself.

3. Evaluation - Lesson 5

This lesson draws together the children's learning and their conclusions about the key question of that enquiry. This is an assessment task. The task, teacher observations and children's work and responses over the unit/enquiry form the basis for the assessment.

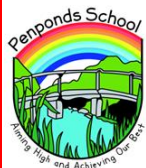
4. Expression

Children are taken back to Lesson 1, their own experience, to reflect on how this enquiry might have influenced their own starting points and beliefs and what they might take into their own lives to develop their own spirituality.



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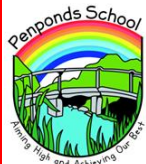
| Intent (curriculum design, coverage and appropriateness) | Implementation (curriculum delivery, teaching and assessment) | Impact (attainment and progress) |
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| <p>Our aim is to ensure that Religious Education is taught as a whole school approach in an inclusive and age and stage appropriate manner in a safe, secure environment.</p> <p>At Penponds School we believe that Religious Education provides pupils with the opportunity to explore what people believe and what difference this makes to how they live. This provides pupils with the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. Religious Education plays an important role, along with all other curriculum areas, in promoting the spiritual, moral, social, and cultural development of our children. R.E. offers our children the means by which to understand how other people choose to live and to understand why they choose to live in that way.</p> <p>The principle aim of Religious Education is to explore what people believe and what difference this makes to how they live, so that children 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.</p> | <p>Religious Education at Penponds School is based on the Cornwall Agreed Syllabus 2020 - 2025.</p> <p>To ensure that high quality RE is taking place throughout the whole school, the curriculum is progressive from EYFS through to Year 6. Christianity is taught every year for no less than 60% of RE curriculum time. The remaining 40% is used to explore world religions, non-religious world views and the Curriculum Kernewek, which specifically explores faith in Cornwall.</p> <p>Children in the reception class and Key Stage 1 receive 36 hours of RE teaching and learning a year. Children in Key Stage 2 receive 45 hours of RE teaching and learning a year. This equates to no less than 5% of teaching time.</p> <p>We follow a 2 year rolling plan to ensure coverage is rigid and thorough.</p> <p>Children explore different religions by looking at and handling artefacts, exploring sacred texts, using drama and imaginative play to re-tell religious, spiritual and moral stories.</p> <p>To support the delivery of high quality RE, visitors, speakers, local visits and virtual visits are encouraged.</p> <p>RE is embedded with learning opportunities created across the whole curriculum. This is enhanced through our school vision and core values.</p> <p>The subject leader works closely alongside teachers to ensure that knowledge and skills within RE are progressive throughout the school. Regular professional development is delivered to all school staff.</p> <p>Monitoring and assessment system is used consistently across the school to assess and monitor teaching and learning for RE.</p> | <p>Our pupils can identify and make sense of core religious beliefs and non-religious beliefs and ideas. They are able to evaluate and reflect upon the beliefs and practices that they have learnt about. Pupils can use their knowledge to challenge ideas as well as being able to learn about how and why people put their beliefs into action in different ways, not only within their daily lives but within their local community as well as the wider world around them.</p> <p>All pupils will be able to fully participate within lessons. Skills for life-long learning will be developed.</p> <p>By the time our pupils leave us in Year 6 they have learnt about the beliefs and practices of people of the following world faiths; Judaism, Hinduism, Buddhism and Islam. They will have looked at other non-religious beliefs such as humanism and explored the impact of religion in their local area – Cornwall.</p> <p>Children demonstrate a positive and respectful attitude to all, and this is transferable outside of school in the wider community and beyond.</p> <p>They will make links to other areas of learning.</p> |



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RE - Skills and knowledge components: Progression document building from previous year's learning

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Learning about religion: beliefs, teachings and sources. | Talk about a religious story | Retell a religious (e.g. Christian, Hindu etc.) story and talk about it. | Retell a religious story and suggest meanings to some religious and moral stories. | Describe what a believer might learn from a religious story/sacred text. Reflect and respond thoughtfully. | Make links between the beliefs (teachings, sources, etc.) of the different religions studied and show how they are connected to believers' lives. | Suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality. | Describe, connect and explain different features of religion and worldviews in terms of celebration, worship, pilgrimage and the rituals which mark important points in life. |
| Learning About Religion: practices and ways of life | Talk about some belonging ceremonies. (e.g. Christening) | Recall and name different beliefs and practices, including festival, worship rituals and ways of life. | Ask and respond to questions about why religious communities do different things. | Describe and begin to make links between some of the things that are the same and different for religious people. | Use the correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups. | Begin to explain, with reasons, the meaning and significance religion/faith to individuals and communities. | Understand and explain how concepts/beliefs resonate in their own life and in the life of a believer and how this impacts on the way they and a believer chooses to live their life. |
| Learning About Religion: forms of expression | Talk about a religious symbol. (e.g. star at Christmas) | Recognise religious art, symbols and words and talk about them. | Recognise that religious symbols, words and actions express a community way of living. | Use religious vocabulary to describe some of the different ways of life and ways of expressing meaning. | Verbalise and/or express their own thoughts about belief, ways of living and expressing meaning, using a range of media. | Show understanding of the similarities and differences in forms of religious, spiritual and moral expression found within and between religions and begin to apply their knowledge to their own understanding of religious and spiritual expression | Consistently use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers. |



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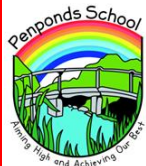
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| | | | | | | of belief and value. | |
| Learning From Religion: identify and belonging | Talk about their family. | Begin to ask questions about the faith communities in their school. | Notice and respond sensitively to some similarities between different religious and worldviews. | Compare their own understanding of belonging with that of someone else's. Identify similarities and differences. | Verbalise their own understanding of the concept/belief, e.g. belonging, and start to relate this to the people they are studying e.g. Jewish people. | Begin to consider and apply ideas about ways in which diverse communities can live together for the well-being of all and respond thoughtfully to ideas about community, values and respect. | Consider the challenges and impact of belonging to a religion today with reference to our own and other people's views on human nature and society, supporting those views with reasons and examples. |
| Learning from Religion: meaning, purpose and truth | Say how they feel when they are happy or sad. | Think about the special things that happen to them and others. | Explore questions about meaning and truth. Discuss sacred writings and sources of wisdom. | Ask important questions about life and compare their ideas with those of other people. | Begin to apply their own and others' ideas to a given question and support their viewpoint with facts and evidence. | Represent the views of others about meaning, purpose and truth. | Use reasoning and examples to express confidently insights into their own and others' views on questions about the meaning and purpose of life and the search for truth. |
| Learning from Religion: Values and Commitments | Say why their family is important to them. | Think about what is important to them and to other people. | Begin to express their ideas and opinions and to recognise there could be more than one answer. | Link things that are important to them and other people with the way they think and behave. | Confidently ask questions about the moral decisions they make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/values. | Apply and express their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair. | Use reasoning and a range of examples to express insights into the relationship between beliefs, teachings and world issues. Reflect on their own ideas. |

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Foundation Stage – Reception - some of the wonderful things we do in RE at Penponds:

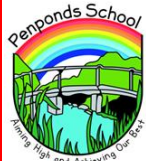
- Explore what makes us special.
- Explore the nativity story and take part in our Christmas nativity play.
- Take part in harvest/Easter/Christmas experiences at our local church.
- Explore ideas of how the world was created and how to take care of it.
- Begin to recognise religious symbols.
- Explore places that are special to them and places that are special to other people.
- Explore special stories and texts to them and other people.



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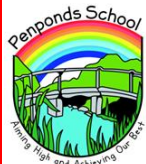
Reception - Yearly Overview –Skills and knowledge components: Progression document coverage

| | Autumn – Superheroes Assemble (PSED/RE- people and communities) | Spring – Let's Crawl (Science- weather, wildlife, habitats & growing) | Summer – On the Move (History/Geography/Seaside Cornwall) |
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| RE- Understanding the World Making sense Understanding impact Making connections | <p>Skills Components: Can articulate what others celebrate and begin to explain Knows that there are differences between what people believe Developing positive attitudes about differences between people Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas) Comments on recent pictures of celebrations in their own life. “This was me celebrating Diwali” Comments on recent pictures of experiences in their own life. “This was me at the farm...”</p> <p>Unit F4- Being special: Where do we belong? Retell religious stories making connections with personal experiences. Share and record occasions when things have happened in their lives that made them feel special. Recall simply what happens at a traditional Christian infant baptism and dedication. Recall simply what happens when a baby is welcomed into a religion other than Christianity. Link to superheroes- What makes us special/ a superhero? What are our powers?</p> <p>Unit F2- Why is Christmas special for Christians? Talk about people who are special to them Say what makes their family and friends special to them Recall simply what happens at a traditional Christian festival (Christmas) Begin to recognise the word ‘incarnation’ as describing the belief that God came to Earth as Jesus</p> | <p>Skills Components: Can articulate what others celebrate and begin to explain Knows that there are differences between what people believe Developing positive attitudes about differences between people Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas) Comments on recent pictures of celebrations in their own life. “This was me celebrating Diwali” Comments on recent pictures of experiences in their own life. “This was me at the farm...”</p> <p>Unit F1- Why is the word ‘God’ so important to Christians? Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world Retell stories, talking about what they say about the world, God, human beings Think about the wonders of the natural world, expressing ideas and feelings Say how and when Christians like to thank their Creator Talk about what people do to mess up the world and what they do to look after it.</p> <p>Link to Lets Crawl- Children will begin to understand that Christians believe that God created our world and all things in it. They will learn that Christians believe that God created all</p> | <p>Skills Components: Can articulate what others celebrate and begin to explain Knows that there are differences between what people believe Developing positive attitudes about differences between people Comments on recent pictures of celebrations in their own life. “This was me celebrating Diwali” Comments on recent pictures of experiences in their own life. “This was me at the farm...” Can name different religious venues – Church, Mosque, Gurdwara, Synagogue Knows that there are special places of worship Knows why religious venues are special and who goes there Developing positive attitudes about differences between people Comments on images of familiar experiences (holidays, visiting the park, going to the dentist)</p> <p>Unit F5- What places are special and why? Talk about somewhere that is special to themselves, saying why Recognise that some religious people have places which have special meaning for them Talk about the things that are special and valued in a place of worship Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God</p> |



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| | <p>Retell religious stories, making connections with personal experiences.</p> <p>Link to superheroes- Was Jesus a superhero? The donkey? The star? Do Christians think that Mary is a superhero as she gave birth to the son of God? Children to order people from Nativity in order of 'super heroness'.</p> | <p>of the mini beasts that we have been learning about on day six.</p> <p>Unit F3- Why is Easter special to Christians? Recognise and retell stories connected with celebration of Easter Say why Easter is a special time for Christians Talk about ideas of new life in nature Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature Talk about some ways Christians remember these stories at Easter</p> <p>Link to Lets Crawl- Easter celebrates 'new life'- links to learning about life cycles.</p> | <p>Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church Express a personal response to the natural world.</p> <p>Link to On the Move- What place is special to you? (e.g. holiday destination/ grandparents' house). How do you get there? (plane/ walk etc). How do religious people travel to their places of worship?</p> <p>Unit F6- What times/ stories are special and why? Talk about some religious stories Recognise some religious words, e.g. about God Identify some of their own feelings in the stories they hear Identify a sacred text e.g. Bible, Torah Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc.</p> <p>Link to On the Move- How did people travel in the stories? (e.g. by boat/ on foot). How does that compare to the way that we travel today? (car/ train/ plane)</p> |
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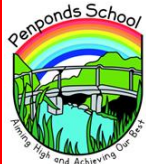
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Year 1/2 Year A – some of the wonderful things we do in RE at Penponds

- Explore and understand key Muslim ideas.
- Explore the nativity story and what it means to Christians and take part in our Christmas nativity play.
- Take part in harvest/Easter/Christmas experiences at our local church.
- Explore the key events of Holy Week and what this means to Christians.
- Listen to, explore and learn from Bible stories in the gospels.
- Know about a Cornish Saint.
- Understand why some places in Cornwall are sacred.

Year 1/2 - Yearly Overview Year A – National Curriculum and Skills and knowledge components: Progression document coverage

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| <p>RE</p> | <p>Agreed Syllabus: 1.6 Who is a Muslim and how do they live? Unit 1:6 part 1</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Recognise the words of the Shahadah and that it is very important for Muslims • Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean • Give examples of how stories about the Prophet show what Muslims believe about Muhammad <p>Understand the impact:</p> | <p>Agreed Syllabus: 1.6 Who is a Muslim and how do they live? Part 2 Unit 1:6 continued from Autumn 1 1.5 Why does Easter matter to Christians?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Recognise that Incarnation and Salvation are part of a 'big story' of the Bible • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give at least three examples of how Christians show their beliefs about Jesus' | <p>Agreed Syllabus: Unit 1:4 What is the 'good news' Christians believe Jesus brings?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians • Recognise that Jesus gives instructions to people about how to behave <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give at least two examples of ways in which Christians follow the teachings studied about |
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- Give examples of how Muslims use the Shahadah to show what matters to them
- Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)
- Give examples of how Muslims put their beliefs about prayer into action

Make connections:

- Think, talk about and ask questions about Muslim beliefs and ways of living
- Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas
- Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.

Part 1
1.3 Why does Christmas matter to Christians?
Unit 1:3

Make sense of belief:

- Recognise that stories of Jesus' life come from the Gospels

death and resurrection in church worship at Easter

Make connections:

- Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas

forgiveness and peace, and bringing good news to the friendless

- Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession)

Make connections:

- Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone

Unit 1:8 1.8 What makes some people and places in Cornwall sacred? Curriculum Kernewek

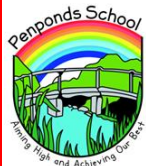
Make sense of belief:

Recognise that there are special people and places in Cornwall that are sacred to believers

Identify at least three sacred/holy places in Cornwall and give a simple account of how they are used, why they are important and what people do there

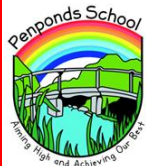
Re-tell a story about a Cornish Saint and connect this story to the local area

Understand the impact:



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| | <ul style="list-style-type: none"> • Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas <p>Make connections:</p> <ul style="list-style-type: none"> • Think, talk and ask questions about Christmas for people who are Christians and for people who are not • Decide what they personally have to be thankful for, giving a reason for their ideas. | | <p>Give examples of stories, objects and symbols used in churches, which show what people believe</p> <p>Talk about why some people and places are considered to be sacred in Cornwall and how communities celebrate this</p> <p>Make connections:</p> <p>Think, talk and ask good questions about what happens at a sacred place saying what they think about these questions, giving good reasons for their ideas</p> <p>Talk about what makes some places special to people in Cornwall and what the difference is between some sacred places</p> |
| <p>Skills Components: Retell a religious story and talk about it.</p> <p>Recall and name different beliefs and practices, including festival, worship rituals and ways of life.</p> <p>Begin to ask questions about the faith communities in their school.</p> <p>Think about the special things that happen to them and others.</p> <p>Think about what is important to them and to other people.</p> | <p>Skills Components: Retell a religious story and talk about it.</p> <p>Recall and name different beliefs and practices, including festival, worship rituals and ways of life.</p> <p>Begin to ask questions about the faith communities in their school.</p> <p>Think about the special things that happen to them and others.</p> <p>Think about what is important to them and to other people.</p> | | <p>Skills Components: Recall and name different beliefs and practices, including festival, worship rituals and ways of life.</p> <p>Recognise religious art, symbols and words and talk about them.</p> <p>Begin to ask questions about the faith communities in their school.</p> <p>Think about the special things that happen to them and others.</p> |



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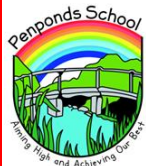
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| | | | Think about what is important to them and to other people. |
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Year 1/2 Year B – some of the wonderful things we do in RE at Penponds

- Explore different welcome ceremonies and understand that we belong to many different groups.
- Know of some parables and the meaning behind them.
- Know the key beliefs in Judaism.
- Know the Christian creation story and understand the impact of that for Christians to be thankful to God.
- Know how to care for the world and why it should matter.
- Take part in harvest/Easter/Christmas experiences at our local church.

Year 1/2 - Yearly Overview Year B – National Curriculum and Skills and knowledge components: Progression document coverage

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| RE | <p>Cornwall Agreed Syllabus: 1.10 What does it mean to belong to a faith community?</p> <p>Make sense of beliefs:</p> <ul style="list-style-type: none"> • Recognise that loving others is important in lots of communities • Say simply what Jesus and one other religious leader taught about loving other people <p>Understand the impact:</p> | <p>Cornwall Agreed Syllabus: 1.7 Who is Jewish and how do they live?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Recognise the words of the Shema as a Jewish prayer • Retell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like | <p>Cornwall Agreed Syllabus: 1.2 Who do Christians say made the world?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Retell the story of creation from Genesis 1:1–2:3 simply • Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible • Say what the story tells Christians about God, Creation and the world |
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- Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean
- Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)

Make connections:

- Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences
- Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.

1.1 What do Christians believe God is like?

Make sense of belief:

- Identify what a parable is
- Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father

Understand the impact:

- Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)
- Make links between Jewish ideas of God found in the stories and how people live
- Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)

Make connections:

- Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas
- Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too

Understand the impact:

- Give at least one example of what Christians do to say 'thank you' to God for Creation

Make connections:

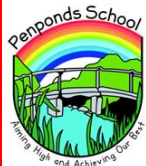
- Think, talk and ask questions about living in an amazing world
- Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.

1.9 How should we care for world and for others, and why does it matter?

Make sense of belief:

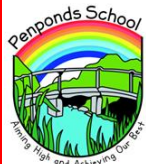
- Identify a story or text that says something about each person being unique and valuable
- Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)
- Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world

Understand the impact:



Religious Education

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| <ul style="list-style-type: none"> • Give clear, simple accounts of what the story means to Christians <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) • Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) <p>Make connections:</p> <ul style="list-style-type: none"> • Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas • Give a reason for the ideas they have and the connections they make. | | <ul style="list-style-type: none"> • Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories • Give examples of how Christians and Jews can show care for the natural earth • Say why Christians and Jews might look after the natural world <p>Make connections:</p> <ul style="list-style-type: none"> • Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world. |
| <p>Sticky Knowledge: Picture of Christian or Jewish wedding ceremony List of objects used in ceremonies Story mountain of 'The Lost Parable.'</p> | <p>Sticky Knowledge: Labelled picture of Shabbat and Chaukah</p> | <p>Sticky Knowledge: Storyboard of the creation story Picture of the bible as a holy book Examples of how we can look after the natural world</p> |

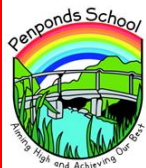


Religious Education

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| | <p>Components: Retell a religious story and suggest meanings to some religious and moral stories. Recall and name different beliefs and practices, including festival, worship rituals and ways of life. Ask and respond to questions about why religious communities do different things. Recognise that religious symbols, words and actions express a community way of living. Notice and respond sensitively to some similarities between different religious and worldviews.</p> | <p>Components: Retell a religious (e.g. Christian, Hindu etc.) story and talk about it. Retell a religious story and suggest meanings to some religious and moral stories. Recognise that religious symbols, words and actions express a community way of living. Recall and name different beliefs and practices, including festival, worship rituals and ways of life. Ask and respond to questions about why religious communities do different things. Notice and respond sensitively to some similarities between different religious and worldviews. Explore questions about meaning and truth. Discuss sacred writings and sources of wisdom. Begin to express their ideas and opinions and to recognise there could be more than one answer.</p> | <p>Components: Retell a religious story and suggest meanings to some religious and moral stories. Recall and name different beliefs and practices, including festival, worship rituals and ways of life. Recognise that religious symbols, words and actions express a community way of living. Think about the special things that happen to them and others. Explore questions about leaning and truth. Discuss sacred writings and sources of wisdom. Think about what is important to them and to other people. Begin to express their ideas and opinions and to recognise there could be more than one answer.</p> |
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Year 3/4 Year A– some of the wonderful things we do in RE at Penponds

- Explore the Holy Trinity and its importance to Christians.
- Explore Hindu ideas of God.
- Explore what it means to be a Hindu living in Britain today.
- Understand the key events of Holy week and what this means for Christians.
- Explore Pentecost and the impact of this for Christians.

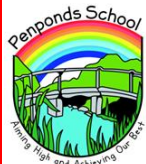


Religious Education

- Explore key local festivals and the meanings behind them.
- Take part in harvest/Easter/Christmas experiences at our local church.

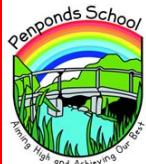
Year 3/4 Year A - Yearly Overview – National Curriculum and Skills and knowledge components: Progression document coverage

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| RE | <p>Cornwall Agreed Syllabus 2020 - 2024: L2.3 What is the 'Trinity' and why is it important for Christians?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Recognise what a 'Gospel' is and give an example of the kinds of stories it contains • Offer suggestions about what texts about baptism and Trinity mean • Give examples of what these texts mean to some Christians today <p>Understand the impact:</p> <ul style="list-style-type: none"> • Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live <p>Make connections:</p> <ul style="list-style-type: none"> • Make links between some Bible texts studied and the idea of God in Christianity, expressing | <p>Cornwall Agreed Syllabus: L2.8 What does it mean to be Hindu in Britain today?</p> <p>Understand the impact:</p> <ul style="list-style-type: none"> • Describe how Hindus show their faith within their families in Britain today (e.g. home puja) • Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) • Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean | <p>Cornwall Agreed Syllabus: L2.6 For Christians, when Jesus left what was the impact of Pentecost?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth • Offer informed suggestions about what the events of Pentecost in Acts 2 might mean • Give examples of what Pentecost means to some Christians now <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now • Describe how Christians show their beliefs about the Holy Spirit in worship <p>Make connections:</p> |
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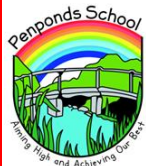
Religious Education

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| | <p>clearly some ideas of their own about what Christians believe God is like.</p> | <ul style="list-style-type: none"> • Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) <p>Make connections:</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas. | <ul style="list-style-type: none"> • Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas. |
| | <p>Components: Describe what a believer might learn from a religious story/sacred text. Reflect and respond thoughtfully.</p> <p>Make links between the beliefs (teachings, sources, etc.) of the different religions studied and show how they are connected to believers' lives.</p> <p>Use the correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups.</p> <p>Verbalise and/or express their own thoughts about belief, ways of living and expressing meaning, using a range of media.</p> <p>Ask important questions about life and compare their ideas with those of other people.</p> | <p>Components: Make links between the beliefs (teachings, sources, etc.) of the different religions studied and show how they are connected to believers' lives.</p> <p>Describe and begin to make links between some of the things that are the same and different for religious people.</p> <p>Use the correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups.</p> <p>Verbalise and/or express their own thoughts about belief, ways of living and expressing meaning, using a range of media.</p> <p>Verbalise their own understanding of the concept/belief, e.g. belonging, and start to</p> | <p>Components: Describe what a believer might learn from a religious story/sacred text. Reflect and respond thoughtfully.</p> <p>Make links between the beliefs (teachings, sources, etc.) of the different religions studied and show how they are connected to believers' lives.</p> <p>Describe and begin to make links between some of the things that are the same and different for religious people.</p> <p>Use the correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups.</p> <p>Verbalise and/or express their own thoughts about belief, ways of living and expressing meaning, using a range of media.</p> |



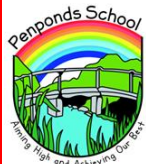
Religious Education

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| | | <p>relate this to the people they are studying e.g. Jewish people.</p> | <p>Ask important questions about life and compare their ideas with those of other people.</p> |
| | <p>L2.7 What do Hindu's believe God is like?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some Hindu deities and say how they help Hindus describe God Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God Offer informed suggestions about what Hindu murtis express about God <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) Identify some different ways in which Hindus worship <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today | <p>L2.5 Why do Christians call the day Jesus dies Good Friday?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live Offer informed suggestions about what the events of Holy Week mean to Christians Give examples of what Christians say about the importance of the events of Holy Week <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities Describe how Christians show their beliefs about Jesus in worship in different ways <p>Make connections:</p> | <p>L2.11 How and why do people in Cornwall mark significant events in community life?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today <p>Understand the impact:</p> <ul style="list-style-type: none"> Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) <p>Make connections:</p> |



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| <ul style="list-style-type: none"> • Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas. | <ul style="list-style-type: none"> • Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions. | <ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones • Make links between ideas of love, commitment and promises in religious and non-religious ceremonies • Give good reasons why they think ceremonies of commitment are or are not valuable today. |
| <p>Components: Make links between the beliefs (teachings, sources, etc.) of the different religions studied and show how they are connected to believers' lives.</p> <p>Use the correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups.</p> <p>Use religious vocabulary to describe some of the different ways of life and ways of expressing meaning.</p> <p>Compare their own understanding of belonging with that of someone else's. Identify similarities and differences.</p> <p>Ask important questions about life and compare their ideas with those of other people.</p> | <p>Components: Make links between the beliefs (teachings, sources, etc.) of the different religions studied and show how they are connected to believers' lives.</p> <p>Use religious vocabulary to describe some of the different ways of life and ways of expressing meaning.</p> <p>Compare their own understanding of belonging with that of someone else's. Identify similarities and differences.</p> <p>Ask important questions about life and compare their ideas with those of other people.</p> <p>Link things that are important to them and other people with the way they think and behave.</p> | <p>Components: Make links between the beliefs (teachings, sources, etc.) of the different religions studied and show how they are connected to believers' lives.</p> <p>Use the correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups.</p> <p>Compare their own understanding of belonging with that of someone else's. Identify similarities and differences.</p> <p>Begin to apply their own and others' ideas to a given question and support their viewpoint with facts and evidence.</p> <p>Confidently ask questions about the moral decisions they make and suggest what might</p> |



Religious Education

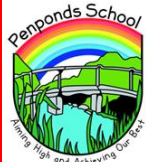
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| | Link things that are important to them and other people with the way they think and behave. | | happen as a result of different decisions, including those made with reference to religious beliefs/ values. |
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Year 3/4 Year B– some of the wonderful things we do in RE at Penponds

- Explore the Christian creation story and the story of the fall.
- Explore what it means to follow God.
- Take part in harvest/Easter/Christmas experiences at our local church.
- Recap previous learning on Muslim beliefs.
- Explore Muslim festivals and worship.
- Begin to know some Jewish practices and beliefs.
- Explore the kind of world that Jesus wanted and how Christians and other believers use their faith to make the world a better place.

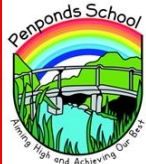
Year 3/4 Year B - Yearly Overview – National Curriculum and Skills and knowledge components: Progression document coverage

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| RE | <p>Cornwall Agreed Syllabus 2020 - 2025: L2.1 What do Christians learn from the Creation Story?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Place the concepts of God and Creation on a timeline of the Bible’s ‘big story’ • Make clear links between Genesis 1 and what Christians believe about God and Creation • Recognise that the story of ‘the Fall’ in Genesis 3 gives an explanation of why things go wrong in the world | <p>Cornwall Agreed Syllabus: L2.9 How do festivals and worship show what matters to a Muslim?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify some beliefs about God in Islam, expressed in Surah 1 • Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God) <p>Understand the impact:</p> | <p>Cornwall Agreed Syllabus: L2.4 What kind of world did Jesus want?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’ • Suggest ideas and then find out about what Jesus’ actions towards outcasts mean for a Christian |
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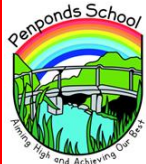
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| | <p>Understand the impact:</p> <ul style="list-style-type: none"> Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God’s creation is; care for the Earth – some specific ways) Describe how and why Christians might pray to God, say sorry and ask for forgiveness <p>Make connections:</p> <ul style="list-style-type: none"> Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today. | <ul style="list-style-type: none"> Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas. | <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus’ teaching in different ways <p>Make connections:</p> <ul style="list-style-type: none"> Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. |
| | <p>Components: Year 3 Describe what a believer might learn from a religious story/sacred text. Reflect and respond thoughtfully.</p> <p>Describe and begin to make links between some of the things that are the same and different for religious people.</p> | <p>Components: Year 3 Describe what a believer might learn from a religious story/sacred text. Reflect and respond thoughtfully.</p> <p>Describe and begin to make links between some of the things that are the same and different for religious people.</p> | <p>Components: Year 3 Describe what a believer might learn from a religious story/sacred text. Reflect and respond thoughtfully.</p> <p>Use religious vocabulary to describe some of the different ways of life and ways of expressing meaning.</p> |



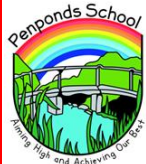
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| <p>Use religious vocabulary to describe some of the different ways of life and ways of expressing meaning.</p> <p>Ask important questions about life and compare their ideas with those of other people.</p> <p>Link things that are important to them and other people with the way they think and behave.</p> <p>Year 4 Verbalise and/or express their own thoughts about belief, ways of living and expressing meaning, using a range of media.</p> <p>Begin to apply their own and others' ideas to a given question and support their viewpoint with facts and evidence.</p> | <p>Use religious vocabulary to describe some of the different ways of life and ways of expressing meaning.</p> <p>Link things that are important to them and other people with the way they think and behave</p> <p>Year 4 Make links between the beliefs (teachings, sources, etc) of the different religions studied and show how they are connected to believers' lives.</p> <p>Use the correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups</p> <p>Verbalise and/or express their own thoughts about belief, ways of living and expressing meaning, using a range of media.</p> <p>Verbalise their own understanding of the concept/belief, e.g. belonging, and start to relate this to the people they are studying e.g. Jewish people.</p> <p>Begin to apply their own and others' ideas to a given question and support their viewpoint with facts and evidence.</p> | <p>Link things that are important to them and other people with the way they think and behave</p> <p>Year 4 Make links between the beliefs (teachings, sources, etc) of the different religions studied and show how they are connected to believers' lives.</p> <p>Verbalise and/or express their own thoughts about belief, ways of living and expressing meaning, using a range of media.</p> <p>Verbalise their own understanding of the concept/belief, e.g. belonging, and start to relate this to the people they are studying e.g. Jewish people.</p> <p>Begin to apply their own and others' ideas to a given question and support their viewpoint with facts and evidence.</p> |
| <p>L2.2 What is it like for someone to follow God?</p> | <p>1.7 (Introduction sessions) Who is Jewish and how do they live?</p> | <p>L2.12 How and why do people try to make the world a better place?</p> |



Religious Education

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| <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Make clear links between the story of Noah and the idea of covenant <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony <p>Make connections:</p> <ul style="list-style-type: none"> • Make links between the story of Noah and how we live in school and the wider world. <p>1.6 Who is a Muslim and how do they live? (Introduction sessions) (This can be removed once Agreed syllabus is embedded)</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Recognise the words of the Shahadah and that it is very important for Muslims • Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean • Give examples of how stories about the Prophet show what Muslims believe about Muhammad | <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Recognise the words of the Shema as a Jewish prayer • Retell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) <p>Make connections:</p> <ul style="list-style-type: none"> • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and | <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) • Make links between religious beliefs and teachings and why people try to live and make the world a better place <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) • Describe some examples of how people try to live (e.g. individuals and organisations) • Identify some differences in how people put their beliefs into action <p>Make connections:</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better • Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas |
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Understand the impact:

- Give examples of how Muslims use the Shahadah to show what matters to them
- Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)
- Give examples of how Muslims put their beliefs about prayer into action

Make connections:

- Think, talk about and ask questions about Muslim beliefs and ways of living
- Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas
- Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.

remembering have something to say to them too.

L2.10 How do festivals and family life show what matters to Jewish people?

Make sense of belief:

- Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean
- Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people

- Offer informed suggestions about the meaning of the Exodus story for Jews today

Understand the impact:

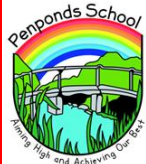
- Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)

- Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities

Make connections:

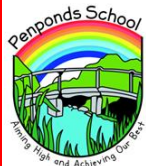
- Raise questions and suggest answers about whether it is good for Jews and

- Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.



Religious Education

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| | <p>everyone else to remember the past and look forward to the future</p> <ul style="list-style-type: none"> • Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas. | |
| <p>Components: Year 3 Describe what a believer might learn from a religious story/sacred text. Reflect and respond thoughtfully.</p> <p>Describe and begin to make links between some of the things that are the same and different for religious people.</p> <p>Use religious vocabulary to describe some of the different ways of life and ways of expressing meaning.</p> <p>Compare their own understanding of belonging with that of someone else's. Identify similarities and differences.</p> <p>Ask important questions about life and compare their ideas with those of other people.</p> <p>Link things that are important to them and other people with the way they think and behave.</p> | <p>Components: Year 3 Describe what a believer might learn from a religious story/sacred text. Reflect and respond thoughtfully.</p> <p>Describe and begin to make links between some of the things that are the same and different for religious people.</p> <p>Use religious vocabulary to describe some of the different ways of life and ways of expressing meaning.</p> <p>Compare their own understanding of belonging with that of someone else's. Identify similarities and differences.</p> <p>Ask important questions about life and compare their ideas with those of other people.</p> <p>Link things that are important to them and other people with the way they think and behave.</p> | <p>Components: Year 3 Describe what a believer might learn from a religious story/sacred text. Reflect and respond thoughtfully.</p> <p>Use religious vocabulary to describe some of the different ways of life and ways of expressing meaning.</p> <p>Link things that are important to them and other people with the way they think and behave</p> <p>Year 4 Make links between the beliefs (teachings, sources, etc) of the different religions studied and show how they are connected to believers' lives.</p> <p>Verbalise and/or express their own thoughts about belief, ways of living and expressing meaning, using a range of media.</p> |



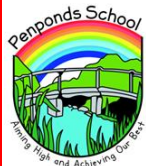
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| | <p>Year 4 Make links between the beliefs (teachings, sources, etc) of the different religions studied and show how they are connected to believers' lives.</p> <p>Use the correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups.</p> <p>Verbalise and/or express their own thoughts about belief, ways of living and expressing meaning, using a range of media.</p> <p>Verbalise their own understanding of the concept/belief, e.g. belonging, and start to relate this to the people they are studying e.g. Jewish people.</p> | <p>Year 4 Make links between the beliefs (teachings, sources, etc) of the different religions studied and show how they are connected to believers' lives.</p> <p>Use the correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups</p> <p>Verbalise and/or express their own thoughts about belief, ways of living and expressing meaning, using a range of media.</p> <p>Verbalise their own understanding of the concept/belief, e.g. belonging, and start to relate this to the people they are studying e.g. Jewish people.</p> <p>Begin to apply their own and others' ideas to a given question and support their viewpoint with facts and evidence.</p> | <p>Begin to apply their own and others' ideas to a given question and support their viewpoint with facts and evidence.</p> |
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Year 5/6 Year A– some of the wonderful things we do in RE at Penponds

- Explore science and creation world views.
- Explore why some people believe in God and some do not.
- Learn about how the key Hindu beliefs impact on the lives of Hindu people.
- Understand how Christians believe that Jesus died to save people.
- Explore the idea of the kingdom of God.

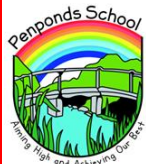


Religious Education

- Explore how faith has helped Cornish people when life gets hard.
- Take part in harvest/Easter/Christmas experiences at our local church.

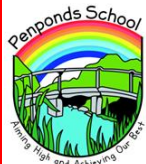
Year 5/6 Year A - Yearly Overview – National Curriculum and Skills and knowledge components: Progression document coverage

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| RE | <p>Cornwall Agreed Syllabus 2020-2024</p> <p>U2.2 Creation and science: conflicting or complementary?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify what type of text some Christians say Genesis 1 is, and its purpose • Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between Genesis 1 and Christian belief about God as Creator • Show understanding of why many Christians find science and faith go together <p>Make connections:</p> | <p>Cornwall Agreed Syllabus 2020-2024</p> <p>U2.7 Why do some Hindus want to be good?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately • Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live • Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. • Give evidence and examples to show how Hindus put their beliefs into practice in different ways | <p>Cornwall Agreed Syllabus 2020-2024</p> <p>U2.6 For Christians, what kind of king is Jesus?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Explain connections between biblical texts and the concept of the kingdom of God • Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice • Show how Christians put their beliefs into practice in different ways <p>Make connections:</p> <ul style="list-style-type: none"> • Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today |
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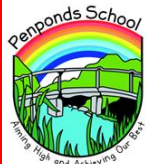
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| <ul style="list-style-type: none"> • Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses • Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views. | <p>Make connections:</p> <ul style="list-style-type: none"> • Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus • Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view. | <ul style="list-style-type: none"> • Articulate their own responses to the idea of the importance of love and service in the world today. |
| <p>Components: Suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality</p> <p>Begin to explain, with reasons, the meaning and significance religion/faith to individuals and communities.</p> <p>Consistently use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers.</p> <p>Consider the challenges and impact of belonging to a religion today with reference to our own and other people's views on human nature and society,</p> | <p>Components: Show understanding of the similarities and differences in forms of religious, spiritual and moral expression found within and between religions and begin to apply their knowledge to their own understanding of religious and spiritual expression of belief and value.</p> | <p>Components: Apply and express their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.</p> |



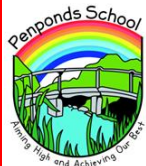
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| <p>supporting those views with reasons and examples.</p> <p>Begin to consider and apply ideas about ways in which diverse communities can live together for the well-being of all and respond thoughtfully to ideas about community, values and respect.</p> | | |
| <p>U2:11 Why do some people believe in God and some people not?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Define the terms ‘theist’, ‘atheist’ and ‘agnostic’ and give examples of statements that reflect these beliefs • Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from • Give examples of reasons why people do or do not believe in God <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between what people believe about God and the impact of this belief on how they live • Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) | <p>U2.5 What do Christians believe Jesus did to save people?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Outline the ‘big story’ of the Bible, explaining how Incarnation and Salvation fit within it • Explain what Christians mean when they say that Jesus’ death was a sacrifice <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion/Lord’s Supper • Show how Christians put their beliefs into practice in different ways <p>Make connections:</p> | <p>U2.12 Does faith help people in Cornwall when life gets hard?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life • Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) • Give examples of ways in which beliefs about resurrection/ judgement/heaven/karma/reincarnation make a difference to how someone lives <p>Make connections:</p> |



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| | <p>Make connections:</p> <ul style="list-style-type: none"> • Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging • Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not • Make connections between belief and behaviour in their own lives, in the light of their learning. | <ul style="list-style-type: none"> • Weigh up the value and impact of ideas of sacrifice in their own lives and the world today • Articulate their own responses to the idea of sacrifice, recognising different points of view. | <ul style="list-style-type: none"> • Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these • Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own. |
| | <p>Components: Suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality.</p> <p>Consistently use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers.</p> <p>Represent the views of others about meaning, purpose and truth.</p> <p>Use reasoning and a range of examples to express insights into the relationship</p> | <p>Components: Begin to consider and apply ideas about ways in which diverse communities can live together for the well-being of all and respond thoughtfully to ideas about community, values and respect.</p> | <p>Components: Represent the views of others about meaning, purpose and truth.</p> |



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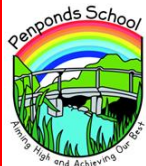
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| | between beliefs, teachings and world issues. Reflect on their own ideas. | | |
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Year 5/6 Year B– some of the wonderful things we do in RE at Penponds

- Examine what Christians understand as God being holy and loving, giving examples from the Bible.
- Take part in harvest/Easter/Christmas experiences at our local church.
- Understand why Christians believe Jesus was the messiah.
- Understand what it means to be a Muslim in Britain today.
- Know why the Torah is important to Jews.
- Know what matters most to humanists and Christians.
- Be able to explain what Jesus would do in various scenarios referring to text from the Bible.

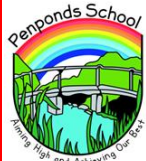
Year 5/6 Year B - Yearly Overview – National Curriculum and Skills and knowledge components: Progression document coverage

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| RE | <p>Cornwall Agreed Syllabus 2020-2024</p> <p>U2.1 What does it mean if Christians believe God is holy and loving?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify some different types of biblical texts, using technical terms accurately • Explain connections between biblical texts and Christian ideas of God, using theological terms <p>Understand the impact:</p> | <p>Cornwall Agreed Syllabus 2020-2024</p> <p>U2.8 What does it mean to be a Muslim in Britain today?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur’an (e.g. Tawhid; Muhammad as the Messenger, Qur’an as the message) • Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur’an | <p>Cornwall Agreed Syllabus 2020-2024</p> <p>U2.4 Christians and how to live: ‘What would Jesus do?’</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify features of Gospel texts (for example, teachings, parable, narrative) • Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts |
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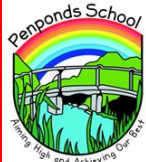
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| | <ul style="list-style-type: none"> • Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed • Show how Christians put their beliefs into practice in worship <p>Make connections:</p> <ul style="list-style-type: none"> • Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. | <p>guidance on Five Pillars; Hajj practices follow example of the Prophet)</p> <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) • Give evidence and examples to show how Muslims put their beliefs into practice in different ways <p>Make connections:</p> <ul style="list-style-type: none"> • Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Cornwall today • Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims • Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views. | <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives <p>Make connections:</p> <ul style="list-style-type: none"> • Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives • Articulate their own responses to the issues studied, recognising different points of view. |
| | <p>Components:</p> <p>Understand and explain how concepts/beliefs resonate in their own life and in the life of a</p> | <p>Components:</p> <p>Describe, connect and explain different features of religion and worldviews in terms</p> | <p>Components:</p> <p>Consistently use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious,</p> |



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| | <p>believer and how this impacts on the way they and a believer chooses to live their life.</p> <p>Consider the challenges and impact of belonging to a religion today with reference to our own and other people's views on human nature and society, supporting those views with reasons and examples.</p> | <p>of celebration, worship, pilgrimage and the rituals which mark important points in life.</p> <p>Show understanding of the similarities and differences in forms of religious, spiritual and moral expression found within and between religions and begin to apply their knowledge to their own understanding of religious and spiritual expression of belief and value.</p> | <p>spiritual and moral expression might be for believers.</p> <p>Use reasoning and examples to express confidently insights into their own and others' views on questions about the meaning and purpose of life and the search for truth.</p> |
| | <p>U2.3 Why do Christians believe Jesus was the Messiah?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Explain the place of Incarnation and Messiah within the 'big story' of the Bible • Identify Gospel and prophecy texts, using technical terms • Explain connections between biblical texts, Incarnation and Messiah, using theological terms <p>Understand the impact:</p> <ul style="list-style-type: none"> • Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas • Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible | <p>U2.9 Why is the Torah so important to Jewish people?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify and explain Jewish beliefs about God • Give examples of some texts that say what God is like and explain how Jewish people interpret them <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between Jewish beliefs about the Torah and how they use and treat it • Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) • Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences | <p>U2.10 What matters most to Humanists and Christians?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) • Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God') <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between Christian and Humanist ideas about being good and how people live • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view <p>Make connections:</p> |



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| | <p>Make connections:</p> <ul style="list-style-type: none"> • Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers. | <p>between Orthodox and Progressive Jewish practice)</p> <p>Make connections:</p> <ul style="list-style-type: none"> • Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today • Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish. | <ul style="list-style-type: none"> • Raise important questions and suggest answers about how and why people should be good • Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views. |
| | <p>Components:</p> <p>Consider the challenges and impact of belonging to a religion today with reference to our own and other people's views on human nature and society, supporting those views with reasons and examples.</p> | <p>Components:</p> <p>Show understanding of the similarities and differences in forms of religious, spiritual and moral expression found within and between religions and begin to apply their knowledge to their own understanding of religious and spiritual expression of belief and value</p> | <p>Components:</p> <p>Show understanding of the similarities and differences in forms of religious, spiritual and moral expression found within and between religions and begin to apply their knowledge to their own understanding of religious and spiritual expression of belief and value</p> |

Religious Education





Strategies for supporting pupils with Special Educational Needs and Disabilities in Religious Education (RE) lessons.

| | Here's how we will help |
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| <h3 style="color: red;">Attention Deficit Hyperactivity Disorder</h3> | <p>Classroom environment/set up:</p> <ul style="list-style-type: none"> • Ensure all adults in the lesson know the child well and can recognise when to enforce rules and when not to. A non-confrontational approach will help the child to selfregulate and reduce any anxiety and arousal; • Ensure any rules are consistently implemented and reinforced – for example those during group discussions. (School rules may need to be differentiated; • Consider seating arrangements to minimise distractions (eg at the end of a row, or the back of the classroom). Paired working, or support from a positive role model may help the child to focus. They may also struggle to work in a group, so paired seating may be preferable; • Allow a calming-down period before the lesson starts, especially if it follows a breaktime/lunchtime, as transition points may be difficult for the child to manage. <p>Resources and equipment you might consider before the lesson:</p> <ul style="list-style-type: none"> • A timer will provide a focus for the child's attention, enabling them to complete a task; • A 'time-out' card. This may support the child with moderating their own behaviour and to take responsibility for their actions; • Listening to music on headphones while engaging with sedentary tasks, tests, or extended writing may help focus attention; • Consider which rewards you might use to reinforce positive behaviour (in discussion with the child) and ensure these are given immediately upon task completion; • The child may wish to use a word processor if their work is disorganised/illegible; • A 'stress ball', or other fiddle object (agreed by the SENCO) may help with concentration. <p>Teaching methods to consider:</p> <ul style="list-style-type: none"> • Ensure instructions are delivered clearly, concisely and step by step. Ask the child to repeat them back, or have them written on a prompt sheet; • Explicitly teach, reinforce and role model strategies to improve listening skills and encourage note taking; • Encourage the use of pictures, or diagrams to represent thoughts and ideas; Use subtle, visual pre-agreed cues, to remind the child when they are off task, or behaviour is inappropriate, (eg. a tap on the desk to re-focus attention); • Provide a mix of activities to suit a range of learning styles, especially including kinaesthetic activities. With this in mind, plan in time-limited learning breaks to allow for the release of excess energy. (an active 'job' might be useful strategy to break up the lesson). |

Anxiety

Classroom environment/set up:

There are many types of anxiety and these will often accompany many areas of SEND. Ensure that you are familiar with the cause of anxiety for the particular child and how this manifests – bearing in mind that sometimes there may be no outward signs at all. Knowing the child really well will help with this. This is especially important in a subject such as RE, which often involves discussing feelings, thoughts, memories, families and, sometimes, sensitive issues.

- Prior to the start of the lesson, discuss with the child where they would prefer to sit. They may also prefer to enter the classroom first and get themselves settled, or after the rest of the class is settled. This may change depending on circumstances at the time;
- Seating plans are very important for the child with anxiety. Let them know before the lesson if the usual seating plan is due to change during the activity. Carefully plan groupings/pairings and be aware of who the child feels most comfortable with sitting next to and having them support them with their work;
- Ensure the child is prepared and knows what to expect prior to the lesson. This may include a list of vocabulary that will be covered, the activities involved etc;
- If a supply teacher (or another member of staff) is covering a lesson, ensure that the child is made aware of this, so that it is not a surprise to them.

Resources and equipment you might consider before the lesson:

- Consider the use of a 'help' card, which the child can use if they feel anxious/overwhelmed, so that they can go somewhere they feel safe to calm down.

Teaching methods to consider:

- The child may find certain teachers difficult to cope with. This may be for a whole of reasons and they may not be able to verbalise these feelings. If you notice a child is anxious around you, please adapt your behaviour accordingly to make them feel more comfortable.

Autism Spectrum Disorder

Classroom environment/set up:

A child with ASD may find RE a particular challenging curriculum area, however, using some of these strategies may help provide the environment for them to feel safe and secure in order to access some of the activities:

- Take time to build a good, trusting relationship with the child. This will also help adults understand the most appropriate way to respond to any behaviour, at a given time;
- Ask the child where they would prefer to sit in the classroom. Avoid changing this seating plan without plenty of warning, as this could cause anxiety. Think carefully about who is sat near to the child, as they may feel uncomfortable around certain children who may be a 'trigger' for them;
- When planning group work, ask the child who they would prefer to work with, or offer the chance to work by themselves (or with their TA). Ensure that groups/pairs are carefully planned to provide

supportive/positive role models;

- Ensure that both the child and their TA are prepared for what is coming up next and what the lesson is about, so that they know the expectations. Ensure you pre-warn the child (and TA) of any changes, to avoid anxiety and allow them both time to prepare for the change;
- Be mindful of sensory processing difficulties and ensure the learning environment is neither over, or under, stimulating for the child;
- Provide a safe, familiar breakout space for the child, so that they can have sensory breaks when needed;
- If the child's behaviour becomes challenging, it is important to remember that this is often communicating a need, or difficulty. Look beyond the behaviour and ask for support from the SEND team if necessary. Sometimes, the child may just need time out from the class in their break out space and may then feel ready to return again to the class;
- Display in class what is coming up next (as another way of preparing the child). Even if the child doesn't look like they are taking any notice of this, they may still be taking it in;
- Role model and encourage positive and supportive behaviour to the child's peers. At times, the child may call out or try to make the class laugh etc. Explain to the class how important it is that they don't react and that this will help the child to remain focused and calm.

Resources and equipment you might consider before the lesson:

- Give instructions using tick lists, breaking down the task into manageable chunks;
- Provide vocabulary, structure, or starting ideas for the lesson.
- Use visuals and structured tasks, incorporating the child's own interests wherever possible. Find out which ones work and use them all of the time, even if it doesn't seem that the child needs them;
- Consider the use of 'speech to text' technology, so there is less writing;
- Allow the use of fiddle toys in class. The child may also prefer to sit on a gym ball/wobble cushion/special seat to provide sensory feedback and help them selfregulate and focus;
- The child may choose to do the work in different orders, or at a different time of the day to suit them (in discussion/negotiation with their TA). Provide additional resources, such as printouts of PowerPoint slides, word banks etc so that the child has access to the same supporting resources as the rest of the class would have had during the lesson. You might also consider providing a simple lesson plan breakdown for the TA to follow, in case the child was out of the room during the input part of the lesson;
- Some of the lesson plans for PSHE may be suitable to be adapted to social stories, as a familiar way for the child to access the learning intensions for the lesson.

Teaching methods to consider:

- Avoid open-ended questions;
- Provide time to process information;
- Encourage the child to demonstrate/present their learning in alternative ways which suit them;
- Provide clear timelines for when things need to be achieved and make expectations really clear (ie how many sentences, how many pieces of work etc to be completed in a time frame, or before a reward is achieved).

Dyscalculia

Although maths is unlikely to be focused on during a RE lesson, some of these strategies may still be applicable and worth bearing in mind as things to try. **Resources and equipment you might consider before the lesson:**

- Provide written instructions, printed diagrams and personalised worksheets with a worked example (where appropriate/relevant) for the child to follow, to help them keep up in class;
- Tracking from the whiteboard to paper may be difficult. Share the lesson with the child, so they can follow it on a laptop (if used);
- Provide print outs of diagrams and visual support in lessons.

Teaching methods to consider:

- The child may work slower than peers. Be sensitive to this and supportive of any additional time/repetition they may need;
- The child may become easily overwhelmed and anxious; they may shut down and employ avoidance strategies. You can interrupt this cycle by scaffolding the child's work and supporting them.

Dyslexia

Resources and equipment you might consider before the lesson: When preparing resources:

- keep sentences and written instructions short and simple to read;
- check reading ages and ensure any work is differentiated appropriately;
- use pastel shades of paper (cream is a good alternative to white) and matt paper which reduces 'glare';
- avoid black text on a white background and light text on a dark background; - use text font size 12, or above;
- clear, rounded fonts that have a space between (Century Gothic, Comic Sans, Arial or Verdana) will be used on all handouts, reading materials and on the interactive whiteboard;
- use 1.5 or double line spacing and wide margins and lower case rather than capital letters;
- numbered points, or bullet points are easier to follow, rather than continuous prose. Keep paragraphs short and pages uncluttered. For example, avoid using background graphics with text over the top, as this can be too visually confusing. Consider using visual representations (flow charts, illustrations, diagrams) to break up large sections of text, or to explain a particular point in a visual, rather than a written, way; - consider colour-coding text. For example, information in one colour, questions in another (bearing in mind the contrast in the colours/background)
- avoid underlining and italics;
- use bold text for titles & sub-headings, or to draw attention to important information, or key vocabulary;
- use text boxes, or borders for headings, or to highlight important text. - on worksheets, leave plenty of space to write a response.

Familiarise yourself with any resources/equipment the child needs to support them and ensure that these are readily available during their lesson. For example:

- It may help to use a ruler, or finger to track the words as they read;
- A personalised, coloured overlay, or ruler may help cut down on visual contrast and help 'stabilise' any written materials. It may be worth trying a variety of colours to work out the best to use;
- 'Text to speech' technology. Please facilitate this in your classroom, for example providing a quiet space, seating near to a power point etc.

Teaching methods to consider:

- Help the child to learn and understand any specific vocabulary. This may be done visually, practically and/or during a pre-teach session to build the child's confidence before the lesson;
- The child may prefer it if an adult (or supportive peer) reads through questions with them;
- Be supportive of the child if they don't want to read aloud in front of the class (either offering to read it for them, asking a friend to read it, or checking with them beforehand if they would like it shared).

Dyspraxia

Classroom environment/set up:

- Provide a large space for the child to work in. This will allow the child room to move and remain active when completing a task. They may also prefer to stand when handling any equipment/physical resources.

Resources and equipment you might consider before the lesson:

- Provide part-prepared handouts to reduce unnecessary writing and lists of key concepts; or vocabulary;
- Consider alternatives to writing – word processors, Dictaphones, scribe etc;
- Special equipment eg: looped scissors, rulers with handles etc may help;
- Provide a lesson breakdown and tick list to help the child organise their time and take responsibility for their work;
- Write instructions for any activities, using different colours for each line;
- Provide templates with headings to help the child structure their work;
- Prepare diagrams to label, as copying and drawing neatly can be challenging;
- Provide an equipment list and encourage the child to only get out what they need.

Teaching methods to consider:

- Clarify rules and expectations, using unambiguous language;
- Allow extra time to complete work, with movement breaks when needed;
- Allow time to settle, especially if the lesson is after a breaktime/ lunchtime, as transitions are challenging;
- Give the child plenty of warning that the lesson is due to end and allow them additional time to pack up to leave (or get ready for the next lesson).

Hearing Impairment

Classroom environment/set up:

- Speak to the child privately, before a lesson begins, to find out where they would prefer to sit and if there is anything else that can be done to help them;
- Discreetly check that the child is wearing a hearing aid (if applicable) and frequently check-in with the child that they are hearing and understanding;
- Be aware of seating arrangements to suit the child's specific needs, for example if they are reliant on lip reading etc (ie seated towards the front of the classroom with an unobstructed view, or with their good ear facing outwards into the classroom);
- Ensure that any background noise is minimised and control class/group discussions, so that only one person is speaking at once;

Resources and equipment you might consider before the lesson:

- Ensure any videos/films used are captioned, or a suitable alternative way is provided;
Provide any important information/instructions about the lesson in writing, as well as verbally. In addition, provide (in a written format) any lists of subject-specific vocabulary and technical terms;
- Consider sharing the lesson with the child's laptop (if they use one) and allow them to use headphones and the built-in assistive technology.

Teaching methods to consider:

- Repeat clearly any questions asked by other students in class before giving a response;
- Assist with lip reading by doing the following:
 - ensure your face is clearly visible at all times when speaking and sitting directly opposite the child whenever possible;
 - seating the child so that they can see others in the class (where possible);
 - ensuring the lighting is adjusted so that it is not too dark;
 - providing written materials for all lessons, so that the child is not having to lip read and take notes from the whiteboard;

- Be aware of the specific circumstances for the child and adapt accordingly. For example: if they acquired their hearing loss early in life, they may have associated literacy issues and need additional support with reading and interpreting information. If they have associated speech issues, they may need support with reading out their work, or may prefer
- an adult to read it for them.

Toileting Issues

Classroom environment/set up:

- Let the child leave and return to the classroom discreetly and without having to get permission whenever they need the toilet (use a 'toilet pass' if appropriate);
- Sit the child close to the door so that they can leave the classroom, discreetly;
- Appreciate that they may arrive late for lessons because of an urgent need to use a toilet;
- Be aware that the child may need to take medication during school hours and/or need extra meal breaks and provide a discreet/comfortable place for them to do this;
- Respect the child's need for privacy. They should decide how much teachers and other pupils are told about their condition.

Resources and equipment you might consider before the lesson:

- If the child has a diagnosed medical condition, they will have an Individual Healthcare Plan. Please make sure that you are familiar with this document. The SENCO can give you access to this;
- If the child has ongoing toileting issues, they will have an Intimate Care Plan. Please make sure that you are familiar with this document. The SENCO can give you access to this.

Teaching methods to consider:

- During more active sessions, try to be alert to the child's psychological needs and relationships with other children. Let them judge for themselves if they wish to join in on a day-to-day basis - don't stop them trying whatever they want to try. However, be aware that the child may also try to push themselves, so that they don't let others down. Be mindful of this and offer discreet support when/where needed;
- Bending and stretching may bring on pain, or make pain worse. Teambuilding type activities/games can be particularly problematic;
- Be mindful of other students teasing the child about my lack of stamina, or their need for extra rests (for example during group activities/team building);
- If the child is unwell at school, consider giving them time to rest rather than sending them home – they may be able to return to lessons later in the day.

Cognition and Learning Challenges

Classroom environment/set up:

- Ensure all classroom adults give specific, targeted praise so the child knows exactly what they are doing well;
- The child will with visual and auditory memory for information, processes and instructions. Ensure all classroom adults are aware of this and they regularly check the child's understanding of questions and tasks. This will support the child with staying on track;
- Carefully consider working pairings/small groups. Support the child with managing peer relationships effectively by providing a positive work 'buddy';
- The child may appear immature and find it difficult to mix with their peer group. This may cause issues during more sensitive PSHE activities, or group work. Ensure classroom adults are vigilant for any bullying and encourage paired working, or group work, with positive role models;
- The child may appear needy with an over-reliance on adult help and support. Encourage and support the child's independence and confidence by making the curriculum/tasks accessible to them.

Resources and equipment you might consider before the lesson:

- Plan self-checks for the child at each stage of a task; with the use of a tick list, so that the child knows what is expected of them;
- Support the child to overcome problems with understanding instructions and task requirements by using visual timetables and prompt cards with pictures as reminders of the steps needed to complete the task;
- Provide a word bank, with key vocabulary for the topic/area being studied;
- Provide key words with pictures/symbols to help with the child's memory;
- Provide a writing frame to help structure work;
- Keep Powerpoints slides simple and uncluttered. Highlight key information.

Teaching methods to consider:

- Carefully plan & differentiate work, breaking it down into small manageable tasks;
- Provide time to consider questions, process & formulate an answer. Slow down and/or reduce the number of words that you use;
- Go over key vocabulary and ideas with to check understanding;
- Physically demonstrate tasks, rather than relying on verbal instructions;
- Repeat information in different ways, varying the vocabulary you use. Also, keep instructions simple;
- Use structured questioning to support and help the child to answer by scaffolding their response;
- Encourage the child to make a mind map, or other visual representation of what they already know and use that as a starting point to teach next steps.

Speech, Language & Communication Needs

Classroom environment/set up:

- Create a relaxed, safe and friendly environment with lots of opportunities to talk. Not too noisy;
- Provide plenty of opportunities for the child to communicate in a small group (they will be less confident working in a big group and will be less involved); Carefully consider any pairings or groupings and include good communication role models for the child to copy;
- Ensure all adults respond positively to any attempt the child makes at communication – not just speech. Role model this positive response for the child's peers to copy;
- Listen carefully to what the child says, so that they don't need to repeat themselves;
- Provide a low distraction/quiet area for the child's group/pair to work so they can focus on their communication;
- Regularly check understanding and encourage the child to identify what they can/cannot understand.

Resources and equipment you might consider before the lesson:

- Use signs, symbols and visual timetables to support communication;
- Use visual displays (objects and pictures) that can be used to support understanding;
- Provide a visual guide to the lesson, eg a check list, or pictures to aid understanding.

Teaching methods to consider:

- Be aware of the specific communication difficulties the child may have - it may be a processing disorder;
- Be aware of the level of language the child is using – use a similar level to ensure they understand;
- Do not rush, or interrupt the child as this means they have to begin processing all over again from the beginning, causing frustration!
- Slow down your rate of speech by using pausing and give the child lots of time to process and reply – be prepared to wait for an answer;
- Allow time for the child to finish what they are saying, don't finish it for them;
- Keep language simple by breaking long sentences into short separate ideas;
- Provide plenty of repetition (activities and vocabulary);
- Use non-verbal clues to back up what you are saying eg: gesture;
- Ensure adults are providing a clear language model and expand what the child says, by repeating their words back to them correctly, without pointing out their errors;
- Reduce the number of questions you ask and make sure you give time to answer;
- If you do need to ask questions in front of the class, try to use closed questions, as these require only a 'yes'/'no' answer, which will reduce anxiety.

Tourette Syndrome

Classroom environment/set up:

Be aware of (and familiar with) the various forms in which Tourette Syndrome can present.

Common vocal tics are: coughing, grunting, sniffing, throat clearing, shrieking, whistling, spitting, animal sounds and echolalia (repeating others' words, or phrases).

Common motor tics are: eye blinking (excessively, or in an unusual pattern), echopraxia (imitating others' actions), self-injurious behaviours involving touching, biting, hitting, pulling out eyelashes/hair, smelling/sniffing things. Being aware of the particular type of tic (s) presented by the child, will also help you to be aware of the impact on the child's learning and how they can access the learning in the classroom. For example:

- Motor tics of the eyes, head or neck may interfere with reading and

affect handwriting, or the ability to write for prolonged periods of time;

- Motor and vocal tics may make the child reluctant to read aloud, ask/answer questions, or ask for help. Be understanding of this and support the child to feel involved and able to participate;
- Thought tics inhibit auditory processing. Be mindful and do not assume the child is intentionally not listening.

Tics can be triggered, or increased by stress, excitement or relaxation (all of these emotional states may be experienced during PSHE type activities and lessons, especially as some of the subjects covered may be of a sensitive nature). Ensure that all adults in the room are mindful to filter out their emotional reaction and instead listen and respond with support and understanding. It is not helpful ask the child to stop their tics, as they are involuntary. Being asked to suppress them is stressful and will cause an increase in the tic.

- Furthermore, it will mean the child is unable to engage with what is going on around them. Similarly, try not to ask the child not to do something, as it will instantly turn into a compulsion. Because TS can be suggestible, if classmates discover 'the trigger', they may use this to make the child tic. Please try and prevent this happening;
- Ignoring tics avoids drawing any unnecessary attention towards them;

Teaching methods to consider:

- The child may have a poor attention span, fail to complete tasks, be easily distracted, unable to listen, fidgety and impulsive. To support them, provide a structure (schedule/tick list) to assist with planning, organisation, time management and initiation of tasks;
- Be mindful when planning activities, that the child may experience sensory processing difficulties, where they may be either over- responsive, or under responsive to sensory stimuli, eg: noise, clothing, textures.

Experienced Trauma

Classroom environment/set up:

- Ensure you are very familiar with the child's past experiences and context, as this will help you understand their behaviour;
- Ensure all classroom adults take a non-confrontational, trauma-informed approach. A discreet, understanding and reassuring approach from all classroom adults is vital;
- Provide a safe, consistent and warm classroom environment. Incorporate as many opportunities for humour and laughter in lessons as possible (as laughter reduces the traumatic response in the brain);
- Ensure the school day has clear expectations for behaviour and structure, as this will help provide a predictable environment, necessary for the child to feel secure enough to participate and access the learning;
- Classroom adults need to be emotionally available and able to support and coach the child in ways to calm themselves and manage emotions, as well as opportunities to practise de-escalating when they feel overwhelmed;
- Ensure adults are vigilant to and mindful of any trigger points for the child, as this will help de-escalate emotional situations;
- Very carefully check through the lesson content prior to the session and look at it through the eyes of the child's context and background. There may be obvious trigger points that can be planned for and managed prior to the lesson, with some elements needing to be avoided. Equally, there may be trigger points in the lesson, which may not be so clear from the outside. Ensure that the classroom environment, available adults and overall support for the child is strongly in place should this arise.

Resources and equipment you might consider before the lesson:

- Provide a safe and familiar breakout space for the child to use during times when they feel overwhelmed or emotionally dysregulated. The child may also need access to a space to exercise, so that they can have regular learning breaks;
- Consider the use of a 'help' card (or small item) for the child to use to signal that they are finding the situation tricky, without having to vocalise any details;
- Have consistent expectations and behaviour plans in place that are based on reward systems, not punishment.

Teaching methods to consider:

- The PACE approach should be used, using playfulness, acceptance, curiosity and empathy to understand emotions and behaviour. Lesson plans may need to be adapted/differentiated to include these elements;
- Be extremely mindful and vigilant throughout the lesson, as some of the content of RE lessons can be very personal, maybe covering memories, families, emotions etc, all of which are likely potential trigger points. Equally, something which doesn't seem connected on the surface, may be a trigger for the child in some way;
- Slow yourself down when talking, as this will appear non-threatening: talk slower, use a lower pitch for your voice, don't use complex sentences, minimise body movements;
- During activities, teach and model positive self-talk to encourage self- belief. Help the child to see that making a mistake is considered a necessary part of learning and that minor mistakes will not incur adult anger, or punishment;
- Ensure you use plenty of positive reinforcements, rewards, role modelling with the child (while actively ignore any negative behaviour);
- Use collaborative problem-solving during activities, so that the child feels in control.

Visual Impairment

Classroom environment/set up:

- Keep your classroom visually uncluttered and reduce the number of objects in the immediate working area;
- Be mindful of seating arrangements and discuss any preferences with the child. For example, they may prefer to work at close distances, (such as sitting closer to the board), or move the object closer to them, (such as people getting closer when talking);
- Be aware of the specific circumstances of the child, for example:
 - If they are sensitive to light and glare, control the light in the classroom using blinds, sit the child with their back to windows and reduce the glare on surfaces;
 - The child may need to be seated near natural light, where possible;
 - The child may need to use a lamp, which should be placed behind their shoulder on the opposite side to their writing hand and/or on the same side of their stronger eye;
 - They may need to wear a hat/visors, or sunglasses even when staying indoors. Be sensitive to this and mindful of other pupils comments/ reactions surrounding this;
 - High contrast objects/pictures may be beneficial. As best practice on handouts/presentations, black & white give the highest contrast. Do not use dark colours together (like blue and green). Avoid using white & grey with other light colours. Avoid pastel colours next to each other. In addition, avoid the use of red or green pens on the whiteboard, as these can be difficult to see;

- Warn the child of changes in lighting, as this can cause extreme eye strain and headaches.

Resources and equipment you might consider before the lesson:

- Familiarise yourself with any specific resources the child needs to support them; for example:
 - they may be better able to read their own writing if they use a thicker black pencil/pen/marker;
 - they may need a typoscope when reading. This is a reading shield made of a black material with a rectangular cut out. It reduces extra light reflected from the surface of the paper and helps assist with staying on the correct line while reading;
 - ensure the child is wearing any prescribed glasses to reduce visual fatigue;
- Provide enlarged/magnified pictures, images, maps and print. The VI team will have assessed the child's vision and recommended a font size and typeface to use. The SENCO will advise on this. Be wary that simply enlarging worksheets on a photocopier makes the letters, or edges of diagrams lose their sharpness and reduces the contrast. Please ensure resources are produced in the correct font size and typeface for the child to access.

Teaching methods to consider:

- Allow the child to take a break from their work, as this enables them to be visually focused for shorter periods of time and prevents fatigue;
- Allow more time when visually exploring a material and when completing a visually challenging tasks;
- If the child has central visual field loss, they may experience incomplete images, or a central "blind spot" when looking. This may mean they appear not to maintain direct eye contact. Be sensitive to this and manage any comments/reactions from their peers.