



St Meriadoc Junior Academy RE Policy



Approved by:	LGB	
Last reviewed:	N/A	
Next review due:	March 2026	

'With God's love, our Christian values and our broad and aspirational curriculum we: Shine our light on ourselves; Shine our light on others; Shine our light on our community and the wider world'.

"Let your light shine before men that they may see your good works and glorify your Father which is in heaven." - (Matthew 5:16)

Our school vision '**Let your light shine.**' is known and understood by the whole school community. To us, this means giving our pupils, colleagues and community the skills, experience and confidence to shine bright, flourish and be the best that they can be. We empower everyone that comes to our schools to develop self-belief and have high aspirations so that they can shine their light brightly.

At St Meriadoc CofE Junior Academy, we hold our Christian values of **friendship, forgiveness, courage, trust, truthfulness and thankfulness** at the centre of everything we do. These values - that our pupils, staff, families and governors voted for – underpin everything we do at St Meriadoc. RE is taught as part of a broad and balanced curriculum, which allows children to share their gifts and talents, and with God's help, this can become something amazing!

General policy statement

All staff, governors, volunteer helpers, students, and visitors need to give due regard to all of the policies and practices adopted by the school. Whilst it is acknowledged that people other than staff cannot be expected to read every policy before a visit to the school, it may be that further guidelines are necessary in addition to any visitor information that is given upon arrival. All staff carry responsibility for the welfare and success of the children in our school. Staff will advise anyone who is working alongside us of the necessary protocols, procedures, and policies we follow.

Statement of intent for R.E

The purpose of RE is captured in the principal aim, which 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 ideas and ways of living.

The curriculum for RE aims to ensure that all pupils:

Make sense of a range of religious and non-religious beliefs, so that they can:

- identify, describe, explain, and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed, and interpreted in different ways, developing skills of interpretation

Understand the impact and significance of religious and non-religious beliefs, so that they can:

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities, and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

Make connections between religious and non-religious beliefs, concepts, practices, and ideas studied, so that they can:

- evaluate, reflect on, and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their thinking, articulating beliefs, values, and commitments clearly in response
- 2 • discern possible connections between the ideas studied and their ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.

Implementation - The RE teaching and learning approach

The RE taught will deepen pupils' knowledge about religions and develop their 'religious literacy'. It does this by studying one religion at a time ('systematic' units), and then including 'thematic' units, which build on learning by comparing the religions, beliefs, and practices studied.

Pupils encounter core concepts in religions and beliefs in a coherent way, developing their understanding and their ability to handle questions of religion and belief.

The teaching and learning approach has three core elements, which are woven together to provide breadth and balance within teaching and learning about religions and beliefs, underpinning the aims of RE. Teaching and learning in the classroom will encompass all three elements, allowing for overlap between elements as suits the religion, concept, and question being explored.

These elements set the context for the open exploration of religion and belief.

They offer a structure through which pupils can encounter diverse religious traditions alongside non-religious worldviews. The elements present a broad and flexible strategy that allows for different traditions to be treated with integrity. These elements offer a route through each unit while also allowing for a range of different approaches.

Broad Guidelines

We use the Cornwall agreed syllabus (2020-2025) and follow the recommended units within it. We deliver a broad R.E. curriculum where 60% of the curriculum time is spent on Christianity and Curriculum Kernewek whilst the other 40% of the time develops a knowledge and understanding of four other main religions in Great Britain. At lower Key Stage 2 the children learn about Islam and Judaism and at upper Key Stage 2 the children learn about Sikhism and Hinduism.

The faiths that are covered in each phase are as follows:

Lower Key Stage 2 –Christianity, Hinduism, Islam and Judaism

Upper Key Stage 2 – Christianity, Hinduism, Islam and Judaism

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Assessment

Assessment is based on the objectives for each unit in the Cornwall agreed syllabus (2025) Formative assessment takes place through discussion and the marking of written work. Sometimes a piece of work will be marked using a question to enable children to think deeper about the content covered in the lesson, children will be encouraged to respond to the question and will be encouraged to know that this develops their understanding within RE.

Children complete two retrieval quizzes during each lesson, the first to check knowledge from previous units/years and the second to assess knowledge from the previous lesson before any new learning takes place. Summative assessment will take place at the end of each unit (every half term), teachers will use the objectives from the unit to inform a level and then input the level on a tracker document. At the end of the year, the teacher will make an informed decision to give a level for each pupil for the whole of the year. The levels are WB (working below), WT (working towards) WA (working at), or GD (working at greater depth). Attainment and progression through the school are monitored through work scrutinies and pupil conferencing.

The Religious Education Co-ordinator

Miss Hayley George (Juniors) and Miss Meyers (Infants) are the Curriculum Coordinator's for RE and are responsible for the development of Religious Education as a subject throughout the school. She is responsible for helping staff to plan Religious Education for a particular class; monitoring planning and monitoring what is taught in Religious Education.

Parents

Parents have the right to ask for their children to be withdrawn from Religious Education activities that they deem to be inappropriate for their own beliefs. Requests of this nature need to be received by the Head Teacher in writing