

RE Non-Negotiable Checklist

- Daily prayers in class - say grace before lunch; end of day prayer (create a children-written prayer book at the start of each term that may be read end of day / in Reception and Nursery create one whole class prayer to say altogether/ when appropriate children make up prayers/prayers may have been said in a CW at the end of day).
- Weekly RE lesson - minimum 70 minutes.
- All Understanding Christianity (UC) units to be delivered as planned plus Cornish curriculum, global focus and other faiths units. (See long term planning grid.)
- Each UC unit should be underpinned by Bible verses that children have in their books to promote familiarity with scripture references and sources.
- Use Agreed Syllabus as a support for objectives and content to be delivered.
- Use "I Can" levelled statements for guidance on expectations and progression and to highlight any gaps in coverage.
- RE should be mainly delivered by class teachers, (exceptions considered) and when taught by HLTA, teachers **must plan in conjunction with HLTA** to ensure challenge/progression is maintained.
- Teaching in RE should be as rigorous as teaching in English and we should have high expectations and clear progression of knowledge, understanding and skills. We should aim for 4/6 of our sequence to result in work in books. Other lessons (eg art, debate, drama, visitor, dance, music...) could be photographed and recorded in floor books.
- Marking should follow school policy.
- UC unit assessments to be completed at the end of each unit.
- Spirituality icons - aim to use **one** of each icon at the end of a lesson for **every half-term**. This is a quick five minute recording of what they learned/what they thought/what they will do. (3 per half term). This may work well for those lessons where there is no recorded work.
- Understanding Christianity /other RE planning to be uploaded to planning file alongside other planning records.

- Refer to UC plan. Read teacher info at the back to familiarise with concepts and knowledge in the unit.
- Read sections: Understanding the text/understanding the impact/making connections. Make a pathway of 6 lessons (could be 2+2+2 or not according to need) look at digging deeper if you decide that your class may need more challenge. **Class teacher needs to plan this unit** as only you can make that decision of what best to teach.
- Look at assessments for each unit - they set out expectations clearly.
- Start each session with the question being answered - refer to it often and note new insight as you go along. Have it recorded in books.
- Place each unit on the Bible timeline - look at display in hall /create your own. Encourage familiarity with Old and New Testament.
- Photocopy Bible text being used so each child has a copy in their book. Let children interact with the text (answer questions/find things/reflect on the meaning today...)
- Try to record on 4/6 lessons to develop body of work in books.
- Expect work to be as in depth and well presented as English.
- Use variety questioning stems as with other subjects. (Guided reading question prompts work well). Older children need to go deeper than just re-telling—Encourage children to explore meanings/opinions/beliefs.
- Use stories/Bible text as stimulus in some guided reading sessions.
- Try to get some extended writing (diary as character/letter as character/re-telling of stories etc)
- Use one window/mirror/door per half term and stick in books.
- Complete assessments at end UC units. End term use I Can statements to highlight learning completed.
- All other faith and skills units now have detailed plans as well.
- Cornish curriculum - Cornwall council Agreed Syllabus <http://www.curriculumkernevek.org.uk/>
- Planning sheets may be annotated / highlighted as necessary to show the content taught or adaptations made. This may be scanned on to planning folder at the end of the unit or a highlighted version with typed notes may be uploaded.
- Reinforce meaning of RE frequently—go over learning as in other areas of the curriculum. It may be that you could use knowledge organisers and quizzes if it was felt to be appropriate/ achievable.



Characteristics of a Good Church School

- A Christian ethos at the heart of the school community, in all aspects of school life, and can be seen explicitly in the decisions we make and the way we behave.
- We exemplify a Christian approach in the way we treat each other and the children - always with respect, kindness and appreciation.
- We welcome everyone and show hospitality to all in the community.
- As a community we have a shared vision of what it means to be a church school - who are we? Why are we here? This is underpinned with a Bible scripture/story - our "Golden Rule" and the story of the "Good Samaritan/Kind Stranger".
- We have a dynamic reflective approach to the vision - VISION - PROVISION - IMPACT
- We review school policies in line with our Christian vision.
- We value our daily times of worship — ensure we worship every day; make CW explicitly Christian in character, but always inclusive to all; encourage pupil participation as much as possible in CW; incorporate a variety of ways to deliver CW that meets the needs of all and is inspirational, inclusive and invitational. Our Christian vision can be clearly reflected in our CW.
- **Covid restrictions 2021:** Whilst we are unable to join together as we would normally to share Collective Worship, we are accessing recorded worship for Monday to Thursday and joining together for a live Teams meeting on Friday. All classes **must ensure** they watch all four worship recordings through the week (though there is freedom to determine the time that this happens).
- We uphold the value of prayer as a natural response to all aspects of daily life, encouraging children to pray with freedom and confidence in an accepting environment.
- We have strong links with our local /national/global communities. We believe in faith through action, serving our community in whatever way we can. Giving to those in need and sharing what we have.
- We encourage courageous advocacy - allow children to decide on action to improve lives of others and have a voice on issues that are important to them.
- We value forgiveness as central to the Christian faith and demonstrate this in the way we treat each other and the children; the way we encourage the children to treat others; in our behaviour and discipline policies.

We operate within the Church of England's guidance on education -
"Deeply Christian, with Jesus' promise of 'life in all its fullness' at its heart."

Educating for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.

Educating for hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.

Educating for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

Educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

- We offer encouragement and support to other schools and nurture links with partner schools.
- The teaching of RE will be as rigorous as English with good theological grounding, a progressive curriculum and effective assessments. Teaching should be inspiring, innovative and age appropriate. It should span local to global objectives. Children should be confident to understand and use a broad religious vocabulary. We should be able to make links from teaching of RE to our Christian Vision.
- We have a coherent induction process for all new staff (including governors) and we actively promote the development of future Church School leaders.
- Academic rigor is central to the Christian ethos as enabling children/ staff to flourish and realise their true potential is part of ensuring the ideal of "Life in all its fullness".
- As part of our commitment to community we aspire to avoid/reduce exclusions in school. We have well-being days and systems in place to promote the positive mental health of all members of the school community. Within the behaviour policy we acknowledge the need to be able to disagree well.

Revised March 2021