



Ireby Church of England Primary School

Religion and worldviews Education

Signed by:

_____  _____ Head Teacher

Date: January 2026

Next review date: January 2028 or sooner if required

School Governance:

Responsibility of the school leadership

Religion and worldviews Education

As a Church of England School, the teaching of Religious Education is very important to us. We teach our RE accordance with Carlisle Diocese which states that 'RE and Collective Worship are crucial to developing a successful ethos within church schools. Collective Worship must be carried out in accordance to the schools' trust deed'.

At Ireby Church of England school, our RE provision is supported by Kapow; [a scheme that has been approved by Carlisle Diocese.](#)

Collective Worship is supported by [Binsey Team Mission Community and the Reverend Stephen Banks and his team.](#)

Our Christian vision: 'Created to do Good' Ephesians 2:10

At Ireby, we are dedicated to creating a loving community for all, where all are celebrated as unique individuals and where passions and talents can flourish. We learn how God teaches us how to live our lives, how to grow relationships, accept others and use the words and example of Jesus as a foundation for all our learning.

Our Religion and Worldviews curriculum supports our children's academic, social and spiritual development through studying a rich curriculum which engages our children in some of the world's most fundamental questions: 'How did the world begin?', 'What is God's job?', 'What makes us human?', 'Who was Jesus really?' and 'What happens when we die?'. It enables us to teach our children dignity and respect through experiencing our world, meeting people and learning from them – understanding how different worldviews help people to reflect on these questions and how they seek to answer to them.

Our Intent

Our Religion and worldviews curriculum aims to develop deep thinkers who are open-minded about religion and worldviews. Our curriculum is relevant to pupils, reflecting and preparing them for life in modern Britain. Through our curriculum, our children will:

- develop an understanding of concepts in order to be able to make connections, ask and respond to challenging questions, learn to respect and appreciate worldviews that are different to their own and consider their personal preconceptions, responses and views.
- Build their conceptual knowledge through studying religions and worldviews locally, nationally and globally in our progressive curriculum, enabling them to make links and connections between worldviews, develop disciplinary skills and build on their understanding of their positionality in relation to their learning .
- Revisit key 'big questions', build on prior knowledge and learn about how religion and worldviews are lived experiences across the world
- Consider the impact of worldviews on society and have opportunities to consider their personal worldviews.

Our curriculum has been designed to fulfill the aims of '[A Curriculum framework for Religious Education in England](#)'.

For the Early Years Foundation Stage, the lessons allow pupils to work towards targeted 'Understanding the world' Development matters statements and Early learning goals, while covering foundational knowledge that will support them in their further Religion and worldviews learning in Key stage 1.

Implementation

Reflecting the findings of the Ofsted Research review series: religious education (May 2021), our curriculum has the following three strands running through it:

- Substantive knowledge (conceptual and worldviews related).
- Disciplinary knowledge.
- Personal knowledge.

These strands are interwoven across all units to create lessons that build children's conceptual knowledge and understanding of religion and worldviews (substantive knowledge) and use a range of disciplinary lenses (ways of knowing). Children will also be equipped to explore and express their preconceptions, personal worldviews and positionality (personal knowledge) through varied and engaging learning experiences.

Our curriculum follows the spiral model, where units and lessons are carefully sequenced so that previous conceptual knowledge is returned to and built upon. Children progress by developing and deepening their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of contexts. This can be seen in the Religion and worldviews: Progression of knowledge and skills.

In EYFS, children begin to talk about the beliefs of their immediate family and community, recognising that people have different beliefs and celebrate special times in different ways. They listen to religious and modern day stories and compare and contrast characters, including figures from the past.

In Key Stage 1, children develop their awareness of religion and worldviews, focusing on conceptual knowledge through the study of a limited range of religions and worldviews represented in the UK, including Christianity. This will support children in building knowledge they can refer to throughout their learning in Key stage 2 while encountering a greater range of religions and worldviews and considering further the diverse nature of religious and non-religious lived experience.

Each unit includes overarching 'big questions' which will be revisited throughout key stage 1, lower key stage 2 and upper key Stage 2, allowing children to apply the breadth and depth of their learning across various concepts. These 'big questions' are:

- Why are we here?
- Why do worldviews change?
- What is religion?
- How can worldviews be expressed?
- How do worldviews affect our daily lives?
- How can we live together in harmony if we have different worldviews?

A more specific, focused enquiry question frames the learning across each unit. Both the 'big questions' and the focused enquiry question will allow children to explore the content they are studying, make comparisons and links within and across religions and worldviews, and explore their personal views.

Lessons are designed to be varied, engaging and hands-on, allowing children to learn and record their thoughts, answers and ideas in various ways. In each lesson, children will participate in activities involving disciplinary and substantive concepts, developing their knowledge and understanding of diverse religions and worldviews.

Throughout our curriculum, we are able to adapt learning so that we can ensure all pupils can access lessons, whilst also providing opportunities to stretch pupils' learning are available when required. Knowledge organisers support pupils in developing conceptual knowledge and schemata by summarising the key concepts covered in a unit and linking these to examples covered.

At Ireby, we understand that strong subject knowledge is vital for staff to deliver a highly-effective and robust R&W curriculum. Each unit of lessons will focus on the key subject knowledge needed to deliver the curriculum, making links with prior learning and identifying possible misconceptions.

The nature of R&W means that controversial and sensitive issues will be taught and discussed in some units or may come up when not directly part of a planned lesson. Throughout the curriculum, children will learn skills to have respectful discussions and respond sensitively to one another.

Our Religious and Worldviews curriculum emphasises the importance of diverse representations within and across religions and worldviews, focusing on real people's lived experiences of their beliefs.

Timetabling and organisation

EYFS and Key Stage 1 are taught in their class, Key Stage 2 are taught as Lower Key Stage 2 (Year 3 and 4) and Upper Key Stage 2 (Year 5 and 6). In Key Stage 1 and 2, RE is planned on a two-year rolling programme.

Long term Plan :

CYCLE A

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
EYFS	What makes us special? Religion focus: Christian	What are special times? Religion focus: Christianity and Hinduism	Why are some places special? Religion focus: Christianity and Islam	What makes the world Special? Religion focus: Christianity	Why are some things special? Religion focus: Christianity, Judaism	Why are some stories special? Religion focus: Christianity and Islam
KS1	What do some people believe God looks like?	How did the world begin?	Why should we care for the world?	Why do we need to give thanks?	How do we know some people have a special connection with God?	What is a prophet?
LOWER KS2	What makes us Human?	Why is water Symbolic?	What makes some texts sacred?	Who was Jesus really?	Why is fire used ceremonially?	Why is the Bible the best-selling book of all time?
UPPER KS2	Why do people have to stand up for what they believe in?	Why do Dharmic religions look different around the world?	What happens when we die? (Part1)	What place does religion have in our world today?	What happens when we die? (part 2)	Who should get to be in charge?

CYCLE B

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
EYFS	What makes us special? Religion focus: Christianity	What are special times? Religion focus: Christianity and Hinduism	Why are some places special? Religion focus: Christianity and Islam	What makes the world Special? Religion focus: Christianity	Why are some things special? Religion focus: Christianity, Judaism	Why are some stories special? Religion focus: Christianity and Islam
KS1	What is God's job?	Why should we care for others?	How do we know that new babies are special?	What do candles mean to people?	How do some people talk to God?	Where do some people talk to God?
LOWER KS2	Is scripture central to religion?	Where do we get our morals from?	Are all religions equal?	What happens if we do wrong?	Just how important are our beliefs?	Does the language of scripture matter?
UPPER KS2	Why doesn't Christianity always look the same?	Why are some places significant to believers?	Why do Abrahamic religions look different around the world?	Why is there suffering? (part 1)	Why is it better to be there in person?	Why is there suffering? (part 2)

Implementation of computing will be in-line with our [Curriculum intent, implementation and impact policy](#).

Impact

The impact of our ireby curriculum is constantly monitored through both formative and summative assessment opportunities. Each lesson has a clear learning objective against which teachers can assess their children's progress. Each unit has clear outcomes linked to our end of Key Stage outcomes. At the start of each unit of wor, teachers carry our a short pre-assessment task which enable them to capture children's understanding. This sme assessment is then revisited post-unit in order to assess impact.

After the implementation of Ireby's Religion and worldviews curriculum, pupils will be equipped with a range of disciplinary skills and knowledge to enable them to succeed in their secondary education. They will be prepared for life in modern Britain, being able to interact with others from different religious and non-religious viewpoints in a respectful, knowledgeable and open-minded way. They will be curious learners who ask questions and make connections, confident to explore their personal worldview and have the skills to appreciate, evaluate and respond to religious, philosophical and ethical questions.

The expected impact of following the Kapow Primary Religion and worldviews scheme of work is that children will:

- Meet the relevant Early learning goals at the end of EYFS (Reception) and the End of Key stage 1 and Key stage 2 requirements from the Curriculum framework for Religious Education for England.
- Know and understand religious concepts relating to beliefs, practices, community and belonging, and wisdom and guidance.
- Develop an understanding of the influence of organised and personal worldviews on individuals, communities, countries and globally.
- Understand some of the ways religions and worldviews are studied (disciplinary knowledge).
- Develop understanding of their relationship with the content studied, being able to talk about their assumptions and preconceptions (personal knowledge).
- Build secure vocabulary which allows them to talk confidently and fluently about their learning.
- Answer questions about worldviews through an enquiry-based approach including investigating, interpreting, evaluating, applying and expressing.
- Talk about the similarities and differences between their own and others' beliefs with respect and open mindedness.
- Understand the lived experiences of religious and non-religious worldviews to be diverse within and between people and communities.
- Develop an understanding of the ways in which personal and organised worldviews may develop and change across time and place.

Monitoring and evaluation of effectiveness of this policy

The headteacher and RE subject leader are responsible for monitoring and evaluating the effectiveness of this policy towards meeting our stated vision and aims. This will be achieved through:

Activity	Frequency
Lesson observations and floor book reviews	Our RE leader will sample RE lessons and the quality of work in floor books during the year
Pupil voice	Samples on RE during year
Collecting and evaluating summative assessment	Termly Teachers will review learning towards 'end points' and record data on Scholarpack for evaluation by the subject leader

The role of governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from the headteacher, senior leaders and subject leaders, and a review of the continuing professional development of staff.

Monitoring and review of this policy

Senior leaders monitor the school's RE policy so that we can take account of new initiatives and research or any changes in the RE curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every three years or sooner if required.