



## West Heslerton CE Primary School Curriculum statement for the teaching and learning of RE

ETHOS	<p style="text-align: center;">“Children are at the centre of all we do”</p> <p>We encourage everyone in our school community to live life well reflecting Christian attitudes and values and working in partnership with families as part of a wider, caring community.</p> <p>The hallmarks of a Christian life lived well are –</p> <p>· Love · Joy · Self-control · Peace · Kindness · Patience · Generosity · Gentleness · Faithfulness</p> <p>Galatians 5:22 – 23</p>
SCHOOL INTENT	<p>As a family-orientated church school, children have opportunities to build positive relationships across a multi-generational community, equipping them to be role models in society.</p> <p>To achieve their academic potential on their life-long learning journey, we provide a safe and supportive environment for children to take risks, make their own learning decisions, work collaboratively and independently.</p> <p>Whilst making the greatest use of the wide-open spaces in our community and the outdoor education this provides, we balance this with a range of visits and experiences, during and beyond the school day, to enhance our understanding of the opportunities and diversity in the UK and wider world.</p>
SUBJECT INTENT	<p>At West Heslerton, we recognise that religious education provokes challenging questions about the meaning and purpose of life, beliefs about faith, issues of right and wrong and what it means to be human. The principal aim of RE is to engage children in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. Our RE curriculum aims to give the children in our care knowledge and understanding of the principal religions: Christianity, Buddhism, Islam and Judaism as well as humanist beliefs. RE is taught within a local, national and global context. Our RE curriculum offers children opportunities for personal reflection and spiritual development. It considers the influence of religion on individuals, families, communities and cultures.</p> <p>It is our aim to ensure that all children:</p> <ol style="list-style-type: none"> <li>1. Know about and understand a range of religions and worldviews, so that they can: <ul style="list-style-type: none"> <li>• describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals</li> <li>• identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews</li> <li>• appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.</li> </ul> </li> <li>2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can: <ul style="list-style-type: none"> <li>• explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities</li> <li>• express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues</li> <li>• appreciate and appraise varied dimensions of religion.</li> </ul> </li> <li>3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can: <ul style="list-style-type: none"> <li>• find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively</li> <li>• enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all</li> <li>• articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.</li> </ul> </li> </ol>

UNDERPINNED BY	High expectations	Modelling	Fluency	Vocabulary
	All children are expected to make at least good progress from their starting point and achieve their full potential.	Teachers teach the skills needed for children to succeed by providing quality first teaching and having high expectations.	Children apply the skills taught confidently and independently across the curriculum.	Ambitious vocabulary is taught explicitly and can be used by children appropriately.
IMPLEMENTATION	Skills, knowledge and vocabulary are taught following the North Yorkshire Agreed Syllabus for RE, adapted for our setting. In EYFS we follow the 'Birth to 5 Matters' and use the Development Matters Checkpoints to track progress, these are non-statutory - only the 'Early Years Framework' is statutory. See EYFS UWT Long term Progression Plan.			
	<b>Church School</b> As a Church of England School, we have a strong link with the local church, All Saints Church, West Heslerton. We visit the church regularly for key celebrations and as part of our RE curriculum. All children participate regularly in planning and leading both class and whole school collective worship.	<b>Independent work</b> Tasks in lessons are set to promote independent learning, time management, organisation and problem solving. In EYFS/Yr1 tasks are set for children during Busy Brain Time.	<b>Cross curricular</b> This subject is taught across the curriculum ensuring that skills are applied in other subjects.	<b>Wider Opportunities</b> The children are given the opportunity to experience RE in other ways, such as: Visits, Visitors, After school club, Celebrations from different faiths
	<b>Whole School Events</b> As a whole school we come together to celebrate and/or take part in specific themes and events: <ul style="list-style-type: none"> <li>• Christmas</li> <li>• Easter</li> <li>• Lent</li> <li>• Collective Worship – this is on a 3 week cycle based on Values and Fruits of the Spirit linked to Bible Stories</li> </ul>	<b>Outdoor Learning</b> As a Forest School, we continue and extend our learning outdoors, in a range of different areas in our locality. By doing this, we are able to expand our range of skills, knowledge and vocabulary. EYFS and Yr1 also have continual access to outdoor learning as part of their provision.	<b>Inclusion</b> All children receive a high-quality and ambitious education regardless of need or disability, both in and out of the classroom. We support these children in a range of ways: adult support, peer support, differentiated resources or tasks. There may have been a prior learning challenge, to help with specific lessons.	<b>Continuous Professional Development (CPD)</b> To further staff's subject knowledge and skills, professional development is undertaken when required.
	<b>Nurture</b> The six principles of nurture are woven throughout our curriculum. <ul style="list-style-type: none"> <li>• Learning</li> <li>• Wellbeing</li> <li>• Behaviour</li> <li>• Language</li> <li>• Safety</li> <li>• Transition</li> </ul>			
IMPACT	We strive to create a supportive and collaborative ethos for learning by providing a variety of opportunities to help children gain a coherent knowledge of understanding of each unit of work covered. Our curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on the progression of knowledge and skills, and discrete vocabulary progression also forms part of each unit of work. We measure the impact of our curriculum through monitoring methods and by carrying out teacher assessments at the end of every unit of work. EYFS checkpoint assessments are monitored at the end of each term.			
MONITORING	Pupil Voice	Evidence in knowledge	Evidence in skills	Outcomes

	Through discussion and feedback, children talk enthusiastically, and understand the importance of this subject. With their work as a prompt, children can talk about their learning.	Children can recall key information showing knowledge of their subject from which to build on further.	Children can demonstrate a range of skills and apply these appropriately in a wide range of contexts. Teachers' subject knowledge ensure that skills taught are matched to National Curriculum objectives.	At the end of each year we expect children to have achieved their academic potential, with the majority of children in line with National Age-Related Expectations. Some children will have progressed further and achieved above National Age-Related Expectations. Children who have gaps in their knowledge receive appropriate support.
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