



Our Kildwick Curriculum

At Kildwick CE VC primary School we value the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We are committed to giving all our children every opportunity to achieve the highest of standards in all that they do, underpinned by our deeply Christian ethos. We do this by taking account of pupils' varied life experiences and needs. We provide our children with an exciting and creative curriculum, in which many subjects are taught through themes. This thematic approach to teaching and learning inspires our children and engages them in their learning. We encourage children to be inquisitive learners and ask questions, offering them the opportunity to consolidate and revisit previous learning in order to deepen understanding and create life-long learners. Their achievements, attitudes and well-being matter and we offer them the opportunity to discover their gifts and talents given to them by God and experience 'life in all its fullness' (John 10:10).

Curriculum Statement for Religious Education

Rationale

At Kildwick CE VC Primary School, we see Religious Education as a vital element of a broad and balanced curriculum. The study of R.E. helps to build pupils' understanding and appreciation of different beliefs, practices and religions, and how these relate to the modern world.

We aim to inspire and challenge our pupils by:

- Helping them to develop respect, tolerance and empathy
- Challenging stereotypes and promoting a positive and inclusive community
- Enabling them to explore and celebrate the diversity of our local community, the UK and the global community
- Enabling them to develop their own values and beliefs

Curriculum Intent

As a school, we use a combination of the North Yorkshire Agreed Syllabus, the local diocese syllabus and Understanding Christianity, which all provide and the content of our RE curriculum.

The principle aim is to engage pupils in systematic enquiry into significant human questions which religion and world views 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.

The curriculum for RE aims to ensure that all pupils:

1. Know about and understand a range of religions and worldviews¹, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom² found in religions and worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- appreciate and appraise varied dimensions of religion.

3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Curriculum Implementation

The RE curriculum is delivered using a rolling programme for Key Stage 1 and Key Stage 2 to enable all of our pupils to receive their full entitlement within our mixed-age class structure.

EYFS

At Kildwick CE VC Primary School, the RE curriculum is taught using the above mentioned syllabus to deliver the EYFS curriculum. The units are linked to the rolling programme for Key Stage 1, taking account of our mixed age classes. EYFS pupils are taught in variety of ways through adult-led and supported tasks and child-initiated learning in provision areas. Practitioners will take into account the Characteristics of Effective Learning when they are planning, leading or supporting learning.

Key Stage 1

The RE curriculum is taught in weekly lessons

Key Stage 2

The RE curriculum is taught in weekly lessons.

Cross Curricular Links

RE provides many links with other curriculum subjects including:

- Geography: a knowledge of religion in other countries and continents
- History: an understanding of the role that religion has played in our history, for example, the spread of Christianity to Britain in Anglo Saxon times.
- Art: the religious subject matter of great paintings;
- Music: how religion has inspired great works of music such as Handel's Messiah.
- RE is integral to the development of Social, Spiritual, Moral and Cultural education and the promotion of British Values.

Enrichment

The RE Curriculum is enriched in a variety of ways including

- Visits to places of worship (Mandir, Gudwara, Mosque, St Andrew's Church, Kildwick)
- Sacred Art – annual project with cross curricular links to Art
- Religious visitors to school, for example, Rev Julie Bacon.

Progression and Assessment

EYFS Regular observations and assessments of learning are recorded using a class big book and in their learning journey. This contributes to a summative assessment at the end of EYFS using the Early Years Outcomes for The World – People and Communities. Pupils' learning in RE is assessed using the outcomes from the RE scheme of work.

KS1 and KS2

Pupils' learning is assessed during and at the end of the unit, using the learning outcomes which are part of the syllabus. The assessments contribute to a summative judgement at the end of the year.

Impact

The impact of the curriculum will be reviewed at the end of the year through observations and assessments of pupils' learning and through pupil discussion