Askam Village School – Everybody Matters, Every Moment Counts
Curriculum statement for the teaching and learning of R.E. 2023-2025

Intent

At Askam Village School the RE provision is in line with Cumbria's Agreed Syllabus (2023) and it aims to enable young people to be informed about worldwide views and beliefs.
Through the teaching of Religious Education at Askam Village School we aim to help children acquire and develop knowledge and understanding of Christianity and other principal religions represented in Great Britain. We aim to engage, inspire, challenge and encourage pupils, equipping them with the knowledge and skills to answer challenging questions. Our RE provides the opportunity for all pupils to learn and achieve through stimulating, interesting and enjoyable lessons which encourage pupils to learn, enquire and evaluate the values and beliefs of different religions and in relation to their own lives and choices. The teaching of RE enhances the capacity for pupils to think coherently and consistently, enabling them to evaluate their own and others' views in a reasoned and informed manner. We want to develop a deep understanding of the different religious beliefs, values, traditions and practices that are followed by society. We want to enable our pupils to appreciate the way that religious beliefs shape life and our behavior, developing the ability to make reasoned and informed judgements about moral issues. We use Religious Education, alongside PSHE and Citizenship to enhance pupils spiritual, moral, social and cultural development.

Underpinned by

The teaching of skills	The application of skills	The teaching of knowledge	Vocabulary
Our pupils will gain knowledge of major world religions and skills for transference, enabling development of the following concepts: understanding beliefs and teachings; understanding practices and lifestyles; understanding how beliefs are conveyed; reflection and values.	In RE, pupils are given regular opportunities to build upon their knowledge and understanding through exploring, expressing, enquiring and reflecting. Opportunities to apply and practice these skills are often given through assemblies, PSHE, stories, science and class discussions.	Religious Education is taught in units of learning using a thematic approach, at the discretion of the class teacher. Each theme is taught in a series of lessons, which carefully plans for progression and depth. In the EYFS the learning outcomes are referenced to Christianity and as appropriate to a range of other beliefs and cultures. Within the EYFS, pupils will learn primarily through listening to stories, imaginative play or drama, games and taking part in whole school events – including performances. In KS1 and KS2, children will learn through exploring and responding to stories, drama and role play, virtual and visiting faith representatives. Children will take part in whole school events and performances, make use of discussions relating to beliefs and views, ask and answer questions, handle artefacts (where possible) and make use of ICT to further explore religion as well as look at places of worship online.	Askam Village School pupils will understand and use appropriate vocabulary linked to RE. They will be aware that words should always be used in a respectful manner. Vocabulary is regularly revisited to embed understanding.

Implementation

Curriculum Approach
RE is taught in blocks of learning, following the agreed medium term planning. Each theme, based on a big question, is taught over a series of lessons, which carefully plans for progression and depth of learning. Our RE curriculum has a particular focus on Christianity, Islam and Buddhism and but also includes aspects of Hinduism, Judaism, Sikhism and Humanism, thus fulfilling the statutory requirements as outlined in the Cumbria Agreed Syllabus. The RE curriculum is rich and deep with scope for reflection and the development of spiritualism in most lessons. Although RE is taught as a discrete lesson, concepts of RE are also explored in many other areas of school life including PSHE, School Council, class treaties, assemblies, class novels, charity days, science, computing, geography, music and art.

Sharing work
Pupils each have an exercise book for written tasks. Teachers may also film discussions and drama activities. RE work is celebrated on display boards in classrooms and around school. Work is shared during parents' evenings.

Local Context
Our harvest festival celebrates the produce we consume and a donation is made to the Barrow Food-bank.

Wider opportunities
Assemblies often include time for thoughtful questioning and reflection. Visits to local places of worships provide experiences for our pupils to greater understand a range of religions. Charity-based assemblies promote Christian morals and consideration for others. The choir perform annually at local churches as part of a charity Christingle service. Seasonal school performances at Harvest and Christmas provide opportunities for pupils and families to be thankful, give to others, rejoice and reflect.

Resources
Local charities are supported. Our harvest festival celebrates the produce we consume and a donation is made to the Barrow Foodbank.

SMSC
RE plays a key role in the promotion of SMSC development. Spirituality is developed through exploring powerful questions, reflecting on who and what matters and considering the importance of feelings. Pupils' morality is developed through reflecting on key values and ethics within religions and relating these to their own decisions and choices. Social and cultural awareness is gained through recognising diversity and similarities between religions and cultures and how these contribute to identities.

Thoughtful questioning
R E topics are often posed as a thoughtful question: Why do people pray? Who was Jesus? Can we imagine life after death? How hard is it to forgive? Within RE, pupils are encouraged to explore ideas about the ultimate questions and their values whilst accepting their ideas may differ from their peers.

Impact

By the end of the key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the subject of Religious Education programme of study.

PUPIL VOICE	EVIDENCE IN KNOWLEDGE	EVIDENCE IN SKILLS	BREADTH AND DEPTH
Pupils are interested in RE and enjoy the variety of topics which are taught. Comparing religious charities brought up lots of discussion, which dispelled stereotypes. Pupils enjoyed sharing and comparing the different stories about creation. Pupils take pride in their work.	Pupils will be informed and equipped with knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.	Pupils will be insightful, linking personal reflections with aspects studied; having an open and enquiring mind and being reflective with regards to the ultimate questions of life. They will be able to articulate their personal beliefs, ideas, values and experiences while respecting the right of others to differ.	Concepts of RE are explored across many curriculum areas and within broader school life: learning traits, school rules, harvest festivals, carol concerts and community events. Visits and visitors create further opportunities to enrich understanding as do themed days such as charity and multi-cultural events.