

Religion & Worldviews Curriculum Intent, Implementation, Impact



Intent	Implementation	Impact
<p>At Ashbury Meadow Primary School, we intend to provide pupils with a Religion and Worldviews Curriculum which inspires awe, wonder and mutual respect. It is our intent to equip children with the knowledge and skills to explore fundamental questions, make informed judgements and explore their own worldviews. We provide children with a spiral curriculum which seeks to provide a strong understanding of a range of religions that reflects the diversity within our local area, as well as globally, supporting them to flourish as citizens both within the school and wider community. Through the Religion and Worldviews curriculum, we aim to provide children with opportunities to develop skills of reflection, critical analysis and evaluation. Through the lessons we intend to develop a learning environment where pupils can openly discuss their own religions, philosophical ideas,</p>	<p>Our Religion and Worldviews curriculum is delivered using a spiral curriculum using a combination of Archaic religions, Dharmic religions and non-religious worldviews. This allows pupils to develop a broad and deep understanding of religion and non-religion, as a result, developing cultural awareness and supporting our pupils to become Rights Respecting Global Citizens. Through Religion and Worldview lessons, pupils are also given lots of opportunities to develop their understanding of British Values and SMSC, by learning about varying views and beliefs.</p> <p>Through our Religions and Worldviews lessons we:</p> <ul style="list-style-type: none"> ● adopt an enquiry- based approach beginning with the children’s own life experience before moving into learning about and from religion. ● provoke challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils’ knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development. ● encourage pupils to explore their own beliefs (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. ● enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society. ● teach pupils to develop respect for others, including people with different faiths and beliefs, and help to challenge prejudice. ● prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion. ● develop a sense of awe, wonder and mystery. ● nurture children’s own spiritual and personal development. 	<p>Pupils are able to use prior knowledge to gain a deeper understanding of a range of religions, the diversity within religions and worldviews. Pupils can speak with confidence about their own experiences, beliefs and worldview.</p> <p>Pupils demonstrate tolerance and respect for others and can consider the views and beliefs of others in a respectful way.</p> <p>Pupils are making good progress across the school in Religion and Worldviews as a result of quality first teaching which takes place throughout each enquiry.</p> <p>Pupil interviews demonstrate that the pupils across the school enjoy learning about different religions and views. It is also clear that pupils are making stronger links in knowledge of religions and schemas are being effectively built and developed.</p>

<p>beliefs and opinions whether religious or non-religious.</p>	<p>In Key Stage 1 and 2, Religion and Worldviews is taught in blocks of 4-5 hour lessons each half term. They also celebrate different cultures, religions and beliefs throughout the year as they occur (see religion 7 worldviews calendar) This has included Global Identify Day, celebration of Diwali, Chinese New Year and regular themed assemblies. Through the Spirited Arts competition pupils can express their perceptions of different beliefs and link RE to Art. Parents are encouraged to come into school and share knowledge with the pupils about their cultures and religion. Children’s progress is measured through a combination of formative and summative assessment tasks at the end of each enquiry unit taught. The teachers then use a final assessment piece and their own judgements from lessons to make final assessments on progress.</p> <p>In EYFS, Religion and Worldviews is taught using a combination of Discovery RE and the Development Matters (2021) non-statutory guidance. The subject is threaded throughout their curriculum using a holistic approach. They take part in many different celebrations (religious and non-religious) all year round. Their work is then often showcased during their weekly assemblies.</p> <p>In order to support all pupils in accessing the religion & worldviews curriculum, teachers ensure all lessons are adapted to meet needs. This includes the use of technology, Eklan strategies, widgit, artefacts, storytelling and role play as well as the EEF ‘5 a day’ approach.</p>	
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