|  |
| --- |
| **How are our curriculum drivers embedded in all subjects?**Subject: Religious Education and World Views |
| Reading  | Vocabulary  | Community  | Aspiration  | Inclusion  |
| Developed through exposure to a wide range of significant faith and world view texts, scripts and stories.   | New vocabulary is displayed in the classroom for all pupils to see, discuss, learn and use.  | Encourages our children to be inquisitive about others beliefs, developing inquiry based R.E. skills that allow them to culturally aware of the world around them.   | Developed by making children aware of the significant religious leaders/world view ‘leaders’, who introduced key religious/non-religious values and beliefs that had an impact within religions and communities.   | RE and world views inspires creative learning through excellent teaching practices that build on prior R.E. learning and allow for repetition and progression of skills that build upon high starting points.  |
|  The skills of **research, selection, analysis, interpretation, reflection, empathy, discernment, evaluation, synthesis, application, expression and communication** are promoted.  | Children given opportunities to learn and use key vocabulary in their RE lessons and be exposed to it during assemblies and other lessons. | Children will investigate the importance of festivals within a religious community. They will be given the opportunity to enhance their understanding of the impact of religious beliefs and practices within faith communities. Children take part in celebrations in school linked to religious/non-religious events. | Pupils will share their developing views about values such as fairness, equality, love, caring, sharing and human rights. Constructing their own ideas about the significance of religion for some people and assess how religions can instil a strong sense of morality. | RE and world views is inclusive, develops self-confidence and identifies that all our children are unique and therefore, we should all be tolerant of each other’s beliefs.   |
|  Through exploring Bible stories, pupils can describe some beliefs Christians have about God and Jesus. They will be able to re-tell religious stories and explain the reasons why these stories are important, identifying the moral values which arise in them. We have Nativity and Christmas assemblies and productions | Developed through listening well and responding respectfully and sensitively, when encountering people from different faiths and beliefs. Visitors from a range of faith/non-faith groups are encouraged to visit school and lead assemblies/activities. | Develop an understanding of how people come to have their beliefs and further develop an understanding that there is diversity in belief in modern Britain. | Through learning about a range of beliefs and world views, pupils are encouraged to aspire to be respectful and tolerant. Learning how people of faith have overcome adversity. | Children feel confident in discussing their own thoughts and beliefs, developed through a whole school culture of inclusion, tolerance and respect, for ourselves and others. |
|  Pupils are given opportunities to access a diverse range of texts in their classrooms or library areas which celebrate and promote diversity, world religions and beliefs. Whole school/phase/class assemblies draw on a range of texts which celebrate and teach diversity, tolerance and respect for others.  | Pupils will discuss their knowledge of the religious beliefs, practices and lifestyles of people from a range of religions and world views, with respect and sensitivity. Drawing on key vocabulary.   | Pupils can examine how celebrating sacred events can foster a sense of community within religious groups, with opportunities to reflect on the communities and groups they belong to. Pupils talk about special events in their lives and what they mean to them. | Pupils are encouraged to look after themselves, each other and the world around them, to foster high expectations for the world around them. For example, through the school council, Macmillan coffee morning, being part of an eco-school and recycling in school. | Inclusive teaching and learning allows high expectations and aspirations for all learners, through appropriate scaffolding and differentiation. Pupils have opportunities to work with peers, in small or whole class group activities to promote success (can be small steps), celebrated by all. |
| Teachers expose their pupils to a wide range of texts (fiction and non-fiction) to allow their pupils to experience the beliefs and lives of a diverse range of people. Texts which do not stereotype people or groups, based on their beliefs. | Asking questions and sharing and present their ideas in whole class discussions. There are close cross curricular links to PSHE, British values and personal development through content and skills. | As a school we come together to celebrate events such as: birthdays, weddings, births, key religious/non-religious events/celebrations and pupil success.Parents attend ‘Gold Book’ assemblies, achievements and key events/celebrations are shared via Facebook and Twitter, with our wider community. | Pupils need opportunities to recognise, reflect on and develop their personal worldview, and to understand how their worldview provides a lens through which they encounter those of others. | Inclusive teaching and learning develops pupil’s abilities to question beliefs and practises in constructive and respectful ways. Pupils are comfortable making their own choices knowing that these can change over time.  |