

Askwith Primary School

R.E. rationale

"Religious education "helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world." (*Ofsted 2021*)

Intent

RE at Askwith equips pupils with rich knowledge of religious and non-religious worldviews and the confidence to discuss them thoughtfully. Our vision is that pupils know more about a range of worldviews through systematic and thematic study; remember more through coherent sequencing and revisiting of key concepts; and do more by comparing, evaluating and articulating well-reasoned responses to questions of meaning, ethics and lived experience.

We recognise the parental right to withdraw a child from RE and/or acts of worship. Where this is exercised, leaders work with families to uphold statutory responsibilities while maintaining the child's inclusive experience of school life.

We follow the North Yorkshire Agreed Syllabus 2024-2029. The whole-school long-term plan is taught in purposeful blocks at least once per term and is intentionally sequenced from EYFS to Year 6. RE is cumulative: knowledge is built over time by repeating, linking and extending concepts; it is not strictly hierarchical.

Our RE curriculum includes three complementary pillars, ensuring pupils understand what to learn, how knowledge in RE is established, and how their own viewpoint shapes engagement. Substantive knowledge involves learning about concepts, facts, narratives and practices across worldviews. Ways of knowing allows pupils to understand 'how to know' (theology, philosophy, human/social sciences) which guides how questions are framed and answered. Personal knowledge involves the awareness of one's own perspective, values and experiences.

Disciplinary knowledge involves pupils learning to connect teachings to lived experience, explain similarities and differences within and between traditions, analyse claims, and offer well-justified viewpoints. Metacognition is nurtured so pupils can apply prior concepts independently to new content and contexts.

Implementation

The whole school progression documents outline how units are sequenced with clear endpoints. The three core strands: Believing, Expressing, Living are further divided into systematic units

which precede thematic units, so that pupils first secure depth in a tradition and then make broader connections. Each year, a progressive sequence focusing on Easter and Christmas consolidates and extends prior knowledge, supported by visits from our local Reverend and encounters with artefacts, texts and practices.

Teachers use explicit instruction, modelling and respectful dialogue. Opportunity for retrieval practice (quick reviews, concept checks) are used to strengthen memory. Structured discussion and debate take place with sentence stems, respectful protocols and evaluation criteria. Enquiry questions framed through different disciplinary lenses (theology/philosophy/human or social sciences). Adaptive teaching ensures the pupils with SEND can access the RE curriculum through small steps of knowledge acquisition; scaffolds; chunked instructions; and additional adult support where necessary.

Impact

Impact is measured through ongoing questioning, observations, mini knowledge checks and end-of-unit assessments which cover substantive knowledge, disciplinary thinking and personal response. Work sampling and pupil voice track progression from Reception to Year 6 against agreed endpoints. Any gaps or misconceptions are addressed promptly in subsequent teaching.

Inclusion

We ensure that all pupils, including those with SEND, have full entitlement to a high-quality RE curriculum. Pupils with SEND benefit from pre-teaching of core vocabulary and concepts; chunked tasks with scaffolds; flexible evidence of learning (oral, visual, written) to remove unnecessary barriers; and the use of concrete examples and visuals to anchor abstract ideas. Adult support is deployed to enable independence, not lower expectations.

Personal Development & SMSC

RE support spiritual development through personal reflection on meaning and purpose; developing a sense of identity and belonging. Moral development explores ethical dilemmas such as racism. Social skills are built through cooperation, dialogue and community participation; understanding how beliefs shape actions. Cultural development includes learning from global religions and non-religious worldviews; and appreciating diversity in art, architecture and symbols;

Leadership & Professional Development

Subject leadership supports staff with planning, subject knowledge and pedagogy. Monitoring takes place through learning walks, book looks and pupil voice. Leaders use evidence from

lessons and work to refine sequences and resources. Staff meetings provide opportunities to model good practice and share resources.

Staff training includes knowledge of worldviews and the updated syllabus. Subject leader CPD includes current research shared with staff. CPD evidence demonstrates improved consistency and accuracy in teaching.

Enhancements

All pupils are exposed to a wide range of opportunities that enhance their knowledge and cultural capital. Visits to places of worship to experience living traditions, artefact handling and text encounters to connect abstract ideas to concrete experiences. Visitors with diverse worldviews help to challenge stereotypes and build empathy.

Reviewed: September 2025