

Our Curriculum Vision

Everything we do, at Lanercost CE Primary School, stems from our children having a life-long love of learning. We are proud of our inclusive environment, which is firmly rooted in a shared Christian ethos and fosters the care and nurture of our school community. As a school, in partnership with parents and carers, we strive to build strong foundations for an excellent education. We enable our children to achieve all of their divine potential by inspiring them and promoting opportunities to delight in their learning as well as allowing them to grow into successful, compassionate, young adults who recognise their role in the community and the ever-changing wider world.

We aim to accomplish this through a loving, structured and joyful environment with consistently high standards of teaching. Our engaging and immersive learning is based upon the National Curriculum (2014), developed from a love of reading and reflects our school's unique circumstances. We make the most of our beautiful location, which is a stone's throw from Hadrian's Wall, Lanercost Priory, Naworth Castle and close to Northumbria National Park.

This brave, broad and rich curriculum motivates all of our children to build concepts, skills and knowledge for life. They become curious learners who are led by enquiry and inspired by a range of real-life experiences and cultural enrichment. Each of our subject leaders has worked hard to craft their subject curriculum to ensure this within their subject.

We know that the greatest way to understand school-life is to become a part of your child's learning journey. We aim to run several shared learning events, workshops and cultural enrichment moments that you can participate in, allowing you to see your child's progress and ventures in school. Please see our school website, social media platforms and school newsletter for the latest parent and community events.

Our vision for our curriculum comes directly from our whole school vision. It has been carefully crafted by our teaching staff in order to ensure that we provide an education that helps every child reach their divine potential and enables them to have a life-long love of learning. Each of our subject-leaders has then designed their subject to stem from an evidence-basis where our vision is threaded through at every point.

Our Vision for Religion and World Views

Religion and World Views (RWV) is important in helping young people grow up in today's diverse, multi-faith and connected world. At Lanercost C of E Primary School, we aim to give pupils opportunities to develop their knowledge, skills and understanding of different religions and beliefs and to contribute to the development of their own beliefs and values. We believe that everyone has their own unique view of the world and RWV is about exploring these views.

As we are a Church of England controlled school, we follow the principles of the [Cumbria Agreed Syllabus](#). Christianity is studied in depth through both Key Stages. We also focus on Islam at Key Stage 1, plus knowledge of aspects of other faiths. We focus on Islam and Buddhism at Key Stage 2, plus knowledge of aspects of other faiths that naturally enhance cross-curricular work. The whole school RWV long term overview seeks to ensure breadth, balance, continuity and progression.

At Lanercost, RWV is a core subject and is taught on one afternoon each week in school. Subject knowledge is also backed up by extra days and afternoons of learning opportunities. We aim for our Religion and World Views teaching to engage with children's everyday experience. In each lesson we present opportunities for children to both learn about and to learn from religion.

Our Teaching and Learning of Religion and World Views

The curriculum supports learning in a variety of ways; we teach using a variety of styles and strategies incorporating periods of quiet reflection, art, drama, movement, music, pictures, posters, stories, poems, videos, tapes, visits, food, discussion and interviews.

RWV is planned so children are prompted to think, question, explore, experience, reflect, feel, wonder, enjoy, and value. Godly Play sessions are also incorporated into our curriculum these have allowed the children to access Bible stories in a different way and they have been encouraged to wonder and express their reflections using a range of media. Children respond well to the Godly Play sessions and they are encouraged to become more reflective on different stories and their values. It also gives children the opportunity to think about how they can use the values/teachings in their own lives at home and at school.

We make explicit links between RWV learning and the school values and, as a result, children do not view their RWV learning in isolation. They are able to make links to Worship, Literacy, PSHE, Science, Art and other areas of the curriculum.

Teaching Religion and World Views in the Early Years

In the Early Years, RWV concepts and ideas relate to the Statutory framework for the Early Years Foundation Stage 2021 statement and outcomes for Understanding the World. Learning experiences are planned and facilitated through the use of both the indoor and outdoor environments using Development Matters 2021. These objectives can be seen below.

3 and 4 Year olds		Reception	
Continue developing positive attitudes about the differences between people.	Ensure that resources reflect the diversity of life in modern Britain. Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. Answer their questions and encourage discussion. Talk positively about different appearances, skin colours and hair types. Celebrate and value cultural, religious and community events and experiences. Help children to learn each other's names, modelling correct pronunciation.	Understand that some places are special to members of their community.	Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible. Take children to places of worship and places of local importance to the community. Invite visitors from different religious and cultural communities into the classroom to share their experiences with children.
		Recognise that people have different beliefs and celebrate special times in different ways.	Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year. Help children to begin to build a rich bank of vocabulary

			with which to describe their own lives and the lives of others.
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The 'Curiosity Approach' provides the opportunity to set up provocations for the children to explore and develop their RWV knowledge and skills through play. The children will also participate in a weekly Understanding the World session where new religious vocabulary and concepts can be introduced linked to the unit title. To facilitate this learning the teachers may use first hand observations, discussion, stories, non-fiction texts and videos.

Supporting Teaching and Learning of Religion and World Views

Throughout the school there are many opportunities for children to develop spiritually, morally, socially and culturally through Collective Worship; we have links to other churches and had visits from different church leaders such as Bishop Monument from Zululand and Bishop James from the Carlisle Diocese.

The children are aware that Christianity is a multicultural faith. We use the awe and wonder of our local environment and of the Priory where we hold many special services. Our residential trips to London have helped children with their understanding of the national church and spirituality, where we visit St Paul's Cathedral and Westminster Abbey. We also visit the Buddhist Temple at Samye Ling and a Synagogue in Newcastle to broaden the children's understanding of different religions.

Furthering the Teaching and Learning of Religion and World Views

Our annual RWV Week is extremely beneficial for the children and they respond well to having the time and opportunity to study and reflect on a theme for the week and share their learning with children from other schools. We also have Values days where we introduce a Christian value before looking at it in more depth over the term.

We have worked collaboratively with the Priory and other local church schools to ensure that the children have the opportunities to learn about Christian traditions and Bible stories and teachings. We have done Experience Pentecost, Experience Christmas, Experience Harvest and Experience Easter in the Priory working with the local church community.

Assessment of the Teaching and Learning of Religion and World Views

As with all the subjects within the curriculum, formative assessment plays a key role in the assessment of RWV. Teachers and teaching assistants use assessment for learning questioning to understand what children have understood, the progress they have made and any misconceptions they have. For more information, please see our Assessment Policy.

Children in Years 1-6 use self-assessments at the end of a unit where they use I can statements about knowledge they have learned and the skills they have been developing. Children are given next steps to help them develop their skills and knowledge further.

In RWV, at the end of each unit, staff use the assessment tool 'Ladder of Expectation' to ascertain which skills and knowledge the children have acquired. This also allows staff to identify next steps in children's learning.

The Impact of Teaching and Learning of Religion and World Views

By the end of Key Stage 1, children will be able to recall and name different beliefs and practices, including festivals, worship, rituals and ways of life. They will be able to retell religious stories, understanding which religions they come from and the values or morals that they explore. Children will be able to recognise different religious symbols; understand some of the things that different religious communities do; views different religions might have and they learn to respond sensitively to these. They will ask and answer questions and begin to understand what a difference being part of a community might make. Children will explore questions about belonging, meaning and truth and express their own ideas and opinions in response using words, music, art or poetry. They will find out about and respond, with ideas, to examples of co-operation between people who are different and questions of wrong and right.

By the end of Key Stage 2, children will be able to describe and make connections between different features of the religions and worldviews they study and discover more about celebrations, worship, pilgrimages and the rituals which mark important points in life. They will describe and understand links between stories and other aspects of religious communities and respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them. Children will explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. They will observe and understand varied examples of religions and worldviews and understand the challenges and the value of commitment to a community of faith or belief. Children will consider the similarities and differences between different

religions and worldviews and discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully through different forms. They will find out about and respond thoughtfully, with ideas, to examples of co-operation between different communities and ethical questions of what is wrong and right and what is just and fair.

