



## RELIGION AND WORLDVIEWS INTENT - to what do we aspire for our children?

In Religion and Worldviews (RW), pupils enter into a rich discourse about the religious and non-religious traditions that have shaped Great Britain and the world. RW enables pupils to take their place within a diverse multi-religious and multi-secular society. At its best, it is intellectually challenging and personally enriching. It affords pupils both the opportunity to see the religion and non-religion in the world, and the opportunity to make sense of their own place in that world.

Source: Ofsted 2021

Although there is no National Curriculum statutory guidance for Religious and Worldviews, we follow the Non-Statutory Guidance published by the DfE in 2010.

### **At Stoke Park Primary School, the religion and worldviews curriculum supports the school's three core values in the following ways:**

At Stoke Park Primary School, we believe that children should '**Be Kind**' '**Be Proud**' and '**Strive for Success**' and these core values underpin our RE teaching and learning. Through this approach, we believe children should leave Stoke Park Primary inquisitive, articulate, and knowledgeable about the world they grow up in.

#### **Be Proud**

- Children feel proud of their religion and have regular opportunities to celebrate it and share key elements of it.
- Children feel proud to be part of a diverse community

#### **Be Kind**

- Children demonstrate tolerance by listening and valuing other religions
- Children are inspired by key religious concepts i.e. commitment and apply them to their own lives

#### **Strive for Success**

- Children know and understand key knowledge regarding a range of different religions
- Children understand different perspectives using their critical thinking skills
- The curriculum is designed to build complexity and challenge through a spiral model, where enquiries are built upon each other to ensure children make progress in the attainment targets
- Children are able to talk about their progress in understanding different religions and learning from a religion

#### **British Values**

At Stoke Park Primary School, we promote fundamental 'British values' through our school values and ethos, the curriculum and our behaviour curriculum.

The value perhaps most relevant to Religious and Worldviews is that of mutual respect and tolerance.

We actively teach respect and the valuing and celebration of difference from the moment children start with us in Nursery. This is through our curriculum, the way we teach and manage behaviour and the way that we



all interact with each other. We value kindness and do all we can to promote this. When things go wrong we encourage reflection and resolution with empathy. We learn about and make links between all major world religions through our curriculum, assemblies and class discussions. We pride ourselves on the importance we place on being proud of one's heritage and the value of feeling a sense of belonging as part of our school community'.

Religion and Worldviews are key in engendering knowledge and understanding which can lead to tolerance and respect for others and their beliefs. Our RW curriculum contributes significantly to the British Values agenda, as it encourages evaluation and critical thinking, and equips children to consider belief positions they encounter.

The curriculum for RW aims to ensure that all pupils:

- Develop as deep thinkers who are open-minded about religion and worldviews.
- Reflect on and prepare for life in modern Britain.
- Develop a deep understanding of concepts in order to be able to make connections, ask and respond to challenging questions
- Respect and appreciate worldviews that are different to their own

#### **Curriculum Overview:**

##### **Long term sequence**

Children will build their conceptual knowledge through studying religions and worldviews locally, nationally and globally in our progressive curriculum, enabling them to make links and connections between worldviews, develop disciplinary skills and build on their understanding of their positionality in relation to their learning. By revisiting key 'big questions' and building on prior knowledge, pupils will learn about how religion and worldviews are lived experiences across the world, consider the impact of worldviews on society and have opportunities to consider their personal worldviews.

Pupils will also meet this in other aspects of the provision, for example when celebrating key customs, traditions and events as a school, in assemblies, productions and when special visitors come in. Members of the community are actively encouraged to spend time with pupils sharing their experiences, expertise and aspirations. Care should be taken to ensure all religions and cultures are celebrated at some point throughout the year linked to the families in our school.

##### **Long Term Sequence:**



Suggested long-term plan: Religion and worldviews - Overview (Key stage 1)

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Respectful R&W (1 lesson)	<u>How did the world begin?</u>  Christian, Jewish, Hindu (plus option to include locally represented worldview)	What do some people believe God looks like?:- coming soon!  Christian, Hindu, Muslim	What is God's job?  Jewish, Zoroastrianist, Muslim, Hindu	Why should we care for the world?  Jewish, Muslim, Hindu, Jain, Humanist	How do we know that new babies are special?  Muslim, Hindu, Humanist (plus option to include locally represented worldview)	Why should we care for others?  Christian, Jewish, Muslim, Bahá'í (plus option to include locally represented worldview)
Year 2		<u>Why do we need to give thanks?</u>  Hindu, Christian, Humanist	<u>What do candles mean to people?</u>  Christian, Hindu, Jewish (plus option to include locally represented worldview)	How do we know some people were chosen in early life?  Sikh, Muslim, Christianity	What is a prophet?  Christian, Muslim, Jewish	How do some people talk to God?  Muslim, Jewish, Hindu	Where do some people talk to God?  Hindu, Alevi, Muslim, Sikh (plus option to include locally represented worldview)

**Concept Mapping:**

The core concepts that are sequenced and build on each other throughout the curriculum are:

- Beliefs
- Practices
- Wisdom and Morality
- Community and Belonging

These are referenced in the progression of skills and knowledge.

**Substantive Knowledge:**

Substantive knowledge is sequenced and builds on the knowledge that has gone before. An example below:



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Respectful R&W (1 lesson)	<u>What makes us human?</u> Hindu, Christian, Buddhist, Humanist	<u>Where do our morals come from?</u> Christian/Jewish, Buddhist, Muslim, Hindu, Humanist	<u>Are scriptures central to religion?</u> Jewish, Muslim, Christian, (plus option to include locally represented worldview)	<u>What happens if we do wrong?</u> Hindu, Muslim, Humanist, Christian	<u>Why is water symbolic?</u> Christian, Sikh, Muslim, Shinto (plus option to include locally represented worldview)	<u>Why is fire used ceremonially?</u> Hindu/Sikh, Zoroastrianist (plus option to include locally represented worldview)
Year 4		<u>Are all religions equal?</u> Bahá'í, Sikh, Hindu,	<u>What makes some texts sacred?</u> Sikh, Hindu, Buddhist (plus option to include locally represented worldview)	<u>Just how important are our beliefs?</u> Sikh, Muslim, Jewish (plus option to include locally represented worldview)	<u>Who was Jesus?</u> Christian, Jewish, Muslim	<u>Why is the Bible the best-selling book of all time?</u> Christian	<u>Does the language of scripture matter?</u> Christian, Muslim, Jewish
Year 5		<u>Why do people have to stand up for what they believe in?</u> Christian Muslim, Sikh	<u>Why doesn't Christianity always look the same?</u> Christian	<u>What happens when we die? (Part 1)</u> Jewish, Christian, Muslim Humanist	<u>What happens when we die? (Part 2)</u> Hindu, Buddhism (plus option to include locally represented worldview)	<u>Who should get to be in charge?</u> Muslim, Sikh	<u>Why are some places in the world significant to believers?</u> Christian, Jewish, Buddhist
Year 6		<u>Why does religion look different around the world? (Part 1)</u> Jewish, Muslim, Christian (plus option to include locally represented worldview)	<u>Why does religion look different around the world? (Part 2)</u> Hindu, Sikh, Buddhist, Jain (plus option to include locally represented worldview)	<u>Why is it better to be there in person?</u> Muslim, Hindu (plus option to include locally represented worldview)	<u>Why is there suffering? (Part 1)</u> Muslim, Christian, Zoroastrianist	<u>Why is there suffering? (Part 2)</u> Shinto, Buddhist, Sikh Humanist (plus option to include locally represented worldview)	<u>What place does religion have in our world today?</u> Interfaith Student choice



Progression of knowledge

Substantive knowledge

A3 Curriculum framework attainment target for KS2: Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

B1 Curriculum framework attainment target for KS2: Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

B3 Curriculum framework attainment target for KS2: Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

Beliefs

Year 3

Conceptual knowledge

- To know that there are organised and personal worldviews and religious beliefs fit into both of these.
- To know that soul means a person's spiritual and emotional sense of identity.
- To know that some people believe all living things have a soul and that it is immortal.
- To know that spirituality is connection with inner self, immaterial things and belief of something beyond oneself.
- To know that some people believe spirituality and soul to be unique to humans.
- To know that some people believe connection with a god to be a spiritual experience.
- To know that actions have consequences and that people think differently about what these are.
- To know that some people believe forgiveness from God to be having wrongdoing cancelled or unpunished.
- To know that religious and non-religious people have ideas about the relationship between God and humans.

Worldview related knowledge

To know that people who follow the Hindu worldview generally:  
-Believe that Brahma's (God's) spirit is within every living thing as everything comes from him.  
-Believe in reincarnation.  
-Believe that karma is affected by actions.

To know that people who follow the Christian worldview generally:  
-Believe that they can be forgiven by God if they repent of wrongdoing.  
-Believe they will be judged by God on how they have lived.  
-Believe Eve to have been the first person to sin (do wrong).  
-Believe humans have an eternal soul.

To know that people who follow the Muslim worldview generally:  
-Believe they will be judged by God according to their actions and intentions.  
-Believe that water is sacred.

To know that people who follow the Buddhist worldview generally:  
-Believe that the way they think and what they focus on are key to being human.  
-Do not believe in a creator God or God as an external force in their lives.

To know that people who follow the Humanist worldview generally:  
-Believe there is no god.  
-Believe that we have one life and we should make the most of it.  
-Believe human beings evolved naturally and have the potential to lead good and happy lives.

\*Please note that it is not necessary for pupils to be able to recall all of the worldview-related knowledge, but having a sound understanding of it when studying the units will support pupils in developing their conceptual knowledge over time.

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Beliefs

Year 4

Conceptual knowledge

- To know that religious and non-religious worldviews change over time for individuals and groups.
- To know that people from different religions believe some of the same things.
- To know that organised and personal religious beliefs change and develop over time.
- To know that there are historical links and connections between religions.
- To know that sacrifice means giving up something valued for the sake of something else.
- To know that holy means divine, sacred or connected to God.
- To know that there is evidence that Jesus was a real person and that people have different beliefs about his significance.

Worldview related knowledge

To know that people who follow the Buddhist worldview generally:  
-Believe the teachings of Siddhattha Gotama (known as the Buddha).

To know that people who follow the Christian worldview generally:  
-Believe God wants to have a relationship with humans and this can be achieved through Jesus.  
-Believe Jesus was resurrected (raised from the dead) after his crucifixion.  
-Believe Jesus fulfilled prophecies from the Old Testament.

To know that people who follow the Sikh worldview generally:  
-Believe in one God who is all-important and that the religion you follow does not matter.  
-Believe in one God, known by many names, who created the world.  
-Believe that God can be experienced personally but not be understood.  
-Believe that committing to trying to love God and do what he wants are more important than ceremonies, rituals and practices.

To know that people who follow the Jewish worldview generally:  
-Believe Jesus to be a radical Jewish leader at the time he lived.  
-Believe that God made a covenant with the Jewish people.  
-Believe that the prophets told of a messiah but that Jesus was not the messiah.

To know that people who follow the Hindu worldview generally:  
-Believe that their religion goes beyond time and space and is therefore eternal, (Sanatan Dharma - the eternal way).

To know that people who follow the Bahá'í worldview generally:  
-Believe that all religions are ways to understand and describe the same God.  
-Believe that there is one God.

To know that people from the Muslim worldview generally:  
-Believe that there is only one true religion.

\*Please note that it is not necessary for pupils to be able to recall all of the worldview-related knowledge, but having a sound understanding of it when studying the units will support pupils in developing their conceptual knowledge over time.

Disciplinary Skills Progression

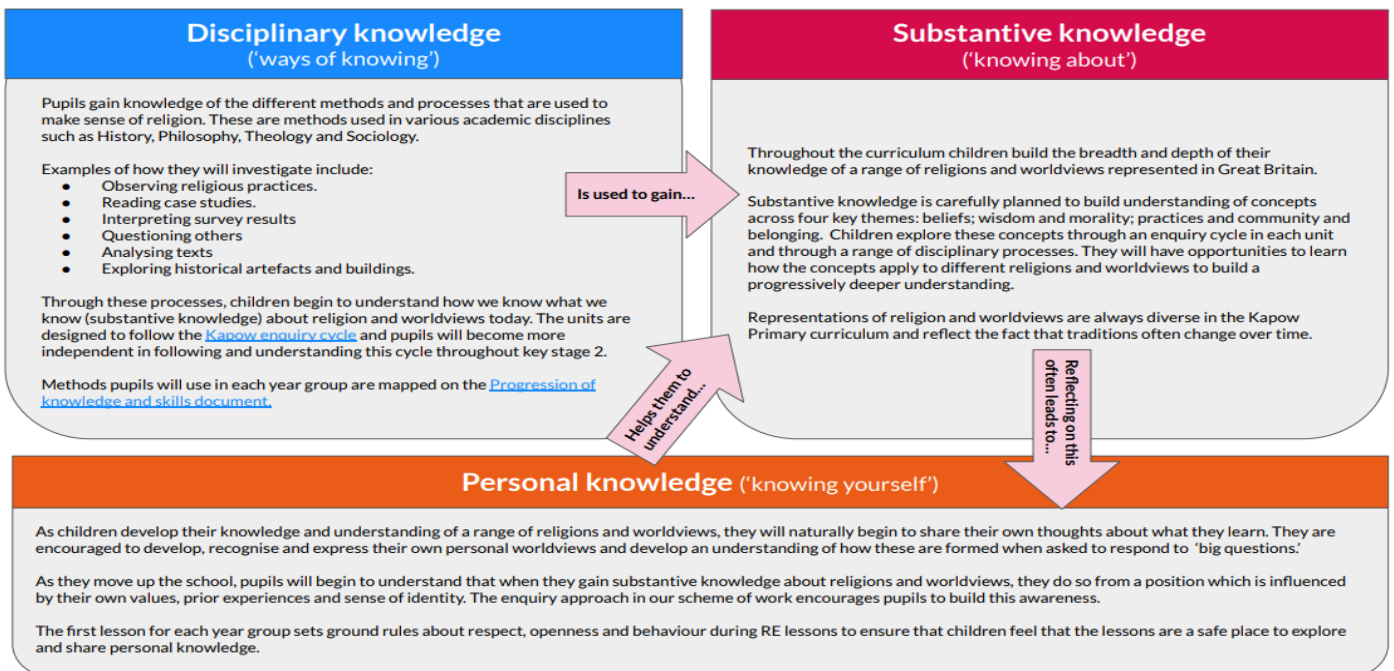


Progression of skills			Disciplinary knowledge			
Ways of knowing	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring stories or scriptures	✓	✓	✓	✓	✓	✓
Looking at artefacts	✓	✓	✓	✓		✓
Interviewing others	✓			✓	✓	✓
Using surveys		✓		✓	✓	✓
Debating and discussing	✓	✓	✓	✓	✓	✓
Interpreting art	✓	✓	✓	✓	✓	✓
Listening to music		✓	✓		✓	
Dramatising, role-play or dancing	✓	✓		✓		
Analysing texts				✓	✓	✓
Experiencing	✓		✓			✓
Looking at news reports					✓	✓
Looking at photographs and images	✓	✓	✓	✓	✓	✓
Interpreting historical sources				✓	✓	
Using video or audio footage.		✓	✓		✓	✓
Using maps				✓	✓	✓
Using first-hand accounts	✓	✓	✓	✓	✓	✓

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Progression of knowledge and skills

### The interplay between different types of knowledge in RE





Disciplinary knowledge is mapped out across the curriculum to ensure full coverage and repeated exposure to not only the working scientifically skills, but also the scientific enquiry elements, which are Identifying, Pattern Seeking, Research, Observing and Fair Testing (IPROF).

## EYFS

In EYFS children are taught about Religion and Worldviews following the Birth to 5 Matters. RW in the EYFS can contribute to most of the seven areas of learning that the framework outlines. It is most significant in these two areas: personal, social and emotional development, specifically 'self confidence and self-awareness', and understanding the world, specifically 'people and communities' and 'the world'.

### EYFS Early Learning Goals

Talk about their immediate family and community and some of their routines, culture and celebrations.

Recognise that people have different beliefs and celebrate special times in different ways.

Understand that some places are special to members of their community.

Name people who help others in the community and talk about their different roles.

Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions.

**'Golden Thread': Oracy:** At Stoke Park Primary, we recognise the vital role that oracy plays in the lives of our children, both during their time in primary school and for the rest of their lives. Research shows that oracy not only acts as a powerful tool for learning but is a key skill in itself which employers actively seek. By ensuring that children have explicit opportunities to develop their oracy skills as well as opportunities to learn through oracy across the curriculum, we aspire to create young adults who are able to work confidently, articulately and collaboratively.

In RW, children are given regular opportunities to ask questions, use discussion as a tool to explore new concepts and are often asked to justify, explain or present their understanding of a concept or set of knowledge. By embedding rich oracy opportunities into the teaching of RW, children not only become more confident and competent orators and listeners but will also explore concepts and knowledge more deeply and organically

## IMPLEMENTATION - how will we deliver the curriculum?

Linking curriculum and pedagogy:

RW is taught weekly using the Kapow framework. The curriculum enables pupils to study in depth about key religions and vocabulary and demonstrate their understanding. Each unit builds upon prior learning and these are strategically planned throughout the academic year with opportunities to introduce and revisit key knowledge in order to deepen pupil understanding and embed learning.

Children will learn about the following different Religions and worldviews: Christianity, Judaism, Hinduism, Sikhism, Islam, Humanism and Buddhism.

Lesson design: Each lesson follows the principles of CEEAAC:



Connect



Explain



Example



Attempt



Apply



Challenge

Connect - this ensures that children are reminded of their prior learning (whether this be from a previous session, unit or year group.)

Explain - This introduces children to the new material being covered in the session.

Example - An example follows the 'Explain' using a model or practical example.

Attempt - Children will have a go at the desired skill with support from the teacher.

Apply - They will then apply this in a similar context independently.

Challenge - This element should deepen or extend the learning.

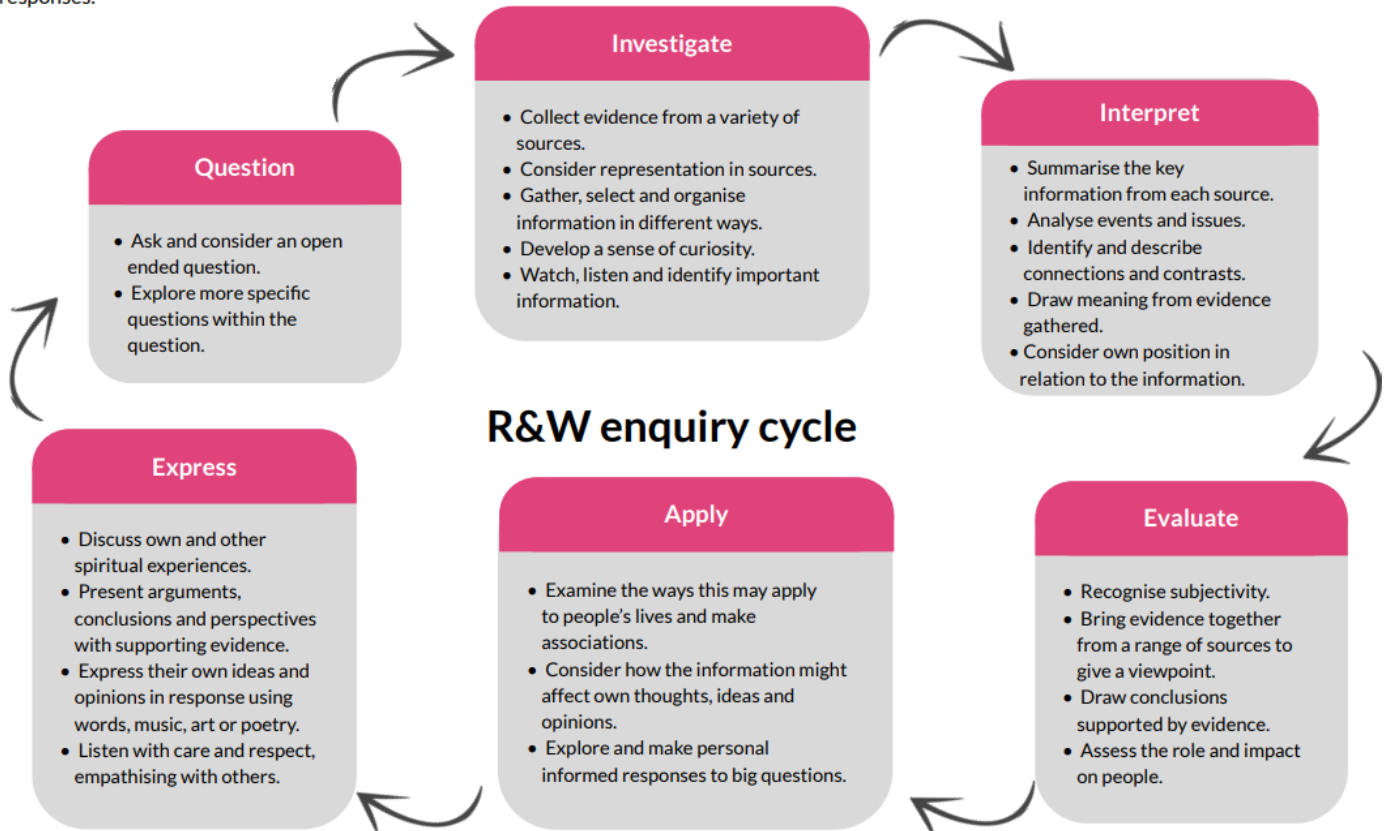
In every lesson you would expect to see;

- Vocabulary explicitly taught and used by the pupils
- Knowledge notes and organisers used to scaffold the learning
- What success looks like; made clear

The Kapow curriculum is designed to develop children's enquiry skills. Each unit begins with a question, and over the course of the lessons children develop their response.

### How will the scheme develop enquiry skills?

The Kapow Primary scheme is designed to develop pupils' enquiry skills. Each unit poses a question and over the course of the unit, pupils build their responses.



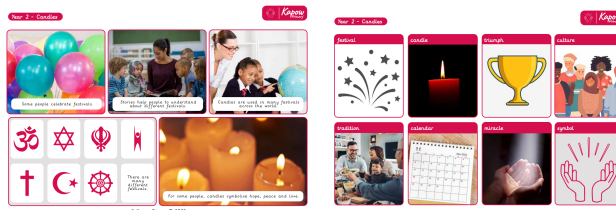




### Knowledge Organisers are used for every unit.

Summary of the main reasons for use below:

- Conveys the core knowledge in one place
- A reference point for pupils and teachers
- Used to support questioning and retrieval
- Used in books to support participation
- Highlights key vocabulary
- Reduces split attention effect



### SEND

The curriculum at Stoke Park Primary is inherently designed to support pupils with SEND through universal quality first teaching. This includes:

- High expectations and aspirations for all learners
- A carefully structured and sequenced curriculum, specifically designed around how pupils learn
- Pre-planned and focused direct vocabulary instruction
- Modelling and demonstration
- Chunked instructions which are supported by visuals and gestures
- The use of multi-sensory approaches to enhance the curriculum
- Frequent formative assessment as teachers check for understanding
- Accurate and regular feedback

However, we recognise some children need provision 'additional to' quality first teaching in order to reach their potential. This includes:

- Carefully considered scaffolding
- Explicit instruction and modelling
- Structured challenge, without ceilings
- Alternative ways of recording
- Additional targeted adult support

In some instances, specialist adaptations are made to support the specific barriers of individual pupils.

### Curriculum enrichment will include:

During these units, teachers will always look for opportunities to invite parents or visitors into their classes to further enrich the curriculum and to present information about their faith. Where relevant, teachers also encourage children or staff members in their class to share their own experiences of their faith with their peers.

- Assemblies/collective worship and specialist visitors
- Extra-curricular activities
- Philosophical/critical thinking questions
- Passport of experiences links to visiting local places of worship

### Reading across the curriculum

There are topic specific texts to support the children's learning alongside additional reading in the school library.



### **Assessment**

Our curriculum is designed and built on the premise that 'learning equals a persistent change in the long term memory.' Therefore, the assessment structures are designed to evaluate the effectiveness of the curriculum after some time has elapsed.

### **Summative Assessment**

The curriculum is a progression model. Teachers will know whether students are making progress if they are learning more of the curriculum.

The Kapow curriculum is designed to ensure sequencing of core knowledge, vocabulary, substantive concepts and disciplinary knowledge. They will know more, and remember more with the taught curriculum content. Essentially they will be able to do more with this knowledge in carefully designed learning tasks.

This will be assessed using the Pupil Book Study approach- talking with pupils and looking at their books systematically to reveal:

- Content and knowledge
- Vocabulary
- How the pedagogy and taught curriculum helps/hinders their learning

### **Formative Assessment**

Pupils will be assessed formatively as each lesson progresses. Pupils will be given tasks from which the teachers will draw conclusions. Adaptations will then be made as a result of that evidence.

Strategies that might be used are:

- Making explicit the learning intention and success criteria
- Eliciting evidence of pupils' prior knowledge
- Feeding back at the point of learning
- Inclusive questioning i.e. cold call, mini whiteboards
- Retrieval practice i.e. connect and cumulative quizzing

### **Pupil Voice**

- Use correct terminology and specific vocabulary that has been covered in the learning
- Talk about the meaning of the learning and the impact on themselves and those around them
- Talk about the 'why' of the RW learning
- Children are able to ask questions confidently and explore their own and each other's responses
- Children demonstrate how learning builds on previous knowledge
- 

### **High quality outcomes:**

We will monitor our curriculum through book looks and discussions with pupils.

These will:

- Demonstrate pride and effort.
- Capture increasing understanding of RW specific concepts and knowledge.
- Demonstrate a clear sequence of learning.
- Include vocabulary that is clearly seen and used correctly.
- Demonstrate that learners make progress regardless of starting points