

Religion and Worldviews

INTENT - to what do we aspire for our children?

In Religious Education (RE), pupils enter into a rich discourse about the religious and non-religious traditions that have shaped Great Britain and the world. RE 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

School's **Key Drivers** and how the subject develops them:

School Driver	Excellence	Equity	Character	Community
Purpose	To understand beliefs and teachings	To understand practices and lifestyles	To reflect	To understand values within the community and beyond
Overview	Looking at where beliefs come from and how they are applied differently in different contexts, as well as exploring how they are related to each other.	Exploring the diverse ways in which people practice their beliefs. It shows the impact of religion and their belief on individuals, communities and societies.	Dealing with questions of morals and ethics. It places importance on the reality, knowledge and existence of religion.	Providing children with the skills to effectively engage with their community and the wider world.

Aims

Kapow Primary's Religion and Worldviews Curriculum aims to develop:

- Deep thinkers who are open-minded about religion and worldviews.
- Reflection and preparation for life in modern Britain.
- A deep understanding of concepts in order to be able to make connections, ask and respond to challenging questions.
- Respect and appreciation of worldviews that are different to their own.

Long Term Sequence (including EYFS to KS1 progression)

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.

EYFS ELG

- 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.

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.

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

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

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:

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	<ul style="list-style-type: none"> 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	<p>To know that people who follow the Hindu worldview generally:</p> <ul style="list-style-type: none"> -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. <p>To know that people who follow the Christian worldview generally:</p> <ul style="list-style-type: none"> -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. <p>To know that people who follow the Muslim worldview generally:</p> <ul style="list-style-type: none"> -Believe they will be judged by God according to their actions and intentions. -Believe that water is sacred. 	<p>To know that people who follow the Buddhist worldview generally:</p> <ul style="list-style-type: none"> -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. <p>To know that people who follow the Humanist worldview generally:</p> <ul style="list-style-type: none"> -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.

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.

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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 4	
Conceptual knowledge	<ul style="list-style-type: none"> 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	<p>To know that people who follow the Buddhist worldview generally:</p> <ul style="list-style-type: none"> -Believe the teachings of Siddhattha Gotama (known as the Buddha). <p>To know that people who follow the Christian worldview generally:</p> <ul style="list-style-type: none"> -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. <p>To know that people who follow the Sikh worldview generally:</p> <ul style="list-style-type: none"> -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. 	<p>To know that people who follow the Jewish worldview generally:</p> <ul style="list-style-type: none"> -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. <p>To know that people who follow the Hindu worldview generally:</p> <ul style="list-style-type: none"> -Believe that their religion goes beyond time and space and is therefore eternal. (Sanatan Dharma - the eternal way). <p>To know that people who follow the Bahá'í worldview generally:</p> <ul style="list-style-type: none"> -Believe that all religions are ways to understand and describe the same God. -Believe that there is one God. <p>To know that people from the Muslim worldview generally:</p> <ul style="list-style-type: none"> -Believe that there is only one true religion.

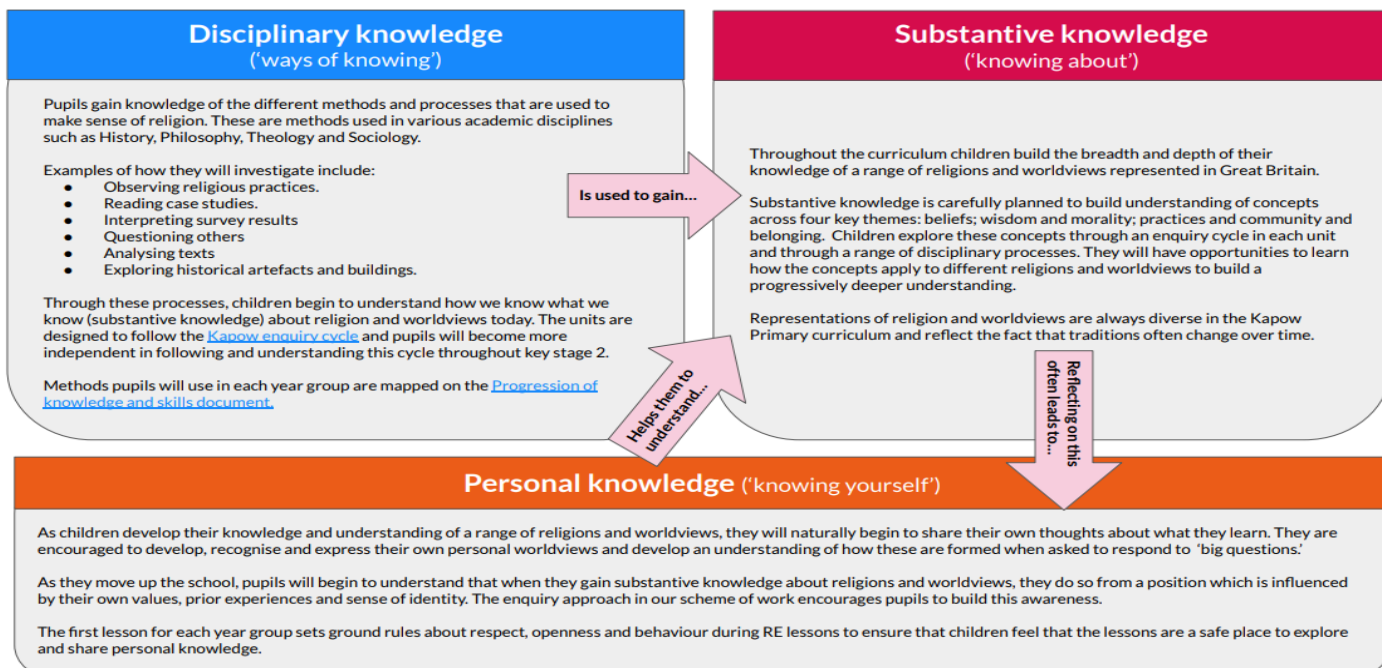
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Disciplinary Skills Progression

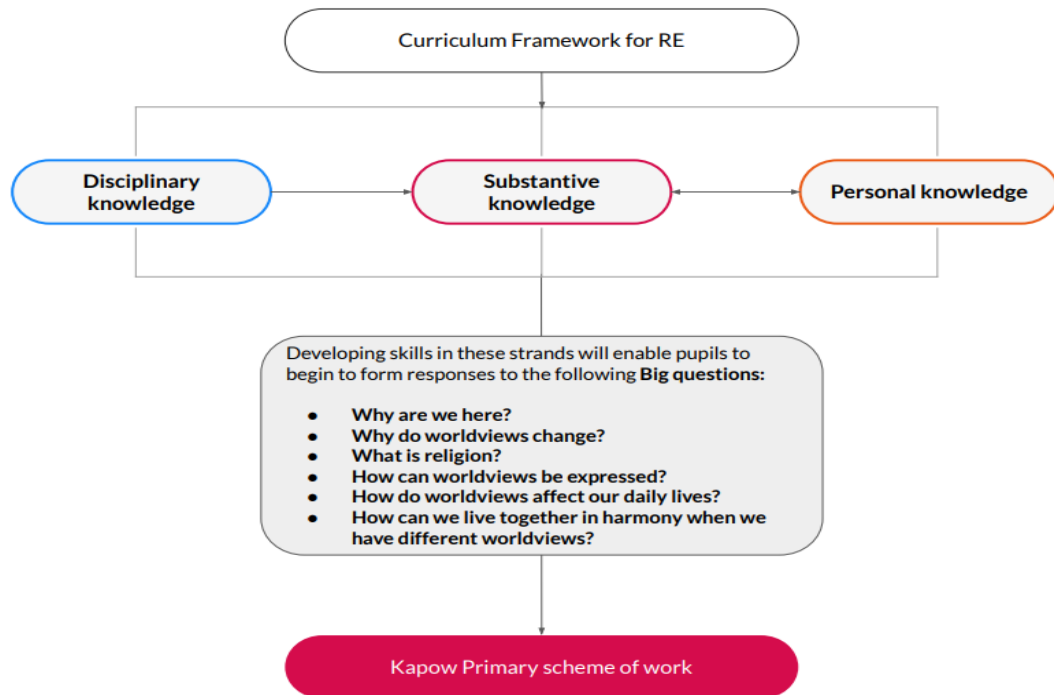
Progression of skills			Disciplinary knowledge			
Ways of knowing	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring stories or scriptures	✓	✓	✓	✓	✓	✓
Looking at artefacts	✓	✓	✓	✓		✓
Interviewing others	✓			✓	✓	✓
Using surveys		✓		✓	✓	✓
Debating and discussing	✓	✓	✓	✓	✓	✓
Interpreting art	✓	✓	✓	✓	✓	✓
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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The interplay between different types of knowledge in RE



How is the RE scheme of work organised?



IMPLEMENTATION - how will we deliver the curriculum?

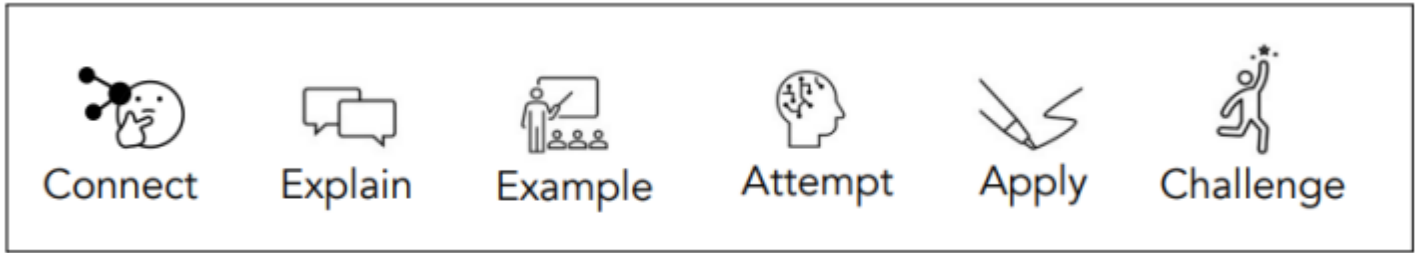
Linking curriculum and pedagogy: subject specific approaches i.e. modular

Our RE curriculum is taught weekly across the year and that 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.

Week 1		Week 2		Week 3	
PE	Geography	PE	History	PE	Computing
Music	RE	Music	RE	Music	RE
Geography	PE	History	PE	Computing	PE
Art	Art	Art	Art	Art	Art
Maths	Geography	Maths	History	Maths	Computing

Week 4		Week 5		Week 6	
PE	Geography	PE	History	PE	Computing
Music	RE	Music	RE	Music	RE
Geography	PE	History	PE	Computing	PE
DT	DT	DT	DT	DT	DT
Maths	Geography	Maths	History	Maths	Computing

Lesson Design

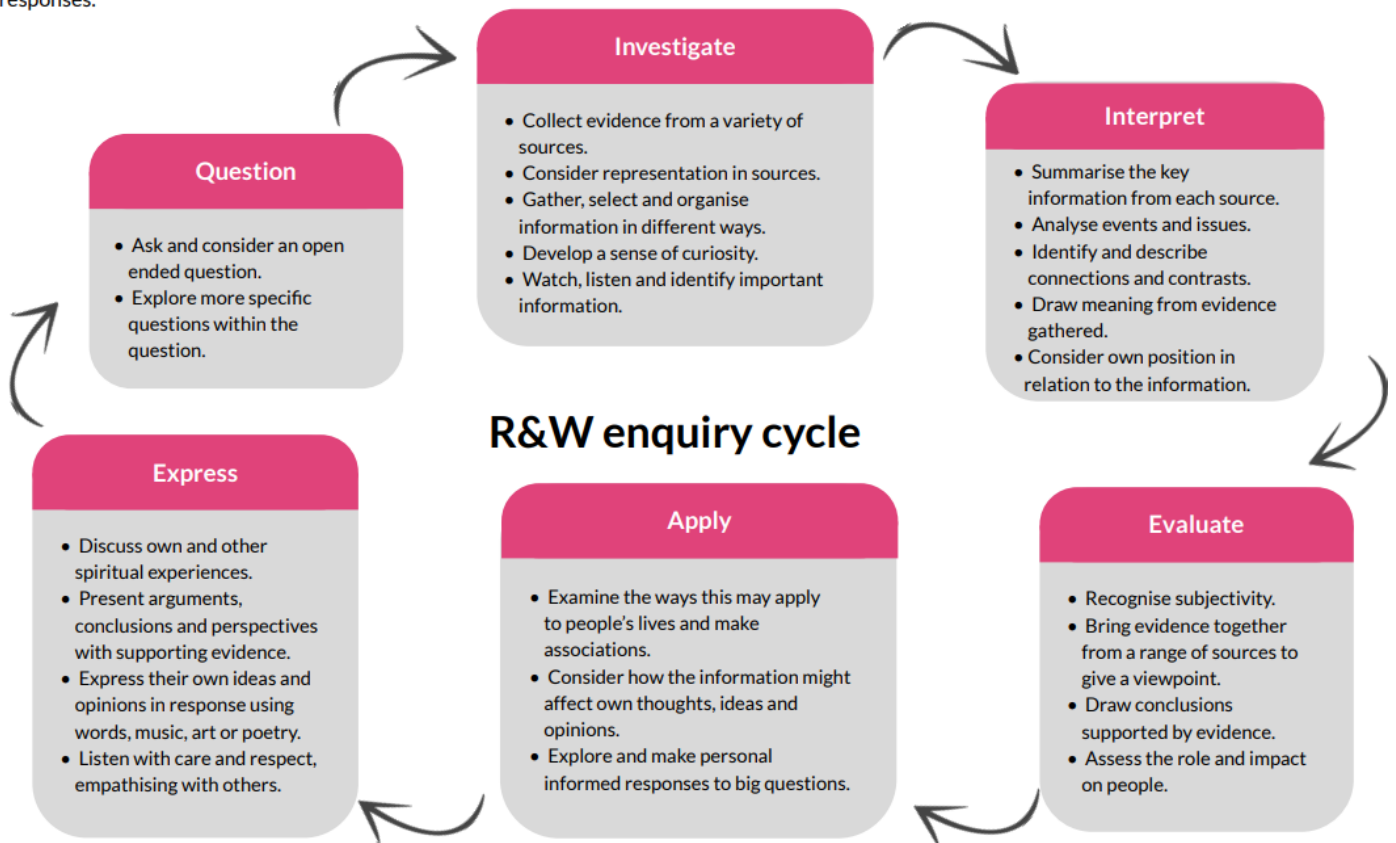


Each lesson follows the model above:

- **CONNECT** to prior knowledge
- **EXPLAIN** new content
- Give an **EXAMPLE** of new learning
- Pupils **ATTEMPT** new learning with scaffolding
- **APPLY** new learning independently
- Pupils are **CHALLENGED** to integrate learning with prior knowledge

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



Curriculum Enrichment

- Taking part in and applying for the WIRE award
- Developing strong links with our local churches

Enrichment Passport:

- **EYFS** - Perform a Nativity Play
- **Year 1** - Explore a different faith and place of worship: Christianity
- **Year 2** - Explore a different faith and place of worship: Islam
- **Year 4** - Explore a different faith and place of worship: Buddhism
- **Year 1-5** Take part in a carol concert

SEND

The curriculum at HPPS 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
- Pre-planned and focused direct vocabulary instruction
- Modelling and demonstration
- Chunked instructions which are supported by visuals and gestures
- The use of manipulatives and multi-sensory approaches to enhance the curriculum
- Review, recall, repetition and retrieval
- Frequent formative assessment as teachers check for understanding
- Accurate and regular feedback

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

- Carefully considered scaffolding
- Pre and post-teaching
- Pre-planned management of cognitive load
- Explicit instruction and modelling
- Structured challenge, without ceilings
- Alternative ways of recording
- Additional targeted adult support

IMPACT - how do we know our curriculum is effective?

Pupil Voice:

- Use appropriate vocabulary
- Talk about specific religious concepts & knowledge
- Be able to answer 'the big questions'
- Explain how learning builds on previous knowledge
- Talk about their progress as theologians

High Quality Outcomes: Book Study...

- Demonstrates pride and effort
- Captures increasing understanding of religious concepts and knowledge
- Demonstrates a clear sequence of learning
- Vocabulary used correctly where appropriate

Assessment:

KAPOW 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 sometime after it has been taught.

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 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. cumulative quizzing

AWARENES, MYSTERY, VALUE is the agreed syllabus from Bristol local authority. Kapow RE has been carefully mapped against it and fully meets the requirements.