



Blackpool Gateway Academy

RELIGIOUS EDUCATION GUIDANCE

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FCAT

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BLACKPOOL GATEWAY ACADEMY RE SUBJECT GUIDANCE

OVERVIEW

At Blackpool Gateway Academy we teach RE through 'Kapow', Religious and Worldviews programme. The comprehensive scheme of work has been created to support staff by delivering RE through a three types of knowledge approach to teaching and learning:

- Disciplinary knowledge - 'ways of knowing' such as exploring artefacts or thinking theologically
- Substantive knowledge - 'knowing about' concepts and worldview-related knowledge
- Personal knowledge - 'knowing yourself' by understanding your own worldview, how it is formed and how it affects your learning

Developing skills in these strands will enable pupils to begin to form responses to Big Questions such as:

- Why are we here?
- Why do worldviews change?
- What is religion?
- How can worldviews be expressed?
- How do worldviews affect our daily lives?
- How can we live together in harmony when we have different worldviews?

At Gateway our aim is to develop a child's understanding of all world religions along with the value systems found in Britain. Our children enter Gateway with limited experience of other cultures and religions and this impacts how we deliver RE. We ensure that our children have the opportunity to understand religious traditions and to appreciate the cultural differences in Britain today and then reflect on their own experiences and develop a personal response to the fundamental questions of life. The knowledge approach that we have adopted allows children to make reasoned judgements about religious issues and respect for other peoples' views and to celebrate the diversity in society.

By the end of KS2, it is our intention that pupils are able to:

- Show understanding of the links between stories, beliefs and practices of faith communities.
- Show understanding and be able to reflect on how beliefs, practices and forms of expression influence individuals and communities and reflect on their similarities and differences.
- Present their own and others' views to challenging questions about belonging, meaning, purpose and truth.
- To transition to high school with the ability to Respond thoughtfully to ideas about community, values and respect

CURRICULUM INTENT

Our curriculum aims to develop deep thinkers who are open-minded about religion and worldviews. In line with our school development priorities, it aims to improve oracy by increasing pupils' ability to question and seek understanding from educational sources and teacher and peer knowledge.

Our curriculum is relevant to pupils, reflecting and preparing them for life in modern Britain. Pupils will secure a deep understanding of concepts in order to be able to make connections, ask and respond to challenging questions, learn to respect and appreciate worldviews that are different to their own and consider their personal preconceptions, responses and views. 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.

Government guidance states that RE must reflect that 'the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'. Our curriculum fulfils the aims of A Curriculum framework for Religious Education in England.

CURRICULUM IMPLEMENTATION

The Kapow Primary Religion and Worldview scheme three strands: Substantive knowledge, Disciplinary knowledge, Personal knowledge, are interwoven across all units to create lessons that build children's knowledge and understanding of religion and worldviews and use a range of 'ways of knowing'. Children will also be equipped to explore and express their preconceptions and personal worldviews through varied and engaging learning experiences. The units and lessons are carefully sequenced so that previous conceptual knowledge is returned to and built upon, with a weekly addition of 'Can I Still' to support 'Sticky Knowledge'. Children progress by developing and deepening their knowledge and understanding of concepts by experiencing them in a range of contexts. This can be seen in the [Religion and worldviews: Progression of knowledge and skills](#).

Children develop their awareness of religion and worldviews in Key stage 1, focusing on a smaller range of religions and worldviews represented in the UK, including Christianity. This will support children in building knowledge they can refer to throughout their learning in Key stage 2 while encountering a greater range of religions and worldviews and considering further the diverse nature of religious and non-religious lived experience.

Each unit includes overarching 'big questions' which will be revisited throughout the curriculum, allowing children to apply their learning across various concepts. These 'big questions' are:

- Why are we here?
- Why do worldviews change?
- What is religion?

- How can worldviews be expressed?
- How do worldviews affect our daily lives?
- How can we live together in harmony if we have different worldviews?

Additionally, a half termly focused inquiry question allows children to explore the content they are studying, make comparisons and links within and across religions and worldviews, and explore their personal views. Lessons are designed to be varied, engaging and hands-on, allowing children to learn and record their thoughts, answers and ideas in various ways. In each lesson, children will develop their knowledge and understanding of diverse religions and worldviews.

Guidance for adapting the learning is available for every lesson to ensure that all pupils can access lessons, and opportunities to stretch pupils' learning are available when required.

Strong subject knowledge is vital for staff to deliver a highly-effective and robust R&W curriculum. Each unit of lessons will focus on the key subject knowledge needed to deliver the curriculum, making links with prior learning and identifying possible misconceptions.

Throughout the units, children will learn skills to have respectful discussions and respond sensitively to one another. Our curriculum emphasises the importance of diverse representations within and across religions and worldviews, focusing on real people's lived experiences of their beliefs.

CURRICULUM IMPACT

The impact of teaching and learning using the Kapow scheme is monitored through both formative and summative assessment opportunities through a half termly 'quiz'. Each unit has a knowledge catcher, which is placed in the class floorbook at the beginning of each half termly topic.

Pupils will acquire a range of disciplinary skills and knowledge to enable them to succeed in their secondary education. They will be prepared for life in modern Britain, being able to interact with others from different religious and non-religious viewpoints in a respectful, knowledgeable and open-minded way. They will be curious learners who ask questions and make connections, confident to explore their personal worldview and have the skills to appreciate, evaluate and respond to religious, philosophical and ethical questions.

The expected impact of following the Kapow Primary Religion and worldviews scheme of work is that children will:

- Meet the relevant End of Key stage 1 and Key stage 2 requirements from the Curriculum framework for Religious Education for England.
- Understand some of the ways religions and worldviews are studied.
- Develop understanding of their relationship with the content studied, being able to talk about their assumptions and preconceptions.

- Build secure vocabulary which allows them to talk confidently and fluently about their learning.
- Answer questions about worldviews through investigating, interpreting, evaluating, applying and expressing.
 - Talk about the similarities and differences between their own and others' beliefs with respect and open mindedness.
- Understand the lived experiences of religious and non-religious worldviews to be diverse within and between people and communities.
 - Develop an understanding of the ways in which personal and organised worldviews may develop and change across time and place.

We measure the impact of RE by:

- ensuring the curriculum for RE is well-constructed and well-taught
- all pupils, including those deemed disadvantaged, open to adversities and with SEND, acquire the knowledge and cultural capital they need to succeed in life
- pupils are making progress in that they know more, remember more (sticky knowledge) and are able to do more - they are learning what is intended in the agreed syllabus - so that learning in RE is building to the end points outlined earlier in the policy and that pupils are being prepared for their next stage of education
- Children will develop skills, beliefs and a respect for different cultures and religions that they will use beyond school and into adulthood.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC)

With the Ofsted inspection framework emphasising the opportunities children are offered for SMSC development, RE can be a key contributor. Therefore, SMSC opportunities are planned across all key stages and are mapped on an [overview grid for each year group](#).

Spiritual development	Moral development
<ul style="list-style-type: none"> • Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life • Knowledge of, and respect for, different people's faiths, feelings and values • Sense of enjoyment and fascination in learning about themselves, others and the world around them • Use of imagination and creativity in their learning • Willingness to reflect on their experiences 	<ul style="list-style-type: none"> • Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England • Understanding of the consequences of their behaviour and actions • Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

Social development	Cultural development
<ul style="list-style-type: none"> • Use of a range of social skills in different contexts, for example, working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds • Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively • Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain 	<ul style="list-style-type: none"> • Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain • Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities • Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities • Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

BRITISH VALUES

Since November 2014 all schools have been expected to actively promote the fundamental British values set out below. Religious Education is a key player in engendering knowledge and understanding which can lead to tolerance and respect for others and their beliefs. It does not, however, teach children to passively accept, but rather encourages evaluation and critical thinking, equipping them to consider belief positions they encounter. Our curriculum supports teachers in promoting these values:

Democracy	Rule of law	Individual liberty	Mutual respect	Tolerance of those with different faiths and beliefs
We all have a voice within school and society.	We understand that rules and laws are there to keep everyone safe and happy and we respect them.	We know our human rights and responsibilities and are aware that we have freedom to make our own choices in life.	We respect others and expect them to show us respect.	We respect and appreciate diversity and understand that everybody has different views and beliefs.
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SECURING CULTURAL CAPITAL

In order to provide our children with rich and full experiences in RE, we provide the children with real life opportunities that will develop their spiritual and moral understanding and present them with opportunities they may not otherwise be exposed to. In some ways, this can address social

disadvantage. Some of these opportunities include:

- Visits from different faith communities throughout the year.
- Various out of school visits to local places of worship.
- Experience days where children are given the opportunity to take part in different faith celebrations and festivals.

INCLUSION

(including SEND, EAL, Disadvantaged)

At Blackpool Gateway Academy we provide a broad and balanced curriculum for ALL our children. As a school we are committed to providing a high quality education to all the children living in our local area. We recognise that pupils learn at different rates and there are many factors which can affect their achievement. We want to produce an inclusive environment and raise the aspirations of and expectations for all pupils including disadvantaged pupils, pupils with SEND and those who do not speak English as their primary language. Lessons are designed so these pupils can take part alongside their peers developing their knowledge and understanding at an appropriate level and speed and work is adapted in order to achieve this.

Where necessary, teachers will use interventions to help pupils improve their attainment. , Interventions usually consist of:

- Support from staff within class.
- Adaptation - resources provided to meet their individual needs.
- Group work with peers to build confidence and knowledge.
- Visual prompts

All children are encouraged to share and present their own experiences and views and those pupils working beyond age related expectations are identified and challenged through their learning.

NURTURE

The ongoing work and ethos of Nurture that supports all children's learning and behaviour at Gateway threads into our RE policy. All teaching staff will skillfully nurture and support children where needed to remove barriers to learning. To offer social and emotional support within the school environment for every child is the most effective way to address any unmet social, emotional, behavioural and mental health needs of children and young people. Through a nurturing experience children become more socially adept, emotionally resilient and self-confident. Nurturing children allows them to learn how to engage with their peers and to take pride in their achievements. Consequently, pupils' learning outcomes are more successfully met.

All staff will refer to the Nurture Principles and the **features of effective practice** to support teaching and learning in RE.

MONITORING OF PLANNING, TEACHING AND LEARNING

Monitoring is carried out by subject leaders and members of SLT through walkthroughs, book looks and discussions with staff and children. Any actions or improvements required are recorded and acted upon to enable us to provide the highest quality RE teaching for our children.

- lesson observations (carried out by SLT and subject lead)
- floor book scrutiny
- pupil voice and teacher questioning
- classroom environment monitoring and learning walks, with an emphasis on high expectations and good questioning

RE ASSESSMENT

RE falls in line with our Marking and Feedback policy within school. Weekly, ongoing assessment allows teachers to inform their planning and plan effectively to teach any gaps so that children who are falling behind are identified quickly and receive intervention. Additionally, pupils will complete a formative and summative assessment in the form of a half termly 'quiz'. The multiple choice quizzes are identical in delivery and will identify progress made throughout each topic. This will inform class teachers' Data Capture and pupils' school reports.

INFORMATION FOR PARENTS

Parents and Carers can use the Parents and Carer Curriculum Overview (see additional documents) to inform them of a summary of key Religion and Worldviews learning for Year 1 to Year 6.

RIGHT TO WITHDRAW

Every pupil has a legal entitlement to RE. RE is a necessary part of a 'broad and balanced curriculum' and is provided for all pupils at Blackpool Gateway Academy. The right to withdraw was first granted in 1944 when curricular RE was called 'Religious Instruction' and carried with it an undertone of induction into the Christian faith. RE is very different now – open, broad and exploring a range of religious and non-religious worldviews. Parents have the right to withdraw their child from RE on the grounds that they wish to provide their own RE. This provision will be the parents' responsibility.

If parents are considering withdrawal, please contact Mrs Kadriu, the RE lead, to arrange a discussion about the religious issues parents have objections to their child being taught about.

Important - limitations to withdraw

- If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching. A pupil may be required to work in another area of the school, such as the library or break out area.
- Whilst parents or carers have a right to withdraw children from RE, they should note that children may also encounter religions and beliefs and wider aspects of faith in other areas of the curriculum from which there is no right of withdrawal.
- On occasion, spontaneous questions about religious matters are raised by pupils or issues related to religion arise in other curriculum subjects such as history or citizenship (PSHE) For example, schools promote community cohesion and help pupils to understand ideas about identity and diversity, feelings and emotions within both religious and non-religious contexts.