



RELIGIOUS EDUCATION AT HC



Our RE curriculum aims to enable children to think critically about religion and to be culturally aware of the many beliefs in the UK. We aspire for children to be respectful citizens whilst also considering their own faith and beliefs.



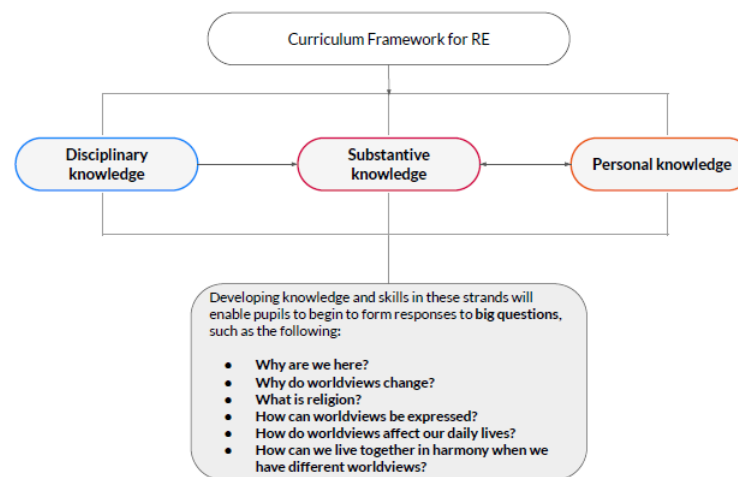
Big Ideas



- **Investigating facets of religion** (places of worship, artefacts, symbols, holy scripture)
- **Religious story telling** (investigating scripture and inferring messages and morals)
- **Commitment** (exploring why people do the things they do)
- **Philosophy** (posing questions, thinking deeply and forming respectful opinions)



Organisation and Sequencing



Links with other subjects



- Lessons investigate religious scripture where children read and are read to
- Oral discussion regarding religious teaching points
- Respectful speaking and listening is practised throughout all age phases
- Outcomes may be assessed through writing



Retrieval Practice



- Knowledge, skills and vocabulary identified
- Knowledge organisers used to support recall and retention
- Low stakes quizzing with sticky knowledge quizzes to develop long term memory
- Key concepts identified (above) are revisited
- Key ideas are investigated by considering what they are and what they are not
- Links across year groups for retrieval of knowledge



Assessment/Intervention



- Pupil and staff voice tells us what is working well.
- Gaps are identified through end of unit assessments, enquiries, assessment for learning in lessons and outcomes of retrieval practice.
- Rapid responsive intervention takes place in the form of pre-learning and personalised provision.
- Intervention can simply be adapted questions, scaffolds, additional/less instructions



Accessibility



Everyone has access to the RE curriculum at the same pace.

Support is provided for those learners who require it- scaffolds are used to develop a secure understanding.

Consideration is given for learners who grasp concepts more rapidly- questions are used to deepen learning

A spiral curriculum

Kapow Primary's Religion and worldviews scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical:** In each unit, pupils develop disciplinary, substantive and personal knowledge building on these through the study of concepts and religious & non-religious worldviews.
- ✓ **Increasing depth:** Each time a concept, religion or worldview is revisited, it is covered with greater complexity and in varying contexts. Progression within units and between year groups includes:
 - studying teachings, beliefs, practices and experiences in more detail.
 - moving from local to national and then global contexts.
 - making and explaining more, increasing subtle links.
 - identifying and discussing diversity within and between religions and worldviews.
 - grappling with increasingly complex and sometimes controversial ideas (including through our big questions).
- ✓ **Prior knowledge:** Upon returning to each concept, religion or worldview pupils use prior knowledge to build on previous foundations, rather than starting again.



What is the statutory guidance for RE?

National Curriculum 2013

The National curriculum states on page four the legal requirement that:

'Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils; and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

All state schools ... must teach religious education ... All schools must publish their curriculum by subject and academic year online'.

Please note - there is not a National Curriculum for RE.

RE is locally determined, not nationally

The Education Act 1996 (Section 375)

'Every agreed syllabus shall reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.'

School Standards and Framework Act 1998

Local Agreed syllabus (Schedule 19)

Community schools and any foundation and voluntary schools without a religious character are required to 'give provision for religious education in accordance with an agreed syllabus'.

This local Agreed Syllabus is determined by the SACRE (Standing Advisory Council for Religious Education) in your area and is **statutory**. Many SACRE's use the non-statutory document [A curriculum framework for Religious Education in England](#) as the framework upon which their Agreed Syllabi are developed.

Right to withdraw (Section 71)

Parents may withdraw their children from RE lessons or any part of the RE curriculum and the school has a duty to supervise them. Please see [Religious Education in schools: Non-statutory guidance \(2010\)](#) p.27-30 for more information.

What are worldviews?

Every person has their own worldview, their way of looking at and explaining life and the world. This may be religious or non-religious, organised or personal.

Organised worldviews are an established philosophy, attitude or set of beliefs with a group of believers or followers and may include certain practices. Christianity is an example of a religious, organised worldview. Humanism is an example of a non-religious organised worldview. Although organised worldviews have an established set of beliefs, there will be variations in the way individuals interpret and practise these beliefs.

Personal worldviews are an individual's view of life and the world. They take different ideas and beliefs from religion, experience, and others' worldviews and often change over time. A personal worldview may be in line with an organised worldview, may agree with some elements but disagree with others or may be a mix of many religious and non-religious worldviews.

Which worldviews will be covered?

The Kapow Primary Religion and worldviews curriculum covers a number of organised worldviews with increasing depth and breadth. In line with government guidance and Census 2021 information, the curriculum will 'reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.' Please note that this does not mean that more than 50% of curriculum time should be spent on the teaching of Christianity and Ofsted refer to this as being a common misinterpretation of the guidance in the Ofsted research review series: Religious education.

Exploring concepts through an enquiry based approach, children will investigate a variety of worldviews, including but not limited to:



Christian



Muslim



Hindu



Sikh



Jewish



Buddhist



Humanist