



Our Vision

Our vision is that every child will fulfil their potential, flourish as individuals who are prepared for the next stage of their life, growing as responsible citizens and lifelong learners.

Our Ethos

Putting the needs of every child at the heart of everything we think, say and do.

our Values

Respect, Equality, Resilience, Courage, Awareness and Collaboration

R.E. Curriculum at Culverstone Green Primary School

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Respect	Awareness	Equality	Collaboration	Courage	Resilience
Term 1	How did the world begin?	Why do we need to give thanks?	What makes us human?	Are all religions equal?	Why do people have to stand up to what they believe in?	Why does religion look different around the world?
Term 2	What do some people believe God looks like?	What do candles mean to people?	Where do our morals come from?	What makes some texts sacred?	Why doesn't Christianity look the same?	
Term 3	What is God's job?	How do we know some people have a special connection to God?	Is scripture central to religion?	Just how important are our beliefs?	What happens when we die?	Why does religion look different around the world?
Term 4	Why should we care for the world?	What is a prophet?	What happens if we do wrong?	Who was Jesus really?		Why is there suffering?

Term 5	How do we know that new babies are special?	How do some people talk to God?	Why is water symbolic?	Why is the Bible the best-selling book of all time?	Who should get to be in charge?	
Term 6	Why should we care for others?	Where do some people talk to God?	Why is fire used ceremonially?	Does the language of scripture matter?	Why are some places in the world significant to believers?	What place does religion have in the world today?

Intent

At Culverstone Green Primary School, we aim to develop deep, critical thinkers, who are open-minded about religion and worldviews and therefore, we have chosen to follow Kapow Primary's Religion and Worldviews curriculum.

This curriculum is relevant to our children, reflecting diversity and preparing them for life in modern Britain. Through this curriculum, our aim is for every child to 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.

Children will build their conceptual knowledge through studying religions and worldviews locally, nationally, and globally in this 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, children 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.

Kapow Primary's Religion and Worldview scheme of work meets government guidance, which 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'.

Implementation

The Kapow Primary Religion and Worldviews scheme has the following three strands running through it: substantive knowledge (conceptual and worldviews related), disciplinary knowledge, and personal knowledge.

These strands are interwoven across all units to create lessons that build children's conceptual knowledge and understanding of religion and worldviews (substantive knowledge) and use a range of disciplinary lenses. Children will also be equipped to explore and express their preconceptions, personal worldviews and positionality (personal knowledge) through varied and engaged learning experiences. The Kapow Primary Religion and worldviews scheme follows the spiral curriculum model, where units and lessons are carefully sequenced so that previous conceptual knowledge is returned to and built upon. Children progress by developing and deepening their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of contexts.

Children encounter a wide range of religions and worldviews throughout KS2, considering further the diverse nature of religious and non-religious lived experiences. Each half term, our curriculum newsletters to families highlight the religions that will be used in the unit's learning.

Each unit includes overarching 'big questions', which will be revisited in progressive ways throughout the course of the curriculum. This allows children to apply the breadth and depth of 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?

A more specific, focused enquiry question frames the learning across each unit. Both the 'big questions' and the focused enquiry question will enable 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 participate in activities involving disciplinary and substantive concepts, developing their knowledge and understanding of diverse religions and worldviews.

Guidance for adapting the learning is available for every lesson to ensure that every child can access lessons, and opportunities to stretch children's learning are available when required. Knowledge organisers support children in developing conceptual knowledge and schemata by summarising the key concepts covered in a unit and linking these to examples covered.

Strong subject knowledge is vital for staff to deliver a highly effective and robust religion and worldviews 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.

Kapow has been created with the understanding that some teachers do not feel confident delivering the R&W curriculum, and every effort has been made to ensure that they feel supported to deliver lessons of high quality with confidence. The nature of this learning means that controversial and sensitive issues will be taught and discussed in some units or may come up when not directly part of a planned lesson.

Throughout the units, children will learn skills to have respectful discussions and respond sensitively to one another; in fact, every unit of learning begins with a lesson on respect to support this, tying in our school values too. Teacher CPD resources will include guidance on how to facilitate such discussions and how to answer and respond to controversial or sensitive questions and viewpoints. The Kapow Primary Religion and Worldviews curriculum emphasises the importance of diverse representations within and across religions and worldviews, focusing on real people's lived experiences of their beliefs.

Impact

The impact of Kapow R&W scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing children against the learning objectives. Furthermore, each unit has a unit quiz, which is used at the end of the unit to provide a summative assessment.

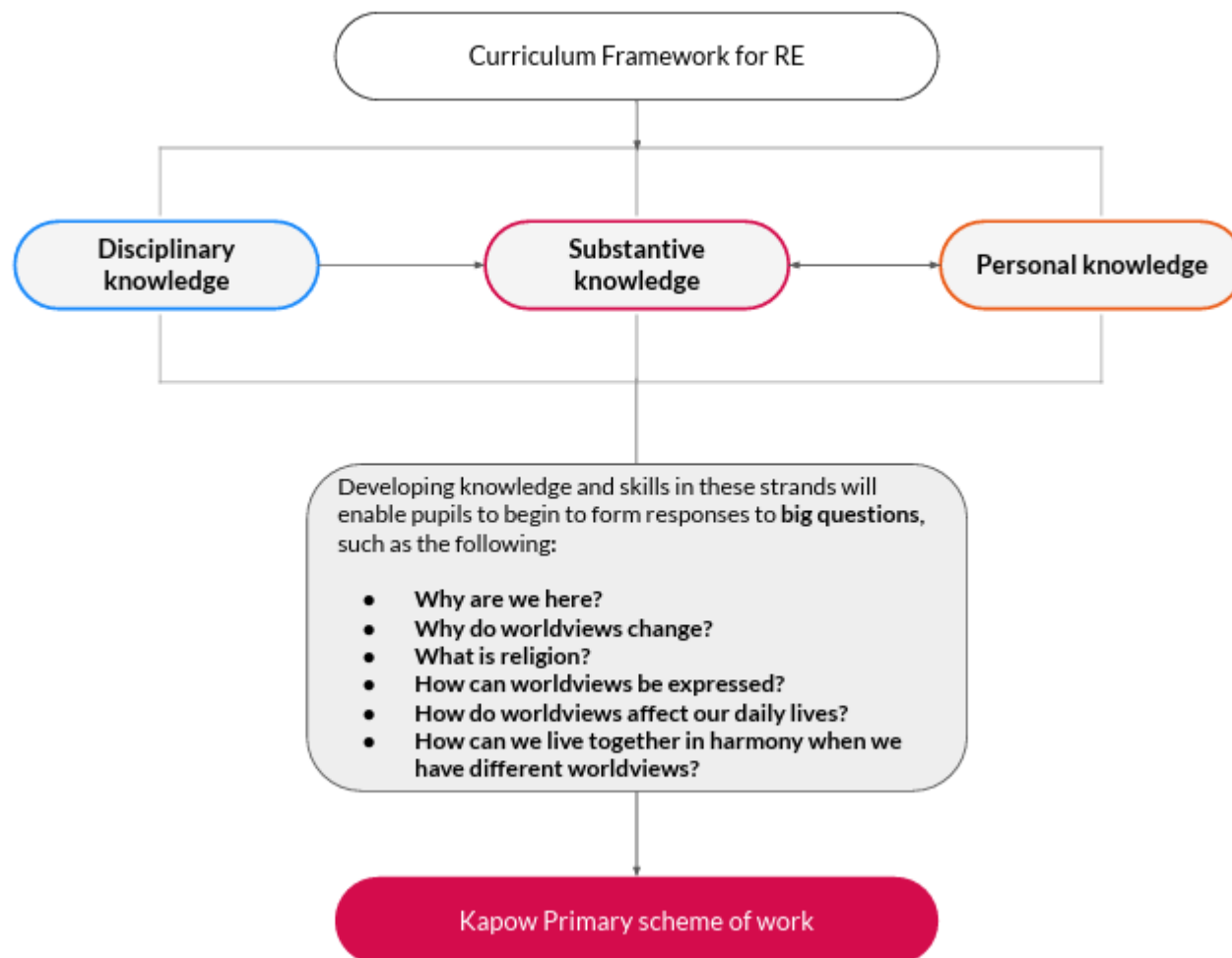
After the implementation of the Kapow Primary Religion and Worldviews curriculum, children will be equipped with a range of disciplinary skills and knowledge to enable them to succeed in their secondary education. They will be prepared for life in modern Britain, being able to interact with others from different religious and non religious viewpoints in a respectful, knowledgeable, and open-minded way. They will be enquiring learners who ask questions and make connections. They will be 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:

1. Know and understand religious concepts relating to beliefs, practices, community and belonging, and wisdom and guidance.
2. Develop an understanding of the influence of organised and personal worldviews on individuals, communities, countries and globally.
3. Understand some of the ways religions and worldviews are studied (disciplinary knowledge).
4. Develop understanding of their relationship with the content studied, being able to talk about their assumptions and preconceptions (personal knowledge).
5. Build secure vocabulary which allows them to talk confidently and fluently about their learning.
6. Answer questions about worldviews through an enquiry-based approach including investigating, interpreting, evaluating, applying and expressing.
7. Talk about the similarities and differences between their own and others' beliefs with respect and open mindedness.
8. Understand the lived experiences of religious and non-religious worldviews to be diverse within and between people and communities.
9. Develop an understanding of the ways in which personal and organised worldviews may develop and change across time and place.

The Subject Leader monitors R.E. through learning walks, book looks, observations and ensures staff have the CPD needed to deliver the D.T. Curriculum.

How is the Religion and worldviews scheme of work organised?



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

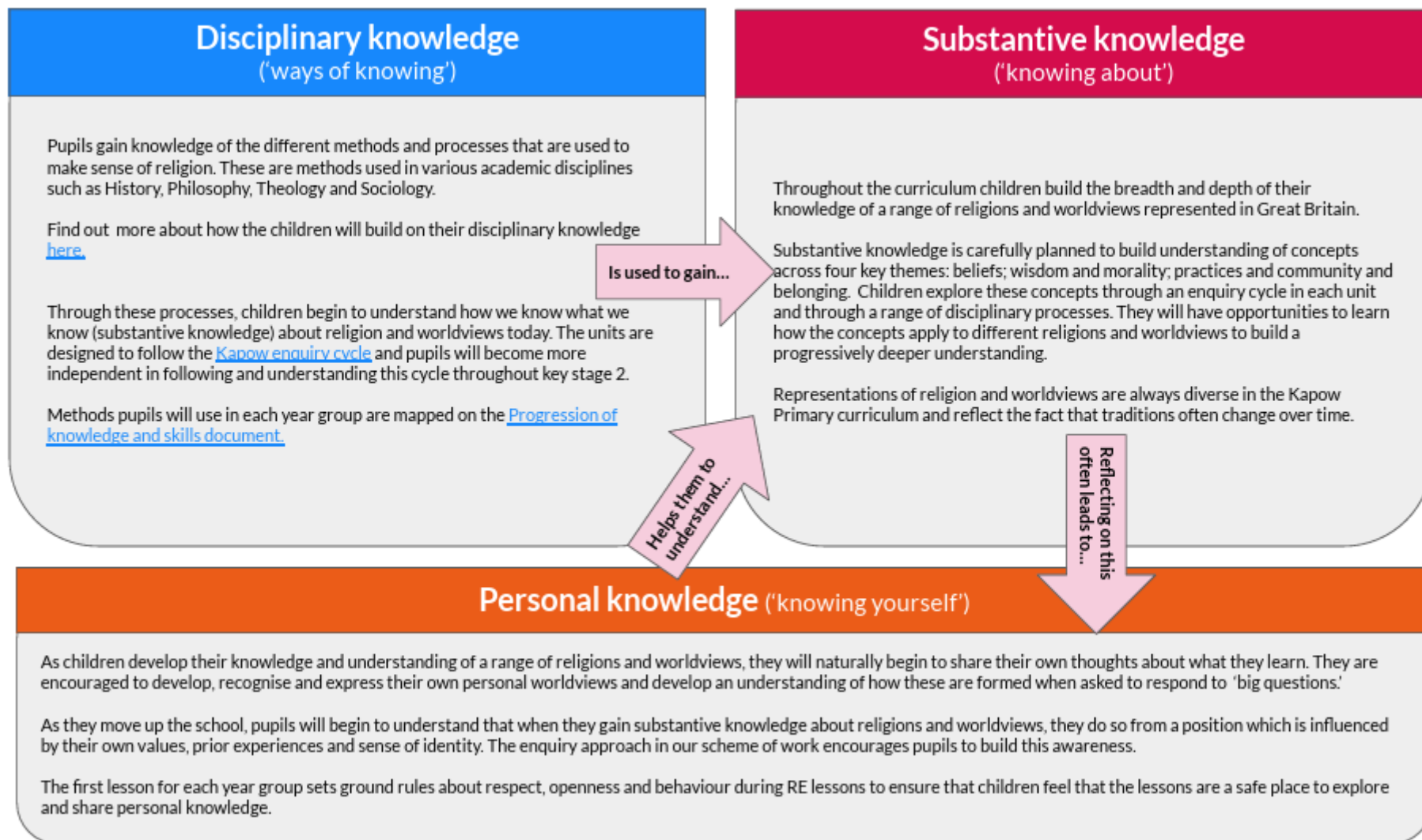


Humanist

		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>	<u>What do some people believe God looks like?</u>	<u>What is God's job?</u>	<u>Why should we care for the world?</u>	<u>How do we know that new babies are special?</u>	<u>Why should we care for others?</u>
		Christian, Jewish, Hindu	Christian, Hindu, Muslim	Jewish, Zoroastrianist, Muslim, Hindu, Christian	Jewish, Muslim, Hindu, Jain, Humanist	Muslim, Hindu, Christian, Humanist	Sikh, Christian, Jewish, Muslim, Humansit
<u>Why do we need to give thanks?</u>		<u>What do candles mean to people?</u>	<u>How do we know some people have a special connection to God?</u>	<u>What is a prophet?</u>	<u>How do some people talk to God?</u>	<u>Where do some people talk to God?</u>	
Hindu, Christian, Humanist		Christian, Hindu, Jewish	Sikh, Muslim, Christian, Jewish, Hindu	Christian, Muslim, Jewish, Sikh	Muslim, Jewish, Hindu	Hindu, Alevi, Muslim, Sikh	

		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>	<u>Is scripture central to religion?</u>	<u>What happens if we do wrong?</u>	<u>Why is water symbolic?</u>	<u>Why is fire used ceremonially?</u>
		Hindu, Christian, Buddhist, Humanist	Christian/Jewish, Buddhist, Muslim, Hindu, Humanist	Jewish, Muslim, Christian,	Hindu, Muslim, Humanist, Christian, Jewish	Christian, Sikh, Muslim, Shinto	Hindu/Sikh, Zoroastrianist
Year 4		<u>Are all religions equal?</u>	<u>What makes some texts sacred?</u>	<u>Just how important are our beliefs?</u>	<u>Who was Jesus really?</u>	<u>Why is the Bible the best-selling book of all time?</u>	<u>Does the language of scripture matter?</u>
		Bahá'í, Sikh, Hindu,	Sikh, Hindu, Buddhist	Sikh, Muslim, Jewish, Hindu, Christian	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>	<u>What happens when we die? (Part 1)</u>	<u>What happens when we die? (Part 2)</u>	<u>Who should get to be in charge?</u>	<u>Why are some places in the world significant to believers?</u>
		Christian, Muslim, Sikh	Christian	Jewish, Christian, Muslim Humanist	Hindu, Buddhist, Sikh	Muslim, Sikh, Christian	Christian, Jewish, Buddhist, Muslim, Sikh and Hindu
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>	<u>Why is it better to be there in person?</u>	<u>Why is there suffering? (Part 1)</u>	<u>Why is there suffering? (Part 2)</u>	<u>What place does religion have in our world today?</u>
		Jewish, Muslim, Christian	Hindu, Sikh, Buddhist, Jain	Muslim, Jewish, Christian, Humanist	Jewish, Christian, Zoroastrianist, Buddhist	Shinto, Buddhist, Sikh Humanist	Multiple worldviews

The interplay between different types of knowledge in RE



What are the concepts covered in this scheme?

The Kapow Primary scheme builds children's knowledge of religious concepts through combining substantive, disciplinary and personal knowledge in an enquiry based approach. These concepts are grouped into four key concepts areas: beliefs, practices, wisdom and morality, and community and belonging. Within each key concept area, specific concepts are covered progressively as children move through the scheme.



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.

