



Religious Education at Lower Heath CE Primary School

Intent	
<p>Our Religious Education (RE) Curriculum</p>	<p>“In a diverse world filled with a plethora of religious and non-religious world views, young people need to knowledge and skills to navigate their futures. By understanding other perspectives, ways of living and identities students will learn how to approach difference with an open mind.” Adrian Black, Chair of Shropshire SACRE</p> <p>As a Church of England school, RE plays an integral part of the curriculum at Lower Heath. We aim for RE to engage and challenge our pupils to answer ‘big’ questions.</p> <p>At Lower Heath, we aim to deliver an RE curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, which includes the ways in which it is unique and diverse. We provide meaningful and informed dialogue with a range of religions and worldviews.</p> <p>We aim to develop deep thinkers who are open-minded about religion and worldviews. We ensure our curriculum is relevant to pupils, reflecting and preparing them for life in modern Britain. Through the scheme, children 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.</p> <p>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.</p> <p>Our RE curriculum gives opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews. Pupils explore how these may change in different times, places and cultures.</p> <p>Children learn that everyone has a worldview; that is everyone experiences the world through their own background and context. A worldview is a person’s way of understanding, experiencing, and responding to the world - it can be influenced by many elements including our education, the social media we engage with, the news we listen to, our political persuasion, the views of our friends and family, and our experiences of religion. It can include ideas around God, nature, ethics, life and death, equality, identity, and even the nature of reality. A person’s worldview may be religious or non-religious and may even be a mix of both. Our worldview may also be changing in response to the world and our experiences.</p>

	<p>We aim to enable children to:</p> <ul style="list-style-type: none"> - reflect on their own beliefs - reflect upon the experiences and mysteries of life and to recognise the significance of awe and wonder in religious belief - develop an understanding and knowledge of Christian beliefs in a way that relates to their lives - learn from religious and ethical teaching enabling reasoned and informed judgements on religious moral issues - recognise and respect the religious moral choices of others - develop a respect and understanding of other religions, cultures and traditions - be confident to challenge and be challenged through informed discussion - develop a caring attitude to members of the school and wider community - develop a sense of responsibility towards the environment
<p>Key Knowledge</p>	<p>‘Substantive Knowledge’: knowledge about various religious and non-religious traditions</p> <p>‘Ways of Knowing’: pupils learn ‘how to know’ about religion and non-religion</p> <p>‘Personal Knowledge’: pupils build an awareness of their own presuppositions and values about the religious and non-religious traditions they study</p>
<p>GOLDEN THREAD- EQUALITY, DIVERSITY, INCLUSION AND BELONGING</p>	<p>In this thread, we develop a culture of inclusion for all, where everyone feels proud of their identity and is able to participate fully in school life. Children are taught similarities and differences of a number of faiths and beliefs. They explore examples of tolerance and intolerance of religion through history and develop an understanding of the importance of respecting the religious choices of others.</p>
<p>Implementation</p>	
<p>The curriculum for this subject area is designed using...</p>	<p>At Lower Heath we follow the Kapow Primary Religion and Worldviews Scheme of work which complies with the requirements of the Shropshire Agreed Syllabus.</p> <p>The key knowledge 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 engaging learning experiences.</p>
<p>Curriculum coverage in this area is progressive. We ensure this by...</p>	<p>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. This can be seen in the Religion and worldviews: Progression of knowledge and skills.</p> <p>Children begin to develop their awareness of religion and worldviews by focusing on conceptual knowledge through the study of a limited 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.</p> <p>Each unit includes overarching ‘big questions’ which will be revisited throughout key stage 1, lower key stage 2 and upper key Stage 2, allowing</p>

	<p>children to apply the breadth and depth of their learning across various concepts.</p> <p>These ‘big questions’ are:</p> <ul style="list-style-type: none"> - 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? <p>A more specific, focused enquiry question frames the learning across each unit. Both the ‘big questions’ and the focused enquiry question will allow children to explore the content they are studying, make comparisons and links within and across religions and worldviews, and explore their personal views.</p> <p>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.</p> <p>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.</p> <p>Each unit has outcomes related to the three elements of the approach (Making Sense of Beliefs, Understanding the Impact and Making Connections), relating specifically to the content of the unit, and building towards enabling pupils to achieve the end of phase outcomes.</p>
<p>Different year groups, and different abilities within a class, are catered for by...</p>	<p>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. Knowledge organisers support pupils in developing conceptual knowledge and schemata by summarising the key concepts covered in a unit and linking these to examples covered.</p>
<p>Trips, visits and the local community support this subject by...</p>	<p>Children visit church at least once every term, and visit places of worship from other religions on a rolling programme to fit in with curriculum teaching.</p> <p>Parents are involved in visits to church, and local members of the clergy are involved in the delivery of RE.</p> <p>The curriculum is also enriched with courageous advocacy and taking part in ‘Interfaith Week’, which allow children to explore an RE concept, theme, or festival in more detail, producing outcomes which they have greater control over, such as pieces of art work and presentations for external audiences.</p>
<p>The subject is assessed by...</p>	<p>Assessment takes place through teacher assessment, and children are closely measured against the outcomes expected from each unit, as at/above/below the expected standard.</p>
<p>The subject is monitored through...</p>	<p>RE books are checked in conjunction with pupil discussions, which record the impact which RE teaching (along with worship, and other elements of our school which are distinctly Christian) is having on our pupils.</p> <p>At the end of each unit, an assessment takes place which indicates how secure each child is in the key objectives within the core concept for that half term, and progress is monitored by checking assessment documents alongside pupils’ work and the learning observed during lessons.</p>
<p>Staff development in this subject includes...</p>	<p>Strong subject knowledge is vital for staff to deliver a highly-effective and robust RE 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</p>

	<p>understanding that some teachers do not feel confident delivering the RE curriculum, and every effort has been made to ensure that they feel supported to deliver lessons of high quality with confidence. There are teacher 'help' videos for each unit as well as further reading to develop staff confidence.</p> <p>The nature of RE 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. 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</p> <p>Training for foundation subjects continues on a rolling programme of staff meeting sessions, with regular opportunities to liaise with teachers across the trust who deliver the same programme, and with RE specialists within the trust secondary schools.</p>
Impact	
<p>In RE books, you will see...</p>	<p>An RE lesson takes place each week, so this will be documented in pupils' books. However, for younger children (and at times, for older children), the learning which takes place in RE may be very practical, and documented in a class book and through display work.</p>
<p>What is the impact of our RE curriculum?</p>	<p>The impact of Kapow Primary's scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a unit quiz and a knowledge catcher, which can be used at the end of the unit to provide a summative assessment. After the implementation of the Kapow Primary Religion and worldviews curriculum, pupils 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.</p> <p>The expected impact of following the Kapow Primary Religion and worldviews scheme of work is that children will:</p> <ul style="list-style-type: none"> ● Know and understand religious concepts relating to beliefs, practices, community and belonging, and wisdom and guidance. ● Develop an understanding of the influence of organised and personal worldviews on individuals, communities, countries and globally. ● Understand some of the ways religions and worldviews are studied (disciplinary knowledge). ● Develop understanding of their relationship with the content studied, being able to talk about their assumptions and preconceptions (personal knowledge). ● Build secure vocabulary which allows them to talk confidently and fluently about their learning. ● Answer questions about worldviews through an enquiry-based approach including 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.