

Stoneraise School Curriculum Statement



Subject: RE

Subject Leader: Clem Coady

Overarching Curriculum Statement

At Stoneraise School, our vision statement is, 'Living and learning together to care for each other and our world.' Our curriculum has been designed to focus the children's learning on this statement. We are based on the rural outskirts of the historic city of Carlisle and the majority of our pupils travel from local housing estates within the city. We try to make the very most of our beautiful surroundings at every opportunity. From Hadrian's Wall to the mountains of the Lake District, we ensure that our children gain an awe of the majestic landscape on our doorstep. Developing friendships, keeping ourselves safe and preparing our children to be the 'citizens of tomorrow' are all key parts of our curriculum as we follow the journey on our 'Pathway to Success'.

Our curriculum ensures excellent coverage of the National Curriculum (Years 1-6) and Foundation Stage Early Years Curriculum (Reception children). We have fully embraced the higher expectations set out in both curriculums and have devised our own units of work for each subject area so that we can ensure a sound progression of learning. We also have a core team of specialist teachers who are passionate about their curriculum area; these teachers work with different groups of children each year. Our team includes PE, music, art and computing specialists.

Our 'Sticky Knowledge' approach is used to help children to be aware of what they will learn through each unit or topic and help staff and pupils to make an assessment of what has been learned. We share key knowledge that we would like to 'stick' in the children's long term memory, present vital vocabulary they will come across to encourage the children to expand and develop their use of a wide range of words. Sticky notes (which include word banks, diagrams and other important information) are often used to support the children in the short term in their learning.

Subject Curriculum Statement

Religious Education forms a cornerstone of our curriculum. Often allowing for personal reflection and understanding of our place in the world. Children will learn about 6 major world religions as well as visiting places of worship from different religions.

Intent

Our curriculum aims to develop deep thinkers who are open-minded about religion and worldviews. We aim to ensure that our R&W 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.

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.

Kapow Primary's R&W scheme of work enables pupils to meet the 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'. Our scheme has been designed to fulfill the aims of [A Curriculum framework for Religious Education in England](#).

Implementation

Reflecting the findings of the Ofsted [Research review series: religious education](#) our scheme has the following three strands running through it:

- ✓ [Substantive knowledge \(conceptual and worldviews related\)](#).
- ✓ [Disciplinary knowledge](#).
- ✓ [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 engaging 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. This can be seen in the [Religion and worldviews: Progression of knowledge and skills](#).

Children begin to develop their awareness of religion and worldviews in Key stage 1, 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.

Each unit includes overarching 'big questions' which will be revisited throughout key stage 1, lower key stage 2 and upper key Stage 2, allowing 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 allow 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 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.

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. 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 R&W 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.

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.

Scheme of Work Selection

After collaboration and exploring a variety of different schemes, we concluded a comprehensive scheme of work by Kapow complimented the local requirements for delivery of the RE curriculum.

CPD and Training

- Teachers have access to the CPD from the Discovery RE website
- Regular in-house training is provided by the Subject Leader

Assessment Strategy

- Formative assessment strategies include:
 - o Regular quizzes (Kahoot!, Google Forms, Quizziz)
 - o Review of work completed in class
 - o Questioning within class
- Summative assessment results are input into our tracking system (Insight Tracking) where school leaders are able to analyse the data. This data is shared with the following class teacher to ensure children who have gaps in their learning can have additional pre learning tasks.

Inclusive Curriculum

At Stoneraise School, we believe that every child can make progress and achieve. We ensure that our curriculum and the teaching and learning opportunities provided meet the needs of all of our pupils. We respond to pupils' diverse learning needs, and seek to identify potential barriers to learning quickly. We support parents through EHCP needs assessments and work closely with specialist teachers to ensure our curriculum is accessible. Targeted support through our Assess Plan Do Review cycle and resources are then used to ensure all pupils are engaged and confident learners. Pupils with SEND are monitored regularly and communication between pupils, parents, staff and external specialists underpins their success.

The role of governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management
 - both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches
 - through the school's self-review processes, which include reports from the headteacher, senior leaders and subject leaders, and a review of the continuing professional development of staff.

Monitoring and review of this curriculum document

Senior leaders monitor the school's curriculum planning and implementation so that we can take account of new initiatives, research or any changes in the curriculum. We will therefore review this policy every three years or sooner if required.

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

