



RE Policy

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Rationale

At Lyng Primary School, we use Kapow Primary's Religion and Worldviews Scheme of work to encourage and support an inclusive understanding of beliefs, foster critical thinking and respect for diverse perspectives among children.

Kapow Primary's Religion and worldviews curriculum aims to develop deep thinkers who are open-minded about religion and worldviews. Religion and worldviews 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.

Scarlett the spider is our RE expert



As chosen by the School Council, Scarlett the spider is our expert religious and worldview expert in school and represents our Lyng Learning Animals to allow the children to access learning in a fun and engaging manner.

The curriculum for RE aims to ensure that all pupils:

- **A. Know about and understand a range of religions and worldviews,**
So that they can:
 - describe, explain and analyze beliefs and practices, recognizing the diversity, which exists within and between communities and amongst individuals;
 - identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;
 - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
- **B. Express ideas and insights about the nature, significance and impact of religions and worldviews,**
So that they can:
 - explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
 - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
 - appreciate and appraise varied dimensions of religion or a worldview.
- **C. Gain and deploy the skills needed to engage seriously with religions and worldviews,**

So that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

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, organized or personal.

Which worldviews will be covered?

The Kapow Primary Religion and worldviews curriculum covers a number of organized worldviews with increasing depth and breadth.

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

Christian



Islam



Hinduism



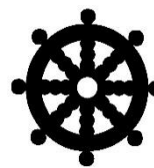
Sikhism



Judaism



Buddhism



Humanist



Our RE Curriculum is designed to allow pupils to develop the following key characteristics for RE.

KS1	KS2
<p>In RE I will aim to:</p> <p>Have a good understanding of religions and worldviews.</p> <p>Ask a range of questions.</p> <p>Work independently or as part of a group.</p> <p>Learn through a creative and imaginative curriculum.</p> <p>Link religion to my personal experiences.</p>	<p>In RE I will aim to:</p> <p>Have an outstanding level of understanding and knowledge of religions and worldviews.</p> <p>Ask relevant questions showing a good understanding of religion worldviews and its meaning.</p> <p>Understand and value the different religions and worldviews. Appreciate diversity between and within organized worldviews.</p> <p>Work independently and have the ability to think for myself through relevant questioning and investigations.</p> <p>Link personal experiences to the religions and its meaning and purpose.</p>

IMPLEMENTATION

The implementation of the curriculum relates to how the learning is going to be delivered across school, taking the intent of the learning, and translating it into a progressive and effective curriculum.

- ✓ 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 (ways of knowing). 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.

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.

The Kapow Primary Religion and worldviews curriculum emphasizes the importance of diverse representations within and across religions and worldviews, focusing on real people’s lived experiences of their beliefs.

Early Years Foundation Stage (EYFS)







In EYFS, children begin to talk about the beliefs of their immediate family and community, recognizing that people have different beliefs and celebrate special times in different ways. They listen to religious and modern day stories, compare, and contrast characters, including figures from the past. Children 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.

KS1

Year 1

<p><u>How did the world begin?</u></p>  <p>Christian, Jewish, Hindu (plus option to include locally represented worldview)</p>	<p><u>What do some people believe God looks like?</u></p>  <p>Christian, Hindu, Muslim</p>	<p><u>What is God's job?</u></p>  <p>Zoroastrianist, Muslim, Hindu, Christian</p>	<p><u>Why should we care for the world?</u></p>  <p>Jewish, Muslim, Hindu, Jain, Humanist</p>	<p><u>How do we know that new babies are special?</u></p>  <p>Muslim, Hindu, Humanist (plus option to include locally represented worldview)</p>	<p><u>Why should we care for others?</u></p>  <p>Christian, Jewish, Muslim, Bahá'í (plus option to include locally represented worldview)</p>
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Year 2







<p><u>Why do we need to give thanks?</u></p>  <p>Hindu, Christian, Humanist</p>	<p><u>What do candles mean to people?</u></p>  <p>Christian, Hindu, Jewish (plus option to include locally represented worldview)</p>	<p><u>How do we know some people were chosen in early life?</u></p>  <p>Sikh, Muslim, Christianity</p>	<p><u>What is a prophet?</u></p>  <p>Christian, Muslim, Jewish</p>	<p><u>How do some people talk to God?</u></p>  <p>Muslim, Jewish, Hindu</p>	<p><u>Where do some people talk to God?</u></p>  <p>Hindu, Alevi, Muslim, Sikh (plus option to include locally represented worldview)</p>
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KS2







Year 3

<p><u>What makes us human?</u></p>  <p>Hindu, Christian, Buddhist, Humanist</p>	<p><u>Where do our morals come from?</u></p>  <p>Christian/Jewish, Buddhist, Muslim, Hindu, Humanist</p>	<p><u>Are scriptures central to religion?</u></p>  <p>Jewish, Muslim, Christian, (plus option to include locally represented worldview)</p>	<p><u>What happens if we do wrong?</u></p>  <p>Hindu, Muslim, Humanist, Christian</p>	<p><u>Why is water Symbolic?</u></p>  <p>Christian, Sikh, Muslim, Shinto (plus option to include locally represented worldview)</p>	<p><u>Why is fire used ceremonially?</u></p>  <p>Hindu/Sikh, Zoroastrianist (plus option to include locally represented worldview)</p>
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Year 4

<p><u>Are all religions equal?</u></p>  <p>Bahá'í, Sikh, Hindu,</p>	<p><u>What makes some texts sacred?</u></p>  <p>Sikh, Hindu, Buddhist (plus option to include locally represented worldview)</p>	<p><u>Just how important are our beliefs?</u></p>  <p>Sikh, Muslim, Jewish (plus option to include locally represented worldview)</p>	<p><u>Who was Jesus?</u></p>  <p>Christian, Jewish, Muslim</p>	<p><u>Why is the Bible the best-selling book of all time?</u></p>  <p>Christian</p>	<p><u>Does the language of scripture matter?</u></p>  <p>Christian, Muslim, Jewish</p>
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Year 5

<p><u>Why do people have to stand up for what they believe in?</u></p>  <p>Christian, Muslim Sikh</p>	<p><u>Why doesn't Christianity always look the same?</u></p>  <p>Christian</p>	<p><u>What happens when we die? (Part 1)</u></p>  <p>Jewish, Christian, Muslim Humanist</p>	<p><u>What happens when we die? (Part 2)</u></p>  <p>Hindu, Buddhism (plus option to include locally represented worldview)</p>	<p><u>Who should get to be in charge?</u></p>  <p>Muslim, Sikh</p>	<p><u>Why are some places in the world significant to believers?</u></p>  <p>Christian, Jewish, Buddhist</p>
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Year 6

<p><u>Why does religion look different around the world (Part 1)</u></p>  <p>Jewish, Muslim, Christian (plus option to include locally represented worldview)</p>	<p><u>Why does religion look different around the world (Part 2)</u></p>  <p>Hindu, Sikh, Buddhist, Jain (plus option to include locally represented worldview)</p>	<p><u>Why is it better to be there in person?</u></p>  <p>Muslim, Hindu (plus option to include locally represented worldview)</p>	<p><u>Why is there suffering? (Part 1)</u></p>  <p>Muslim, Christian, Zoroastrianist</p>	<p><u>Why is there suffering? (Part 2)</u></p>  <p>Shinto, Buddhist, Sikh Humanist (plus option to include locally represented worldview)</p>	<p><u>What place does religion have in our world today?</u></p>  <p>Interfaith Student choice</p>
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Progression of knowledge and retention quizzes

As we revisit religions and worldviews in school, retrieval quizzes are used in lessons to encourage the pupils' retention of information over time.

CPD

Where appropriate, members of staff are sent on relevant courses. The content of these courses are then shared with the rest of the teaching staff. The impact of this training is monitored and recorded through the subject leader's leadership log.

Marking and feedback

RE lessons are marked in accordance with the marking policy (see marking policy).

Verbal feedback is given to the children throughout the lessons.

Resources

There are sufficient resources in school to enhance the teaching of RE. These resources are kept in the nursery building, as this is where the RE lead is based for all staff to access as and when needed.

Monitoring

RE is part of the foundation subject monitoring cycle, as part of this cycle lessons and books are monitored.

Pupil voice is also captured.

Drop in observations are to gauge the quality of teaching and the learning-taking place at Lyng. Areas to develop are then identified and suggestions given and shown on how to improve. During follow-ups, we are able to see Areas of Development acted upon.

Pupil conferencing is also conducted to gain a better understanding of the children's understanding of RE lessons and feedback can be shared with staff.

SEND

At Lyng Primary we ensure that all pupils have access to a broad and balanced curriculum. SEND pupils may be supported through word mats or cloze proses as part of our Word Aware approach and through additional modelling visible on tables. Where possible, visits and trips are organized to provide pupils with hands on experiences..

G&T

Gifted and Talented pupils are identified and recorded by class teachers on the whole school template. The record include those who are considered Gifted and Talented with regard to their RE knowledge. These are the pupils who teachers regularly challenge through their teaching, through becoming experts to share their personal knowledge and their understanding with the class. They are also challenged through killer questions that include questions or activities that challenge what the pupil is thinking.

IMPACT

Assessment and Moderation

Children's progress in RE is assessed through success criteria in lessons with the progress against these informing the feedback of that child's work. In addition to this at the end of every term the class teacher is expected to upload judgements of their progress and attainment to the SIMS tracker. Progress and retention of knowledge is monitored through regular quizzing and revisiting skills and vocabulary through the word wallets in every classroom.

Children are assessed as one of the following:

Code	Meaning	Support
U	Unable to assess	Not sufficient evidence to make a judgement.
E	Emerging	Heavily scaffolded – accessing the objective with resources.
D	Developing	Uses age appropriate scaffolding.
S	Secure	Independent application.
M	Mastered	Application outside the lesson independently.

Moderation of RE work occurs on a termly basis.

Celebration of learning through celebration assemblies

Harvest assemblies, and the gathering of Harvest, Diwali workshops, Eid celebrations.

Impact is measured through the learning journey in books and by pupil voice. The journey in books should reflect both the progress in skills and knowledge.

The impact of the RE leader is monitored through the leadership log template which is shared with a senior leader on a half termly basis.