



Religion and Worldviews



Intent

At All Saints, 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'.

We have also ensured that this platform is aligned to the [Pan Berkshire Syllabus](#), in line with local guidance.

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.

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.