

Primary Specification

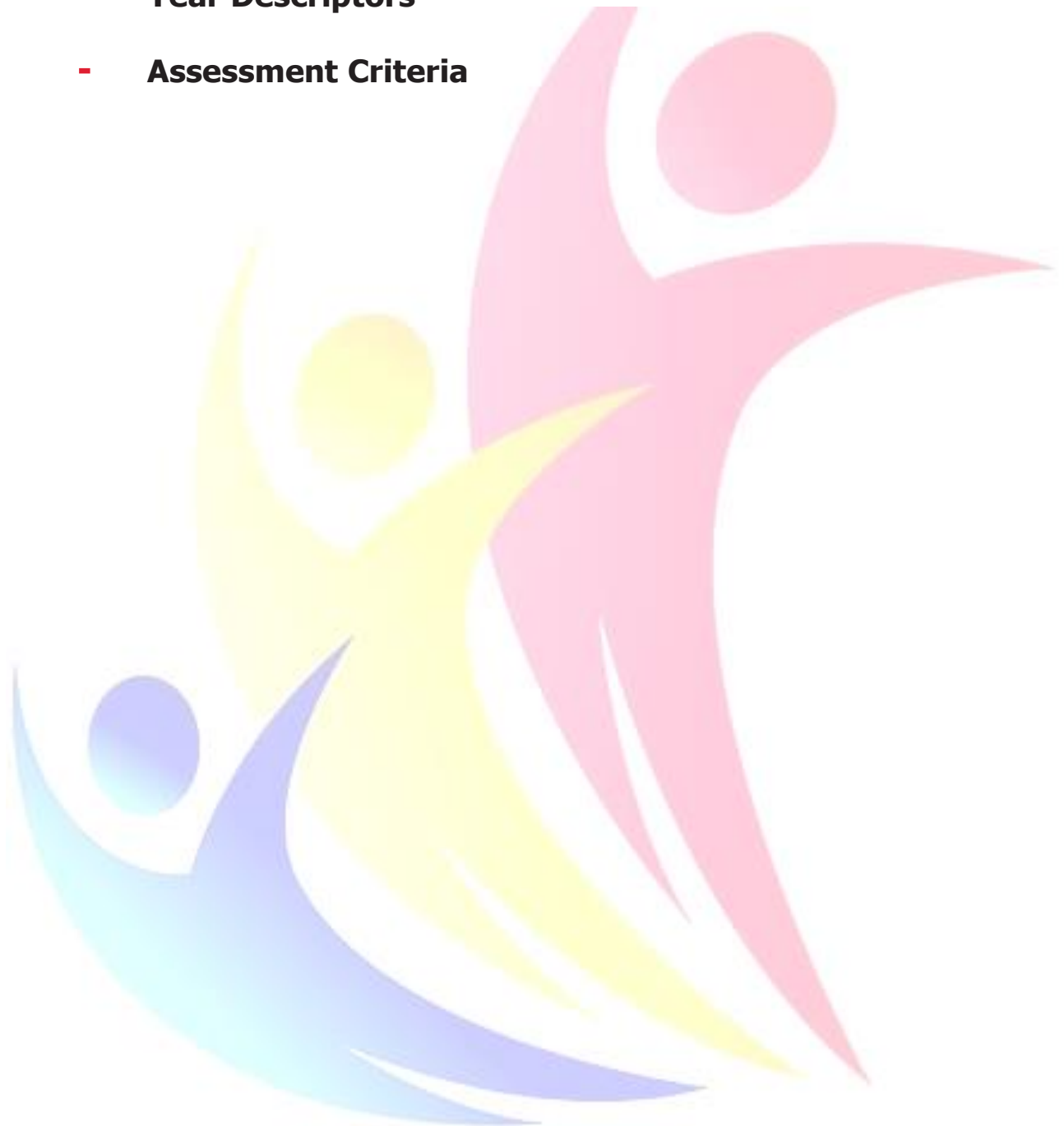


RE



CONTENTS:

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- **National Curriculum and Subject 3Is**
- **Summary of Subject Content**
- **Year Descriptors**
- **Assessment Criteria**



Trust Level

Children are matched against 'stage descriptors' (in other words what pupils are expected to know and be able to do in RE for their year group or phase) when being assessed by their teachers in their RE lessons. Where appropriate, teachers will provide opportunities for children to apply RE knowledge and skills in other curriculum areas and may use this information as part of their assessments. Teachers use this information to form an overall picture for each child, to determine whether they have met the stage descriptors for the end of their year group or phase.

School Level

Formal assessments may be administered in different ways depending on the school. E.g. gradings offered, end of unit mini assessments, knowledge review weeks, termly or half termly assessment periods etc.

In addition to formal assessments, schools will assess pupils informally in accordance with the schools guidelines. At school level the KS2 specification document for each subject will be supported by the school own planning documents/ portals which also include LTPs, MTPs, Schemes of work and associated

learning for each of the learning focusses of each half term in each year group. These provide resources.

Long Term Plans provide leaders, teachers, students and parents with the overview of the learning journey that occurs yearly. These are available on the school website.

Medium Term Plans map the outline more detailed information into the steps to facilitate a differentiated approach ensuring that content and skills are covered. The number of activities / objectives covered may vary dependent on the length of a half term and the frequency of lessons in a given subject. There are 5 planning cycles in the year. Autumn 1, Autumn 2, Spring, Summer 1 and Summer 2.

Schemes of Work may vary from subject to subject allowing the specialists in schools to develop suitable activities and topics ensuring ownership of planning for progress. Please note that no external schemes are followed to the book and when used, are merely a starting point for start.

SOW – Guiding Principles

- Skills and content based
- Form part of the 'big picture' e.g. show progression over the 6 years in school
- Provide suggested resources
- Allow for teacher ownership and/or creativity of lessons
- Allow for appropriate differentiation

OBJECTIVES

KS1/
KS2

Religious Education in English Schools: Non Statutory Guidance 2010

states: Breadth and depth in RE for all pupils can be achieved if the following are taken into account: Pupils should develop understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age.

RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience. It is recommended that there should be a wide ranging study of religion and belief across the key stages as a whole. Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression. Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values. The study of religion should be based on the legal requirements and provide an appropriate balance between and within Christianity, other principal religions, and, where appropriate other religious traditions and worldviews, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions. The breadth of study should take account of the four levels of community cohesion which all maintained schools are now obliged to promote..

In summary, religious education for children and young people:

Provokes challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development encourages pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives, enables pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society, teaches pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice. Prompts pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

INTENT

At Marus Bridge Primary School, the aim of the RE curriculum is to engage pupils in asking questions and seeking out knowledge about significant human issues. Through exploration of different religions and world views, children can develop the understanding and skills needed to appreciate and evaluate varied responses to these issues, as well as developing responses of their own. Through learning about a diverse range of beliefs and teachings, children will develop an ability to be able to enter into a thoughtful dialogue with those who hold opposing ideas to their own and as such will be able to participate positively in our diverse society. Within the teaching of RE, we aim to develop children's knowledge and understanding of the major world faiths and address fundamental questions in life.

Kapow Primary's Religion and worldviews 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.

Within our RE curriculum, we aim to –

- Teach children to have religious and cultural respect for different faiths.
- Provide opportunities for questioning and exploration of meaning, purpose and value in order that pupils can develop their own personal vision and spirituality.
- Help pupils develop a more reflective approach to life and social issues.
- Develop an understanding of how faith informs and influences the way people live their lives.

IMPLEMENTATION

All pupils receive a minimum of 30 minutes directed RE teaching on an alternate term basis. In addition to this all pupils attend assemblies which may link to cultural events throughout the year. Teachers incorporate opportunities to assess prior learning and frequent pauses to recap on knowledge and vocabulary taught to date. We aim to teach certain topics at specific times of the year depending on religious festivals around the world. Children are taught how religions can be similar or different in their beliefs and behaviours and are able to show tolerance towards this.

Reflecting the findings of the Ofsted Research review series: religious education (May 2021), 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.

IMPACT

Children not only do they show knowledge of different religions, they are able to identify common themes and make links. As they progress through school, they will show an awareness of how religion helps to shape our world in the wider context. They are intrigued by religious stories/scripture and make links between them and religious celebrations.

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.

The expected impact of following the Kapow Primary Religion and worldviews scheme of work is that children will:

- 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.

Summary of Subject Content



	Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
EYFS	Special times: How and why do we celebrate? What times are special to different people and why?		Special stories: Why are some stories special? What special messages can we learn from stories?		Special places: What buildings and places are special to different people? OR What is special about our world?	
Year 1		How did the world begin?		Why should we care for the world?		How do we know babies are special?
Year 2		What do candles mean to people?		What is a prophet?		Where do some people talk to god?
Year 3		Where do we get our morals from?		Are scriptures central to religion?		Why is water symbolic?
Year 4	What makes some texts sacred?	What makes some texts sacred?	Just how important are our beliefs?	Just how important are our beliefs?	Are all religions equal?	Are all religions equal?
Year 5		Why doesn't Christianity look the same?		What happens when we die? Part 1		Why are some places in the world significant for believers?
Year 6		Why does religion look different around the World? Part 1		Why is there suffering? Part 1		What place does religion have in our world today?

STAGE DESCRIPTORS

Key content will be different across trust schools. These stage descriptors fit in line with expectations for RE key knowledge and understanding however decisions about the religions, other than Christianity, to be studied should take account of the balance of religion within: the school community the community within which the school is located to the UK community or the global community.

EYFS	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Say why festivals are special times for believers of different faiths.</p> <p>Recall simple stories connected with key festivals - Christmas/Harvest/ Diwali etc.</p>
KS1	<p>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> <p>Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>Notice and respond sensitively to some similarities between different religions and worldviews.</p> <p>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>Find out about and respond with ideas to examples of co-operation between people who are different.</p> <p>Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>
KS2	<p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p>Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p>

Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.

Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.

Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.

Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

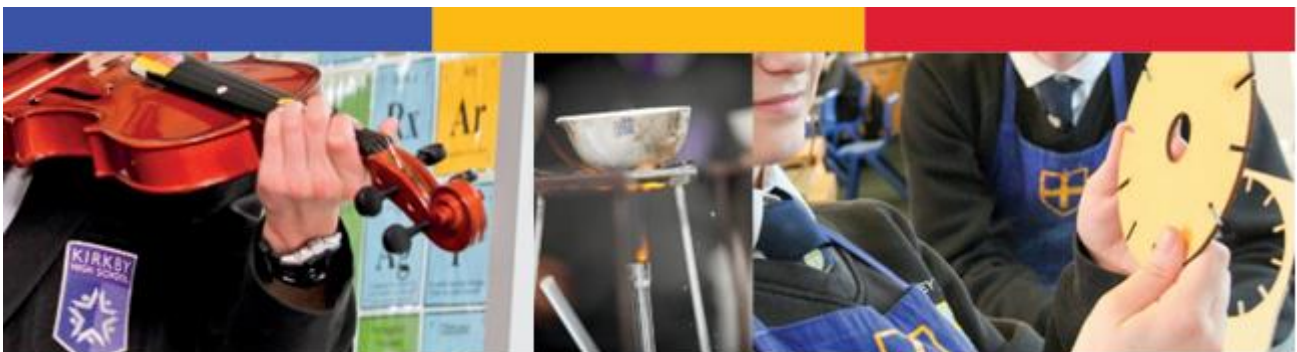
Assessment Criteria

What we do

1. We implement an inclusive curriculum so that all children, including those with SEND, can make progress and demonstrate success in a range of ways.
2. We conduct baseline assessments, checking the pupils' existing knowledge and skill level.
3. We review and re-cap prior learning and link it to new and current study. We identify curriculum links so that learning can be applied and assessed in new contexts.
4. Teachers use a range of assessment activities in their class, including the review of knowledge organisers, mini assessments, sketch books, independent tasks, work in books, pupil chats in lessons. We incorporate longitudinal study where appropriate, including geography and history to assess long term knowledge retention.
5. To meet the expected standard, pupils should demonstrate a broad understanding of the key facts in the end points for that year (as outlined in the subject key specification document). In addition, they retain key knowledge from prior learning.
6. At the greater depth standard, pupils demonstrate knowledge and understanding of every aspect of the key specification to the highest degree.
7. We enter a mid-year and end of year attainment grade onto FFT. Subject leaders analyse the data and report to governors annually.
8. Bi-annual peer audits provide quality assurance, moderation of standards and training across trust schools.
9. Progress and attainment will be reported to parents on the end of year school report form.



Our logo was carefully chosen to represent the children, young people and adults in our learning community who strive for excellence through high aspiration and high expectation.



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