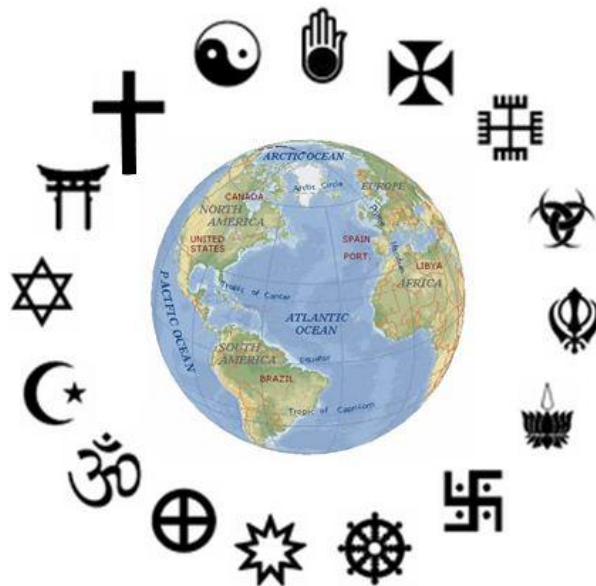




How RE is taught at Swindon Village



Intent, Implementation and Impact

RE at Swindon Village Primary School

Curriculum Intent

At Swindon Village we aim to develop deep thinkers who are open-minded about religion and worldviews. We aim to deepen children's understanding of the significance of religion in the lives of others, and to help them to grow and develop into religiously educated young people, who can confidently share their own beliefs, viewpoints and ideas. We enable our children to reflect on their own beliefs, while developing mutual respect and tolerance for others' beliefs, preparing them for life in modern Britain.

We follow the Kapow Primary Syllabus for Religion and Worldviews. Through this 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 this progressive scheme, 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 meets 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'. The scheme fulfils the aims of 'A Curriculum framework for Religious Education in England'.

For EYFS, the lessons allow pupils to work towards targeted 'Understanding the world' Development Matters statements and Early Learning goals, while covering foundational knowledge that will support them in their further Religion and worldviews learning in Key Stage 1.

Children will explore a variety of religious and non-religious beliefs throughout their time at SVPS. Each topic has a comprehensive knowledge organiser which is used to ensure the children are able to develop their knowledge and understanding in RE.

Children will take part in a variety of activities to help them engage with religion and belief so that they are stimulated to reflect upon and formulate their own beliefs and values. A wide range of resources will be used in classes for each religion being taught, including religious artefacts, links with faith leaders or other believers and visits to places of worship.

Curriculum Implementation

Kapow Primary's R&W scheme of work 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 (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. Units and lessons are carefully sequenced so that previous conceptual knowledge is returned to and built upon.

In EYFS, children begin to talk about the beliefs of their immediate family and community, recognising that people have different beliefs and celebrate special times in different ways. They listen to religious and modern-day stories and 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.

Each unit is titled with a focused enquiry question or 'Big Question'. Lessons are 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.

Knowledge organisers support pupils in developing conceptual knowledge by summarising the key concepts covered in a unit and linking these to examples covered. Teachers also complete with the children an A3 "Fundamentals" poster for each religion or worldview studied, as they come across them, and begin each lesson with a brief quiz/re-cap of some of these fundamentals (e.g: place of worship / key beliefs), to ensure children know more and remember more.

Teachers purposefully use our religious artefacts and persona dolls (KS1) wherever possible.

SVPS ensures that all children can access learning in RE by:

- Use of the Kapow guidance for adapting tasks where appropriate.
- Small group or 1:1 support where necessary
- Afl strategies used to assess children's learning and adapt teaching where necessary
- Seating children alongside good role models to support one another
- Providing visual or practical prompts

Curriculum Impact

After the implementation of the Kapow scheme curriculum pupils will be:

- Equipped with a range of disciplinary skills and knowledge to enable them to succeed in their secondary education.
- Prepared for life in modern Britain, able to interact with others from different religious and non-religious viewpoints in a respectful, knowledgeable and open-minded way.
- Curious learners who ask questions and make connections, 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 the scheme of work is that children will:

- Meet the relevant Early learning goals at the end of EYFS (Reception) and the End of Key stage 1 and Key stage 2 requirements from the Curriculum framework for Religious Education for England.
- 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.

We assess the impact of our curriculum through:

- Quickfire quizzes at the beginning of every lesson
- Unit quizzes at the end of each unit
- Using the guidance in each Kapow unit to assess pupils against the learning objectives
- Book scrutiny, photographic evidence and pupil interviews