



# How we teach Religious Education



This document outlines: the intent and rationale behind our Religious Education curriculum, how it is delivered it and how we measure pupil progress.

**At Godmanchester Bridge Academy, the Religious Education curriculum is aligned with our school values:**

Inspire	Enjoy	Achieve
Children are taught R.E through an exciting, creative and reflective curriculum that promotes the spiritual, moral, social and cultural development of children.	Children enjoy whole school celebrations of different religious festivals. They welcome experiences from religious visitors as well as trips to places of worships in our local area where possible.	Children develop the skills to develop and affirm their own beliefs and be respectful of others. They can communicate their views and opinions in a variety of way and be mindful of others.

At Godmanchester Bridge Academy we follow the Kapow Primary Religion and worldviews curriculum. This aims to develop deep thinkers who are open-minded about religion and worldviews. We aim to ensure that the Religion and worldviews curriculum is relevant to pupils, reflecting and preparing them for life in modern Britain.

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 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.

The scheme 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'. The scheme has been designed to fulfil the aims of A Curriculum framework for Religious Education in England.

At Godmanchester Bridge Academy, we enrich the scheme of work by ensuring pupils explore a range of religions represented in our community.



# Implementation

The Religion and Worldviews 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 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.

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.

### All Pupils:

- access a differentiated curriculum designed by the subject leader that is appropriate for all but is also meaningful, challenging & ambitious.
- are provided a range of activities to engage them and allow them to effectively communicate their understanding.
- are closely monitored and supported pastorally to ensure their emotional wellbeing is prioritised.
- named on each lesson seating plan so that pupils are known to staff and we foster a feeling of each pupil having their own place in the community.
- record work in a variety of ways, allowing access to the curriculum through multi-sensory learning.
- are provided with subject knowledge organisers.
- are supported with their behaviour choices in a therapeutic environment, school use restorative practise so that pupils can reflect and be supported to meet the schools valued behaviour expectations.
- Experience effective questioning to deepen knowledge and understanding and provide challenge
- receive feedback in lessons that results in further progress across the curriculum.

### Some Pupils Need:

- use of concrete and pictorial representations during teaching and when working independently to aid their understanding.
- clear vocabulary explanations and/or introductory vocabulary work to prepare for a task.
- targeted questioning to support pupils in answering questions both orally and in written work.
- one-to-one interaction and targeted intervention by the teacher or support staff.
- a specific seat in lessons to meet a sensory or a learning need.
- specific feedback.
- an effective blend of co-operative, independent and teacher-led activities to appropriately challenge and support.
- key words and vocabulary identified and discussed.
- sentence starter/writing frames a scaffolded lesson structure, e.g. additional modelling, more paired/ discussion work or increased mini-plenaries.
- extra support in a lesson from an additional adult so that the pupils needs, academic or pastoral, are effectively met.
- post teaching to address any misconceptions.

### Specific Pupils Need:

- access to a quiet space to ensure they can be supported to meet their potential.
- additional support in lessons from an adult who is attuned to their individual pastoral and learning needs.
- bespoke timetables taking in to account their needs to ensure that they are taught in an environment that best supports their pastoral and learning needs.
- curriculum adaptations to allow for engagement through pupil interests (project focus or word problem context).
- additional support in practical lessons.
- a personalised learning pathway.



The impact of scheme is constantly monitored through both formative and summative assessment opportunities. Each lesson includes assessing pupils against the learning objectives. 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 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 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.

These can be tracked throughout the planning stage so that this information can be utilised and evidenced accordingly. In line with non-statutory guidance issued by the RE Council in 2013 descriptors of these aspects utilise age-related expectations of working towards, working at the expected attainment and working beyond.

After the implementation of the Religious Education curriculum, pupils should leave school equipped with a range of skills to enable them to succeed in their secondary school education.

The expected impact of following the Religious Education curriculum is that the children will:

- Make links between their own lives and those of others in their community and in the wider world.
- Develop an understanding of other people's cultures and ways of life.
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# Subject Map

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	<b>What makes people special?</b>	<b>What is Christmas?</b>	<b>How do people celebrate?</b>	<b>What is Easter?</b>	<b>What can we learn from stories?</b>	<b>What makes places special?</b>
<b>Substantive knowledge and disciplinary knowledge</b>	Understand how to listen carefully and why listening is important. Build constructive and respectful relationships. Talk about members of their immediate family and community. Talk about members of their immediate family and community.	Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Think about the perspectives of others, Express their feelings and the feelings of others. Learn new vocabulary.	Understand how to listen carefully and why listening is important. Listen carefully to rhymes and songs, playing attention to how they. Identify and moderate their own feelings socially and emotionally. Name and describe people who are familiar to them.	Describe events in some order. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Understand the effect of changing seasons on the natural world around them.	Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	Recognise some similarities and differences between life in this country and life in other countries. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Build constructive and respectful relationships.
<b>Diversity</b>	Christianity, Judaism	Christianity	Hinduism	Christianity	Christianity Islam, Hinduism, Sikhism	Christianity,, Islam, Judaism
1	<b>How did the world begin?</b>	<b>What do some people believe God looks like?</b>	<b>Wha is God's job?</b>	<b>Why should we care for the world?</b>	<b>How do we know that new babies are special?</b>	<b>Why should we care for others?</b>
<b>Substantive knowledge and disciplinary knowledge</b>	Exploring a range of creative stories in imaginative ways. Presenting own ideas about creators and creation using art and language.	Exploring how other people understand God on Earth; considering different representations of God and understanding why this is challenging.	Investigating the roles of God through stories and sacred texts, children look at the things God does and what this means to different people.	Building on their understanding of creation stories, children explore beliefs about the relationship between humans and nature.	Finding out about different ceremonies to welcome home a new baby and exploring some of the symbolism in these ceremonies.	Finding out about different ceremonies to welcome home a new baby and exploring some of the symbolism in these ceremonies.
<b>Diversity</b>	Christianity, Judaism, Hinduism, option - locally represented worldview.	Christianity, Hinduism, Islam	Christianity, Judaism, Hinduism, Islam	Judaism, Jainism, Hinduism, Islam, Humanism	Hinduism, Islam, Christianity, Humanism	Christianity, Islam, Judiasm
2	<b>Why do we need to give thanks?</b>	<b>What do candles mean to people?</b>	<b>How do we know some people have special connection to God?</b>	<b>What is a prophet?</b>	<b>How do some people talk to God?</b>	<b>Where do some people talk to God?</b>

<b>Substantive knowledge and disciplinary knowledge</b>	Using a range of sources including survey data, children learn about beliefs around using offerings to show gratitude. They get hands-on with artefacts used during Hindu puja and write lyrics for a song of thanks.	Investigating the many ways light is used in religious and worldview contexts, children explore different festivals through artwork and stories, focusing on candles.	Exploring how we know that some people are believed to have a special connection to God through looking for clues in religious stories.	Investigating stories that show the characteristics of a prophet and what a prophet might mean to some people; identifying similarities between prophets across different worldviews.	Investigating why some people pray; identifying similarities and differences between prayer practices in the Hindu, Jewish and Muslim worldviews.	Exploring places of worship in the Muslim, Jewish, Christian, Alevi and Pagan worldviews, children investigate why people choose to go to places of worship.
<b>Diversity</b>	Christianity, Hinduism, Humanism	Christianity, Hinduism, Judaism, option - locally represented worldview.	Sikhism, Christianity, Judaism, Hinduism, Islam	Christianity, Islam, Judaism, Sikhism	Islam, Judaism, Hinduism	Hinduism, Alevism, Islam, Sikhism
3	<b>What makes us human?</b>	<b>Where do our morals come from?</b>	<b>Is scripture central to religion?</b>	<b>What happens if we do wrong?</b>	<b>Why is water symbolic?</b>	<b>Why is fire used ceremonially?</b>
<b>Substantive knowledge and disciplinary knowledge</b>	Interpreting and using art to express beliefs about spirituality, inner self and the soul, the children design the cover and blurb for a book titled 'What makes us human?'.	Thinking about how people decide what it means to live a good life, children reflect on their own opinions about what is right and wrong and explore the reasons behind these beliefs.	Reflecting on what revelation means to some people, children explore the significance of some scriptures from the way some people treat and use them.	Investigating who has the authority to decide the consequences of wrongdoing; exploring beliefs of how wrongdoing affects the soul and ways in which some people seek forgiveness for wrongdoing.	Looking at the many ways water is used in rituals and ceremonies, children experience its symbolic use and learn about the historical connections water has in some religions.	Continuing to look at symbolism, children explore the use of fire in many ceremonies and as a symbol of remembrance. They design an eternal flame inspired by the symbolic use of fire.
<b>Diversity</b>	Hinduism, Christianity, Buddhism, Humanism	Christianity/ Judaism, Islam, Hinduism, Humanism	Judaism, Islam, Christianity, option - locally represented worldview.	Hinduism, Islam, Humanism, Christianity, Judaism	Christianity, Sikhism, Islam, option - locally represented worldview	Hinduism/Sikhism, Zoroastrianism, option - locally represented worldview
4	<b>Are all religions equal?</b>	<b>What makes some texts sacred?</b>	<b>Just how important are our beliefs?</b>	<b>Who was Jesus really?</b>	<b>Why is the Bible the best - selling book of all time?</b>	<b>Does the language of scripture matter?</b>
<b>Substantive knowledge and disciplinary knowledge</b>	Exploring the origins of various religions, children discover geographical and historical connections among them by investigating Sikh and Bahá'í beliefs and practices.	Building on enquiry about the place of scripture in Year 3, children look at different ways scriptures are used and what this shows about the value placed on them. They experience how the Guru Granth Sahib is treated like royalty and analyse information collaboratively.	Finding out how people show commitment to their beliefs, children ask questions about why people choose to demonstrate the importance of their beliefs in certain ways.	Considering Jesus' life, interactions, prophecies about him, perceptions of his miracles, and the significance of his death and resurrection.	Using historical skills and knowledge, the children explore how the Christian Bible that exists today developed by finding out about how some Christians use their Bibles.	Exploring the transition from oral tradition to written scripture and how some religious people learn and use their scripture's ancient language today.

<b>Diversity</b>	Bahai'I, Sikhism, Hinduism	Sikhism, Hinduism, Buddhism, option - locally represented world view	Sikhism, Islam, Judaism, Hinduism, Christianity	Christianity, Judaism, Islam	Christianity	Christianity, Islam, Judaism
5	<b>Why do people have to stand up for what they believe in?</b>	<b>Why doesn't Christianity always look the same?</b>	<b>What happens when we die? (Part 1)</b>	<b>What happens when we die? (Part 2)</b>	<b>Who should get to be in charge?</b>	<b>Why are some places in the world significant to believers?</b>
<b>Substantive knowledge and disciplinary knowledge</b>	Thinking about religious freedom, children use historical and modern-day examples of people, such as Guy Fawkes, who have fought for their beliefs to discuss controversial issues.	Thinking first as geographers and historians, children explore the spread of Christian beliefs worldwide through looking at artwork, history, case studies and first-hand accounts.	Interpreting different sources of wisdom and beliefs from Abrahamic and non-religious perspectives, children explore what happens when we die and the importance of funerals.	Continuing to investigate concepts relating to death, children learn the meaning of reincarnation and karma and compare these ideas with those studied in part 1.	Exploring how laws are created, the concept of succession, where religious laws come from and how leaders can be chosen for leadership characteristics.	Using maps, pictures and texts, children investigate why some places are significant to some religions, exploring what places can tell us about beliefs and culture.
<b>Diversity</b>	Christianity, Islam, Sikhism	Christianity	Judaism, Christianity, Islam, Humanism	Hinduism, Buddhism, option - locally represented world view	Islam, Sikhism	Christianity, Judaism, Buddhism
6	<b>Why does religion look different around the world?</b>	<b>Why does religion look different around the world?</b>	<b>Why is it better to be there in person?</b>	<b>Why is there suffering (Part 1)</b>	<b>Why is there suffering (Part 2)</b>	<b>What place does religion have in our world today?</b>
<b>Substantive knowledge and disciplinary knowledge</b>	Building on comparisons about the origins of the Abrahamic religions, children consider how culture, tradition, migration and interpretation can affect how some religious practices are observed.	Building on their learning from part 1, children consider the influence of culture, history, geography and tradition have on how religion looks in different places and challenge their perceptions.	Thinking back to learning about prayer and worship, children find out about significant religious and non-religious journeys and pilgrimages and why going to a particular place is so important to some people.	Interpreting and exploring different sources of wisdom and beliefs about why there is suffering in the world. Children consider their own and others' ideas using critical thinking skills.	Developing their understanding of suffering, children look at alternative ideas about and responses to suffering through scripture, quotes and images.	Thinking about their own worldview and the religious make-up of their class, children use census data and digital mapping to explore what it can suggest about religion and what its limits are.
<b>Diversity</b>	Judaism, Islam, Christianity, option - locally represented world view	Hinduism, Sikhism, Buddhism, Jainism, option - locally represented world view	Islam, Judaism, Christianity, Humanist, option - locally represented world view	Judaism, Christianity, Zoroastrianism	Shintoism, Buddhism, Sikhism, Humanism, option - locally represented world view	Interfaith Student Choice