INSPIRE

CURRICULUM

Religious Education

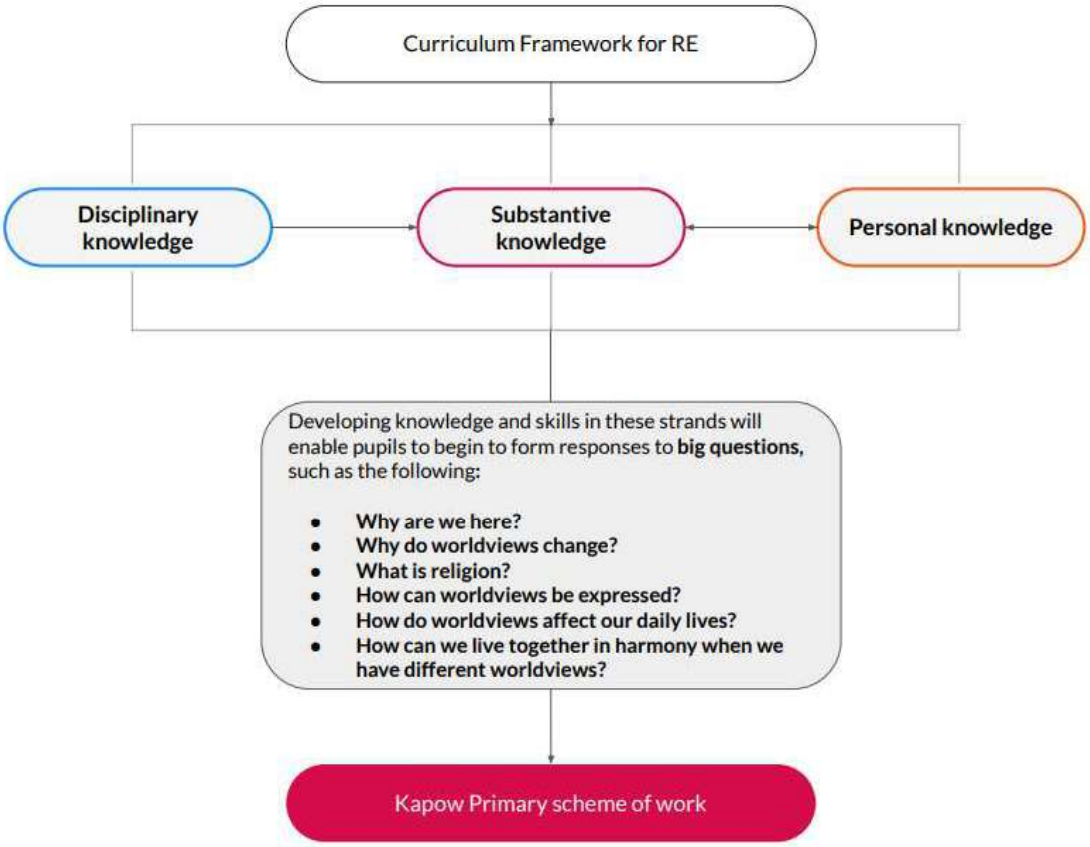


Religious Education

Intent

At Inspire Academy Trust, we believe that R.E. both supports and strengthens what we aim to do in every aspect of school life. Religious Education has a significant role for the development of pupils' spiritual, moral, social and cultural development. It promotes respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection. The principle aim of RE is to engage pupils in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community. Throughout Inspire Academy Trust, we follow the agreed Sunderland syllabus for RE, utilising Kapow RE Scheme of work and adapt this to suit the individual needs of our children. This syllabus allows the children time for personal reflection helping them make connections to their own lives.

How is the Religion and worldviews scheme of work organised?



A spiral curriculum

Kapow Primary's Religion and worldviews scheme of work has been designed as a spiral curriculum with the following key principles in mind:



- ✓ **Cyclical**: In each unit, pupils develop disciplinary, substantive and personal knowledge building on these through the study of concepts and religious & non-religious worldviews.
- ✓ **Increasing depth**: Each time a concept, religion or worldview is revisited, it is covered with greater complexity and in varying contexts. Progression within units and between year groups includes:
  - studying teachings, beliefs, practices and experiences in more detail.
  - moving from local to national and then global contexts.
  - making and explaining more, increasing subtle links.
  - identifying and discussing diversity within and between religions and worldviews.
  - grappling with increasingly complex and sometimes controversial ideas (including through our big questions).
- ✓ **Prior knowledge**: Upon returning to each concept, religion or worldview pupils use prior knowledge to build on previous foundations, rather than starting again.

The interplay between different types of knowledge in RE

Disciplinary knowledge ('ways of knowing')

Pupils gain knowledge of the different methods and processes that are used to make sense of religion. These are methods used in various academic disciplines such as History, Philosophy, Theology and Sociology.

Examples of how they will investigate include:

- Observing religious practices.
- Reading case studies.
- Interpreting survey results
- Questioning others
- Analysing texts
- Exploring historical artefacts and buildings.

Through these processes, children begin to understand how we know what we know (substantive knowledge) about religion and worldviews today. The units are designed to follow the Kapow enquiry cycle and pupils will become more independent in following and understanding this cycle throughout key stage 2.

Methods pupils will use in each year group are mapped on the Progression of knowledge and skills document.

Is used to gain...

Substantive knowledge ('knowing about')

Throughout the curriculum children build the breadth and depth of their knowledge of a range of religions and worldviews represented in Great Britain.

Substantive knowledge is carefully planned to build understanding of concepts across four key themes: beliefs; wisdom and morality; practices and community and belonging. Children explore these concepts through an enquiry cycle in each unit and through a range of disciplinary processes. They will have opportunities to learn how the concepts apply to different religions and worldviews to build a progressively deeper understanding.

Representations of religion and worldviews are always diverse in the Kapow Primary curriculum and reflect the fact that traditions often change over time.

Helps them to understand...

Reflecting on this often leads to...

Personal knowledge ('knowing yourself')

As children develop their knowledge and understanding of a range of religions and worldviews, they will naturally begin to share their own thoughts about what they learn. They are encouraged to develop, recognise and express their own personal worldviews and develop an understanding of how these are formed when asked to respond to 'big questions.'

As they move up the school, pupils will begin to understand that when they gain substantive knowledge about religions and worldviews, they do so from a position which is influenced by their own values, prior experiences and sense of identity. The enquiry approach in our scheme of work encourages pupils to build this awareness.

The first lesson for each year group sets ground rules about respect, openness and behaviour during RE lessons to ensure that children feel that the lessons are a safe place to explore and share personal knowledge.

Units for Study:

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Respectful R&W (1 lesson)	How did the world begin?	What do some people believe God looks like?	What is God's job?	Why should we care for the world?	How do we know that new babies are special?	Why should we care for others?
		Christian, Jewish, Hindu (plus option to include locally represented worldview)	Christian, Hindu, Muslim	Jewish, Zoroastrianist, Muslim, Hindu, Christian	Jewish, Muslim, Hindu, Jain, Humanist	Muslim, Hindu, Humanist (plus option to include locally represented worldview)	Christian, Jewish , Muslim, Bahá'í (plus option to include locally represented worldview)
Year 2		Why do we need to give thanks?	What do candles mean to people?	How do we know some people have a special connection to God?	What is a prophet?	How do some people talk to God?	Where do some people talk to God?
		Hindu, Christian, Humanist	Christian, Hindu, Jewish (plus option to include locally represented worldview)	Sikh, Muslim, Christian, Jewish, Hindu	Christian, Muslim, Jewish, Sikh	Muslim, Jewish, Hindu	Hindu, Alevi, Muslim, Sikh (plus option to include locally represented worldview)

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Respectful R&W (1 lesson)	What makes us human?	Where do our morals come from?	Is scripture central to religion?	What happens if we do wrong?	Why is water symbolic?	Why is fire used ceremonially?
		Hindu, Christian, Buddhist, Humanist	Christian/Jewish, Buddhist, Muslim, Hindu, Humanist	Jewish, Muslim, Christian, (plus option to include locally represented worldview)	Hindu, Muslim, Humanist, Christian, Jewish	Christian, Sikh, Muslim, Shinto (plus option to include locally represented worldview)	Hindu/Sikh, Zoroastrianist (plus option to include locally represented worldview)
Year 4		Are all religions equal?	What makes some texts sacred?	Just how important are our beliefs?	Who was Jesus really?	Why is the Bible the best-selling book of all time?	Does the language of scripture matter?
		Bahá'í, Sikh, Hindu,	Sikh, Hindu, Buddhist (plus option to include locally represented worldview)	Sikh, Muslim, Jewish, Hindu, Christian	Christian, Jewish, Muslim	Christian	Christian, Muslim, Jewish
Year 5		Why do people have to stand up for what they believe in?	Why doesn't Christianity always look the same?	What happens when we die? (Part 1)	What happens when we die? (Part 2)	Who should get to be in charge?	Why are some places in the world significant to believers?
		Christian Muslim, Sikh	Christian	Jewish, Christian, Muslim Humanist	Hindu, Buddhist (plus option to include locally represented worldview)	Muslim, Sikh	Christian, Jewish, Buddhist
Year 6		Why does religion look different around the world? (Part 1)	Why does religion look different around the world? (Part 2)	Why is it better to be there in person?	Why is there suffering? (Part 1)	Why is there suffering? (Part 2)	What place does religion have in our world today?
		Jewish, Muslim, Christian (plus option to include locally represented worldview)	Hindu, Sikh, Buddhist, Jain (plus option to include locally represented worldview)	Muslim, Jewish, Christian, Humanist (plus option to include locally represented worldview)	Jewish, Christian, Zoroastrianist	Shinto, Buddhist,Sikh Humanist (plus option to include locally represented worldview)	Interfaith Student choice