

LANGTOFT PRIMARY SCHOOL

# Religion and Worldviews 2023/2024

## LEGAL FRAMEWORK

The religious education programmes of study from the national curriculum form the roots of Langtoft Primary School's Religion and Worldviews curriculum. From this national documentation, in conjunction with documentation from the Lincolnshire Agreed Syllabus and Kapow Primary Religion and Worldviews, our curriculum has been devised, developed and personalised to our school community, having evolved from our values, vision and mission statement.

Our religion and worldviews curriculum is underpinned by the national curriculum aims for RE ensuring that all pupils:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society;
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

## OUR INTENT FOR RE

Our religion and worldviews curriculum embraces curiosity and enthusiasm. It develops in pupils a strong understanding of the world around them: how to calculate, reason and solve problems; to understand relationships and identify patterns; whilst teaching specific skills and knowledge through the adoption of an enquiry-based approach as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion. This in turn provokes challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging.

Through their growing curiosity and fascination of the world around them, children develop an appreciation of life, beliefs, society along with their own spiritual development. Our religion and worldviews curriculum is based on the National Curriculum objectives and influenced by the resources and schemes of learning from the Lincolnshire Agreed Syllabus (LAS) and Kapow Primary Religion and Worldviews, which break down progression, vocabulary and key concepts of learning. Exploring concepts through an enquiry-based approach, children will investigate a variety of worldviews, including Christian, Muslim, Hindu, Sikh, Jewish, Buddhist and Humanist. It employs a range of pedagogical strategies, allowing children to achieve the expected standard and beyond. All pupils within a year group work on the same objectives. Work is set at an appropriate level, with pupils given support and challenge relative to their own developmental needs. Children are supported with devising their own questions and developing theology, philosophy and human/social sciences and therefore develop a sense of awe, wonder and mystery. We aim to develop deep thinkers who are open-minded about religion and worldviews by ensuring that our religion and worldviews curriculum is relevant to all pupils, reflecting and preparing them for life in modern Britain. 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.

## LANGTOFT PRIMARY SCHOOL PROGRESSION OF KNOWLEDGE AND SKILLS IN RELIGIOUS EDUCATION

We aim for all at Langtoft Primary School to:

- Be fluent in the key knowledge of each chosen religion;
- Be imaginative, creative and **ambitious** thinkers to explore solutions;
- Be **confident**, creative and curious in exploring and investigating their ideas;
- Use their prior learning to articulate their thoughts using the appropriate vocabulary;
- Know how to and be **confident** in selecting appropriate resources;
- Apply their conceptual understanding to reason logically and articulate their thoughts and justifications;
- Have a developed knowledge, understanding and **consideration** of religious beliefs;
- Approach religion and diversity with positivity, showing joy, pride and satisfaction when exploring world views;
- See meaningful connection between religion, other subjects and the wider world;
- Be **independently** creative, yet value and **respect** collaborative teamwork (**Cooperation**) within a safe, secure learning environment to reach a purpose;
- Have the skills to analyse problems; express new ideas and generate options and answers;
- Be **resilient** when solving problems and facing challenges, reflecting on prior knowledge and adopting a systematic approach where possible;

The Skills and Knowledge on which our Religion and Worldviews Curriculum is Built

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.'

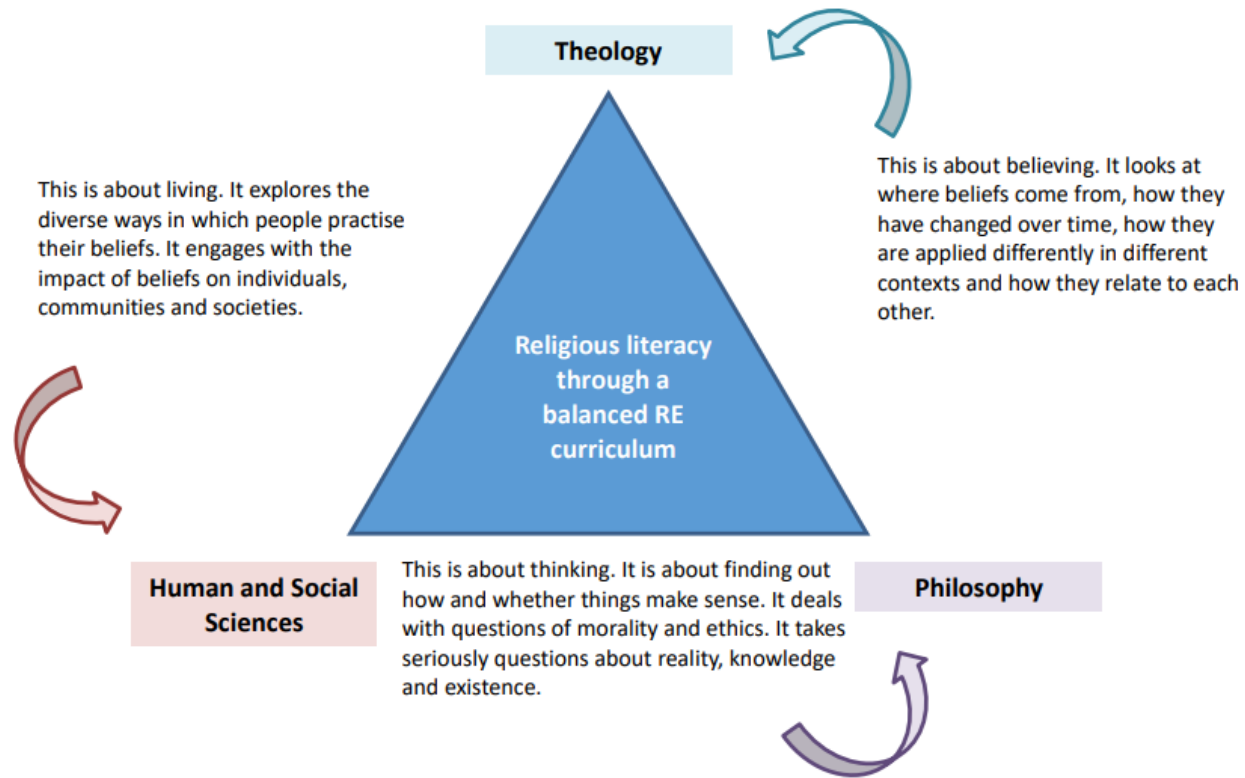
As they move up the school, pupils will begin to understand that when they gain substantive knowledge about religions and worldviews, they do so from a position which is influenced by their own values, prior experiences and sense of identity. The enquiry approach in our scheme of work encourages pupils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

# LANGTOFT PRIMARY SCHOOL PROGRESSION OF KNOWLEDGE AND SKILLS IN RELIGIOUS EDUCATION

Within our curriculum, we are advocating that RE needs to provide a balance between three disciplines. These are:

- **Theology**
- **Philosophy**
- **Human/Social Sciences**



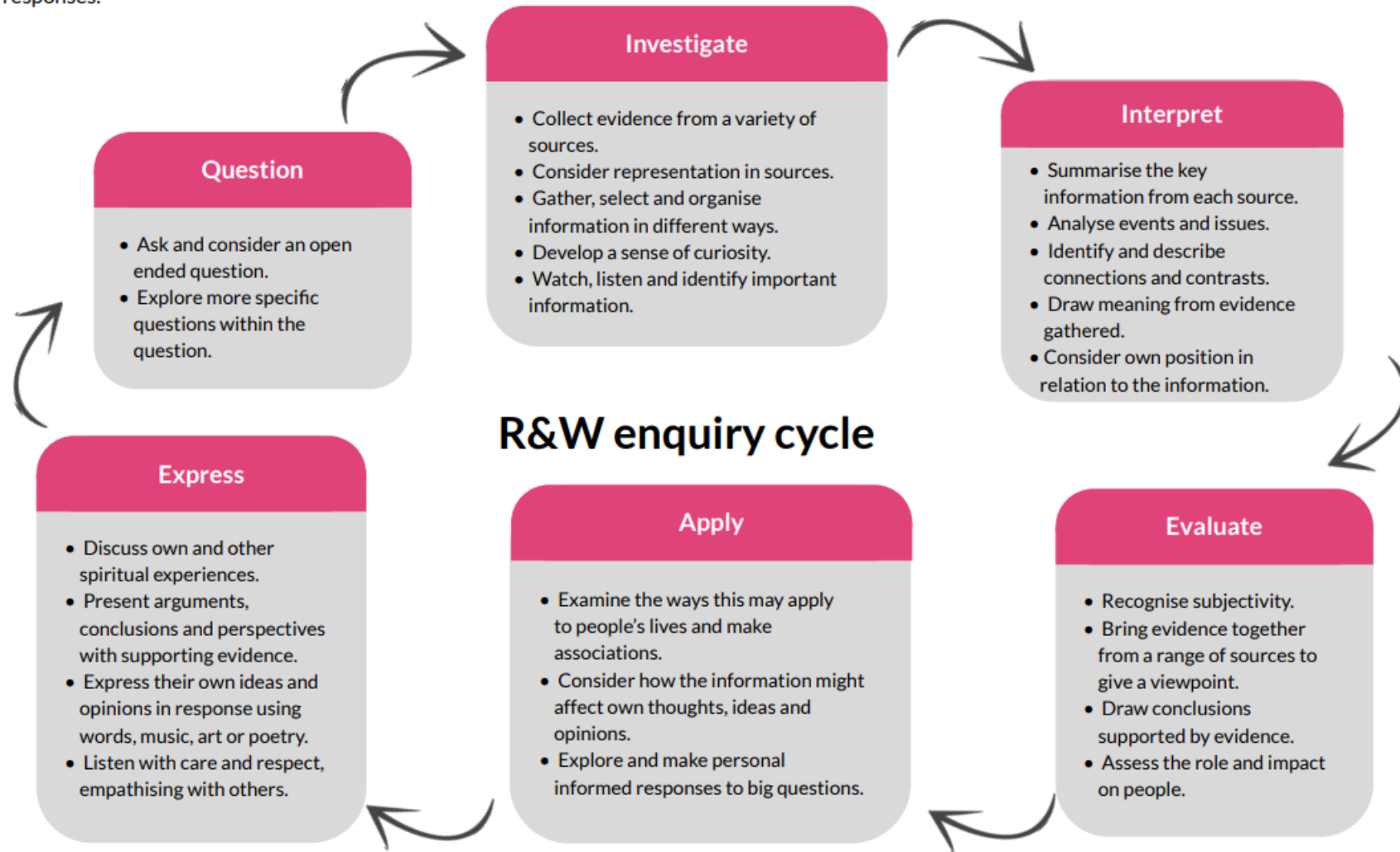
## What are the concepts covered in this scheme?

The Kapow Primary scheme builds children's knowledge of religious concepts through combining substantive, disciplinary and personal knowledge in an enquiry based approach. These concepts are grouped into four key concepts areas: beliefs, practices, wisdom and morality, and community and belonging. Within each key concept area, specific concepts are covered progressively as children move through the scheme.



### How will the scheme develop enquiry skills?

The Kapow Primary scheme is designed to develop pupils' enquiry skills. Each unit poses a question and over the course of the unit, pupils build their responses.



## How does Kapow Primary's scheme of work align with the Curriculum framework for RE?

The curriculum for RE aims to ensure that all pupils:

- ★ **A. Know about and understand a range of religions and worldviews,**  
so that they can:
  - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
  - identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;
  - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
  
- ★ **B. Express ideas and insights about the nature, significance and impact of religions and worldviews,**  
so that they can:
  - explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
  - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
  - appreciate and appraise varied dimensions of religion or a worldview.
  
- ★ **C. Gain and deploy the skills needed to engage seriously with religions and worldviews,**  
so that they can:
  - find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
  - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
  - articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

# LANGTOFT PRIMARY SCHOOL PROGRESSION OF KNOWLEDGE AND SKILLS IN RELIGIOUS EDUCATION

## Examples of Curriculum Intent

Dedicated religion and worldviews enrichment experiences.

Children study a range of picture books throughout their time at school through visual Literacy.

Children are encouraged to read a selection of age-related non-fiction texts around the religious education they are studying.

Children engage in local and national religious events.

Children use RE visitors to engage with learning and improve their awareness and understanding of religion and beliefs.

## Implementation of Religion and Worldviews

Teachers plan from the agreed long-term planning and progression document which identifies key substantive knowledge to scaffold learning. Teachers adapt the planning to best support the progression of pupils in their class. Opportunities to positively reinforce learning through global or national events are used. Lessons require pupils to develop their ability to analyse, evaluate and compare between their developing understanding and prior learning about other religious and non-religious worldviews.

- Religion and worldviews is taught in blocks of learning each term.
- Knowledge Organisers in KS1 and KS2: Children have access to key knowledge, concepts, language and meanings to understand religion and worldviews.
- Subject specific vocabulary: Identified through knowledge organisers, concepts and highlighted to the children at the beginning of and during lessons.
- Text: Children will have access to a growing variety of subject specific books, including non-fiction, as well as appreciating illustrations within their text-based learning.
- Teachers assess children's work in religion and worldviews by making formative and summative assessments throughout the school year. All pupils are encouraged to evaluate their own learning and to suggest ways to progress further.
- Teachers record the progress made by the children against the learning outcome for each unit: below age-related expectations, at age-related expectations. Teachers record this information on our bespoke assessment tracker against the learning objectives. These records also enable the teacher to make an annual assessment of progress and attainment for each child, and to pass this assessment information on to the child's next teacher at the end of the year.
- Attainment in religion and worldviews is reported to parents in the end of academic year report.

Our religion and worldviews curriculum 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.



## LANGTOFT PRIMARY SCHOOL PROGRESSION OF KNOWLEDGE AND SKILLS IN RELIGIOUS EDUCATION

- 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.

### Impact

The expected impact of following our religion and worldviews curriculum 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.

# LANGTOFT PRIMARY SCHOOL PROGRESSION OF KNOWLEDGE AND SKILLS IN RELIGIOUS EDUCATION

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<p><b>LAS Unit</b> <b>Myself</b></p> <p>In this unit children will:</p> <ul style="list-style-type: none"> <li>• Look at examples of people who belong to religious communities – ways in which religion is an ordinary part of their lives (e.g. Christians visiting church to worship, Muslims participating in big community festival celebrations, Sikhs helping out in the langar [canteen] in the gurdwara, etc.)</li> <li>• use visits and visitors where possible</li> <li>• use stories/picture books to explore some ways in which religion is important to some people</li> </ul>	<p><b>LAS Units</b> <b>Special people to me</b></p> <p>In this unit children will:</p> <ul style="list-style-type: none"> <li>• be introduced to some special people in religion, e.g. Jesus, Prophet Muhammad, Moses, Guru Nanak, etc.</li> <li>• be introduced to the idea that some people in religious communities have special jobs, e.g. vicar, imam, rabbi, etc.</li> <li>• thinking about different jobs these people have, e.g. teacher, leader, someone to look after the community, etc.</li> </ul>	<p><b>LAS Unit</b> <b>Our special books</b></p> <p>In this unit children will: engage with some stories from religion, e.g. Jesus' birth, the parables (e.g. the Good Samaritan and the Lost Sheep), the story of the Prophet Muhammad and the spider, the story of Jonah and the whale, etc.</p> <p>Think about how religious people treat their books to show that they respect them.</p> <p style="color: #0070C0; text-align: center;"><b>Star Session – Big Question – Is it good to have friends?</b></p>	<p><b>LAS Unit</b> <b>Our special things</b> <i>[Introduce objects that are important to members of a religious group, e.g. cross, subha beads, prayer mat, etc.]</i></p> <p><b>Know that religious people use their senses when they worship.</b></p>	<p><b>LAS Unit</b> <b>Our special places</b> <i>[Introduce places of worship, e.g. church, mosque]</i></p> <p>Know the names of different religions. Know that the place of worship for Christians is a church. Know that the place of worship for Muslims is a Mosque. Know that Christians and Muslims believe they can worship God in any place at any time.</p>	<p><b>LAS Unit</b> <b>Our beautiful world</b></p> <p>In this unit children will: explore different stories of creation (including the Jewish story), e.g. Christianity, Hinduism.</p> <p>explore beliefs about the natural world and how human beings should relate to it (e.g. stewardship in Christianity and Judaism, every living thing being part of Brahman, the ultimate reality in Hinduism, etc.</p>
<b>KNOWLEDGE VOCABULARY</b>	<p><b>Key knowledge from this unit:</b> I know that belonging to a religious world view is very important to some people and that some people believe in <b>God</b>. I know some key words used to describe people who are religious: <b>Christian, Muslim, Hindu, Jewish, Sikh, Buddhist.</b></p>	<p><b>Key knowledge from this unit:</b> I know that some people are special to us because they help us and teach us how to live good lives. I know that <b>Jesus</b> is a special person to Christians. I know that the <b>Prophet Muhammed</b> is a special person to Muslims.</p>	<p><b>Key knowledge from this unit:</b> I know that the <b>Bible</b> is a special book for Christians. I know that the <b>Qur'an</b> is a special book for Muslims. I know at least one special story for Christians and Muslims (e.g., the story of <b>creation</b>, the Lost Sheep (Christianity), The Prophet and the Spider (Islam).</p>	<p><b>Key knowledge from this unit:</b></p> <ul style="list-style-type: none"> <li>• I know that we can find out things about the world around us using our senses</li> <li>• I know that a <b>cross</b> is a special object for Christians</li> <li>• I know that a <b>prayer mat</b> is a special object for Muslims</li> </ul>	<p><b>Key knowledge from this unit:</b></p> <ul style="list-style-type: none"> <li>• I know that a place of worship for Christians is a <b>church</b></li> <li>• Know that a place of worship for Muslims is a <b>mosque</b></li> <li>• I know that Christians and Muslims believe they can worship <b>God</b> in any place and at any time</li> </ul>	<p><b>Key knowledge from this unit:</b></p> <ul style="list-style-type: none"> <li>• I know that we can see use all of our senses to find out more about the natural world.</li> <li>• I know that Christians and Muslims believe the natural world is special because <b>God created it.</b></li> </ul>
<p><b>Why this?</b></p> <p><b>Why now?</b></p>	<p><i>At the start of the year, pupils will be learning more about each other. This is a chance for them to learn that, for some people, occupying a religious worldview is part of who they are.</i></p>	<p><i>Having introduced the idea of religious worldviews, this is an opportunity to introduce some people who are important within a range of religious worldviews.</i></p>	<p><i>At this point, pupils should feel more secure in phonics. This is a good opportunity to explore more about religious worldviews through story.</i></p>	<p><i>Having learned about how religious people treat their special books, this is an opportunity to explore other objects that are special to religious people.</i></p>	<p><i>This builds on pupils' learning about special books and special things by exploring some of the special places in which you may find these books and objects.</i></p>	<p><i>This broadens the pupils' understanding of special places by looking beyond places of worship into the wider natural world.</i></p>

# LANGTOFT PRIMARY SCHOOL PROGRESSION OF KNOWLEDGE AND SKILLS IN RELIGIOUS EDUCATION

<b>YEAR 1</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>LAS Compulsory God – Islam</b>	<b>LAS Compulsory God – Islam</b>	<b>LAS Compulsory God – Christianity Community – Christianity</b>	<b>LAS Additional Thankfulness</b>	<b>LAS Compulsory Community - Christianity</b>	<b>LAS Additional Thankfulness</b>
<b>How did the World begin?</b>	<b>What do some people believe God looks like?</b>	<b>What 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>Why should we care for others?</b>

<b>YEAR 2</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>LAS Compulsory Life Journey – Islam</b>	<b>LAS Compulsory Life Journey – Christianity/Islam</b>	<b>LAS Compulsory Being Human – Islam</b>	<b>LAS Compulsory Being Human – Islam</b>	<b>LAS Additional Places of worship Christianity/Islam</b>	<b>LAS Additional Places of worship Christianity/Islam</b>
<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 a 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>Where do some people talk to God?</b>

# LANGTOFT PRIMARY SCHOOL PROGRESSION OF KNOWLEDGE AND SKILLS IN RELIGIOUS EDUCATION

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Year 3	<b>LAS Compulsory</b> God – Hinduism God – Islam  What makes us human?	<b>LAS Compulsory</b> God – Islam  Where do our morals come from?	<b>LAS Compulsory</b> God – Islam  Is scripture central to religion?	<b>LAS Compulsory</b> God – Christianity / Islam  What happens if we do wrong?	<b>LAS Compulsory</b> God – Christianity  Why is water symbolic?

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Year 4	<b>LAS Compulsory</b> Community – Hinduism  Are all religions equal?	<b>LAS Compulsory</b> Community – Islam  What makes some texts sacred?	<b>LAS Compulsory</b> Community – Islam  Just how important are our beliefs?	<b>LAS Compulsory</b> Community – Christianity  Who was Jesus?	<b>LAS Compulsory</b> Community – Christianity  Why is the Bible the best-selling book of all time?

# LANGTOFT PRIMARY SCHOOL PROGRESSION OF KNOWLEDGE AND SKILLS IN RELIGIOUS EDUCATION

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 5</b>	<p><b>LAS Additional Forgiveness</b></p> <p>Why do people have to stand up for what they believe in?</p>	<p><b>LAS Compulsory Being Human – Christianity</b></p> <p>Why doesn't Christianity always look the same?</p>	<p><b>LAS Compulsory Being Human – Islam</b></p> <p>What happens when we die? (part 1)</p>	<p><b>LAS Compulsory Being Human – Hinduism</b></p> <p>What happens when we die? (part 2)</p>	<p><b>LAS Compulsory Being Human – Islam</b></p> <p>Who should get to be in charge?</p>	<p><b>LAS Compulsory Being Human – Hinduism</b></p> <p>Why are some places in the world significant to believers?</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 6</b>	<p><b>LAS Compulsory Life Journey – Christianity</b></p> <p>Why does religion look different around the world? (Part 1)</p>	<p><b>LAS Compulsory Life Journey – Hinduism/Islam</b></p> <p>Why does religion look different around the world? (Part 2)</p>	<p><b>LAS Compulsory Life Journey – Hinduism/Islam</b></p> <p>Why is it better to be there in person?</p>	<p><b>LAS Compulsory Life Journey – Christianity</b></p> <p>Why is there suffering? (Part 1)</p>	<p><b>LAS Compulsory Life Journey – Hinduism/Islam</b></p> <p>Why is there suffering? (Part 2)</p>	<p><b>LAS Additional Expressing Beliefs through the Arts</b></p> <p>What place does religion have in our world today?</p>