



## What Religions and Worldviews looks like at Ledbury Primary School

We plan our creative curriculum so the children build a sense of belonging, being and becoming in the world.

### Curriculum

#### • Intent

#### **What a Religions and Worldviews lesson looks like in our school:**

- Religions and Worldviews is taught in a creative, collaborative and cross-curricular way throughout the school through whole class teaching with evidence found in books and on our Twitter platforms.
- Teaching takes place during three whole school Religions and Worldviews weeks (one each term) as well as additional lessons to deliver teaching on Christmas and Easter.
- Coverage is laid out in our curriculum overview which is based on the Herefordshire locally agreed syllabus and planning is supported by RE Today and Understanding Christianity units.
- We teach about worldviews systematically: Christianity first, followed by Judaism, Islam and Hinduism as well as non-religious worldviews such as atheism and humanism.
- Children have the opportunity to build on their knowledge as they move through the school, making comparisons between worldviews which they have learned about.

#### **This is our philosophy:**

- To help children grow and develop into tolerant young people with an understanding and appreciation of a broad spectrum of worldviews.
- To engage pupils in enquiring into and exploring questions arising from the study of religion and worldviews, so as to promote their personal, spiritual, moral, social and cultural development.
- To enable pupils to learn from different worldviews and share their own beliefs, viewpoints and ideas without embarrassment or ridicule.

#### **This is the progression of skills and knowledge and understanding at each stage:**

- 1) Make sense of a range of religious and non-religious beliefs, so that they can:
  - Make sense of a range of religious and non-religious beliefs, so that they can:
  - identify, describe, explain and analyse beliefs and concepts in the context

of living religions, using appropriate vocabulary

- explain how and why these beliefs are understood in different ways, by individuals and within communities.
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation.

2) Understand the impact and significance of religious and non-religious beliefs, so that they can:

- examine and explain how and why people express their beliefs in diverse ways.
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning.

3) make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses.
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response.
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with responses and personal reflections with increasing clarity and understanding identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
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- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation.

By the end of key stage 1, pupils will have learnt about:

Christianity

- Special times, places and stories.
- Creation
- Jesus' Good News
- Christmas and Easter

Judaism

- Core beliefs
- Special places

Islam

- Core beliefs

By the end of key stage 2, pupils will have learnt to compare different religions and considered non-religious worldviews too.

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|  | <p>Pupils will have learnt about:</p> <p>Christianity</p> <ul style="list-style-type: none"> <li>• The Fall</li> <li>• Jesus' Values</li> <li>• Christianity and science</li> <li>• Sacred text: The Bible</li> <li>• Further significance of Christmas and Easter</li> <li>• Marking life events: Baptism</li> </ul> <p>Judaism</p> <ul style="list-style-type: none"> <li>• Key festivals</li> <li>• Marking life events: Bar/Bat Mitzvah</li> <li>• Sacred text: The Torah</li> </ul> <p>Islam</p> <ul style="list-style-type: none"> <li>• Key festivals</li> <li>• Being a Muslim in Britain</li> </ul> <p>Hinduism</p> <ul style="list-style-type: none"> <li>• Core beliefs</li> <li>• Marking life events: Upanayana</li> </ul> <p><b>Cultural Capital</b></p> <p>The curriculum enables children to access and enhance their understanding of their home, their town and the wider community. They develop their cultural capital and are given opportunities and choices about their future and their own impact on the world as they progress through their school career and beyond.</p> <p>This will help them become successful members of modern British society, preparing them for the challenges and opportunities they will face.</p> |
|  | <p>This is what adults do:</p> <ul style="list-style-type: none"> <li>• Develop lessons which engage, challenge and stimulate discussion with a balance between gaining new knowledge, deepening existing knowledge and reflecting on personal beliefs.</li> <li>• Create a safe learning environment where pupils feel able to share their views without ridicule.</li> <li>• Gently challenge prejudice using the school values and British values which underpin our ethos.</li> <li>• Raise profile of the subject by engaging in whole school Religions and Worldviews weeks.</li> </ul> <p><b>This is how we support and ensure access for all children, including SEND, EAL and PP:</b></p> <ul style="list-style-type: none"> <li>• Small group/1:1 adult support given where required.</li> <li>• Planning tasks which allow for differentiated outcomes.</li> <li>• Where outcomes are written, provide good modelling and appropriate scaffolding to enable success.</li> <li>• Arrange groupings for collaborative work so that pupils have the</li> </ul>                                                                                                                                                                                   |

support of their peers.

For all other children:

- We use teacher and self-assessment to quickly identify any misconceptions.
- These can be addressed in mini plenaries or subsequent lessons.
- Where appropriate, a 1-1 conversation may take place to challenge prejudice with consideration being given to our safeguarding responsibilities, in particular, our prevent duty.

**This is how we challenge:**

- Small group work to further challenge
- Open-ended tasks
- Through questioning
- Encouraging self-evaluation and testing of ideas

## Curriculum Impact

**This is what you might typically see:**

- Happy and engaged learners
- Paired/group work
- A broad range of activities and outcomes which can be seen in books and on Twitter.
- Engagement and perseverance
- Self-motivated children
- Children talking positively about RE, sharing and reflecting on their learning

**This is how we know how well our pupils are doing:**

- Verbal feedback
- Evidence of knowledge displayed in written tasks reviewed by teachers.
- Photographic evidence on Twitter.
- Formative assessment in lessons through well-planned questioning and close observation of responses to class and group discussion, particular attention given to the use of subject specific vocabulary and any misconceptions.
- Targeted use of TAs- TAs to support individual children
- Monitoring of children's subject knowledge by class teachers
- Monitoring of children's engagement and subject knowledge by

subject co-ordinator through book looks, pupil interviews and observations of lessons during learning walks.

**This is the impact of the teaching:**

- Confident children who can talk about their knowledge and ideas about Religions and Worldviews using subject specific vocabulary.
- Children who are enjoying their learning in Religions and Worldviews.
- Children who can make comparisons between different worldviews.
- Children who can confidently and respectfully express their own views and beliefs.
- Inquisitive children who are not afraid to ask questions which lead to whole class discussions.
- Children who have positive attitudes towards other people who hold religious beliefs different from their own.