

Religious Education & WorldViews Curriculum at Roundwood Primary School

Please read document alongside Kapow Long Term Plan & Progression of Skills and Knowledge documents available from <https://www.kapowprimary.com/subjects/religion-and-worldviews/>

Where we are going

You need to:

- Respond to life's 'big questions'
- Understand key religious concepts
- Build substantive knowledge (such as facts about various religious ceremonies)
- Develop disciplinary skills (such as methods, theories, concepts and perspectives around RE and worldviews)
- Contribute to informed discussions
- Explore diversity
- Visit places of worship within my community and beyond
- Take part in religious festivals.
- Link my knowledge to my own personal and social development

Who we are

Roundwood Primary School is a local authority school, and we teach RE in line with the Buckinghamshire Locally Agreed Syllabus Challenging RE V 2022. The Buckinghamshire Agreed Syllabus reflects the requirements in the Education Acts of 1996, 1998 and 2002. These are that an Agreed Syllabus must reflect the fact 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.

We use the Kapow Primary scheme of work to deliver this syllabus. The Kapow scheme meets the aims (section 3.1) and aligns with the learning process outlined in section 3.2. The 'key questions' explored within the Kapow scheme are different to that within the Buckinghamshire syllabus however all content will be covered within the Kapow units by the end of KS2. The progression statements in section 5.3 of the syllabus are covered through the Kapow scheme.

Each Kapow 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?

At Roundwood Primary School we seek to ensure that all pupils develop spiritually, academically, emotionally and morally. This helps them understand themselves and others and cope with the opportunities, challenges and responsibilities of living in a rapidly changing world. We recognise and value the distinctive role Religious Education & Worldviews plays in ensuring this.

RE at Roundwood Primary School aims to prepare pupils for living in a multi-faith society through learning about Christianity and other religions, it offers opportunities for reflection, and it challenges pupils to consider, analyse and evaluate issues.

Daily collective worship focuses on values, citizenship and PSHCE objectives.

At Roundwood Primary School we have introduced the Roundwood Passport to Personal Development which gives children wider life experiences and RE experiences are included in these documents. We regularly make use of the churches in each village for key Christian events throughout the year, e.g. Harvest, Christmas and Easter. Other religions places of worship are located in Aylesbury, Milton Keynes and Oxford.

Vocabulary

Key vocabulary for each lesson is explicit within the lesson plan.

RPS Religious Education Journey

Early Years

In Early years, children will be introduced to some similarities and differences between different religious and cultural communities in this country through collective worship, stories in class and visiting our local church along with taking part in religious festivals. Children will also experience various world festivals, traditions and celebrations across the year to develop their understanding of others beliefs and the importance of them. They will be able to discuss what they know by drawing on their own experience and what has been shared with them in school. Naturally, this will lead and encourage children to ask questions about themselves, what they believe and the beliefs of others. Children will develop a sense of place in their family and community, and in the world and universe. Religious Education will also contribute towards the characteristics of effective learning; helping children to make links and show curiosity in about objects, people and events.

In Year 1

Respectful R&W (1 lesson) Discussing whether they believe or do not believe certain statements to be true, children learn what believing in something means. The 'wonder box' is introduced as a way of sharing challenging questions.

How did the world begin? Christian, Jewish, Hindu

Exploring a range of creation stories in imaginative ways, children present their own ideas about creators and creation using art and language. They consider how creation stories help some people to understand what God is like.

What do some people believe God looks like? Christian, Hindu, Muslim (additional Christmas lesson optional)

Looking at Islamic art, Hindu avatars and images of the Christmas story, children explore how different people understand God on Earth. They consider these representations when creating their own artwork and talk about why putting ideas about God into words and pictures is challenging.

What is God's Job? Jewish, Zoroastrianist, Muslim, Hindu, Christian

Investigating the roles of God through stories and sacred texts, children examine the actions of God and what this means to some different people.

Why should we care for the world? Jewish, Muslim, Hindu, Jain, Humanist

Building on their understanding of creation stories, children study quotes and religious stories about the relationship between humans and nature. They investigate why different people believe it is important to care for Earth.

How do we know that new babies are special? Muslim, Hindu, Christian, Humanist

Exploring different ceremonies to welcome home a new baby by examining quotes, videos, and pictures. Children investigate the symbolism in these ceremonies and seek connections between the ways people from diverse worldviews celebrate a new baby.

Why should we care for others? Sikh, Christian, Jewish, Muslim, Humanist

Exploring stories and guidance that inspire people to care for others, examining the reasons behind these actions and their impact on people's lives. Children investigate different ways people show care and understand why giving to others is important.

In Year 2

Respectful R&W (1 lesson) Exploring big questions relating to Religion and worldviews, children experience agreeing and disagreeing and come up with a class set of guidelines for showing respect in R&W lessons.

Why do we need to give thanks? Hindu, Christian, Humanist

Using a range of sources including survey data, children learn the beliefs around using offerings to show gratitude. They get hands on with artefacts used during puja and write their own lyrics for a song of thanks.

What do candles mean to people? Christian, Hindu, Jewish Additional celebration lesson: What can light mean at Christmas? (additional Christmas lesson optional)

Investigating the many ways light is used in religious and worldview contexts, children explore different festivals through artwork and stories, focusing on candles. They use natural resources to create advent wreaths and explore different hanukiah to develop their understanding of the symbolism of candles during Hanukkah.

How do we know some people have a special connection to God? Sikh, Muslim, Christian, Jewish, Hindu

Building on their understanding of how people perceive God on Earth, children listen to stories from diverse perspectives about the early lives of significant religious figures. They explore how we recognise that some individuals have a special connection to God by searching for clues in religious stories and comprehending the symbolism within them.

What is a prophet? Christian, Muslim, Jewish, Sikh

Asking questions about the religious stories they read, children find out more about significant people like Abraham, Jonah, Moses, Jesus, Muhamud and Guru Nanak. They look for clues in religious stories and art to understand their characteristics and the promises some of these people shared with humanity. By investigating different perspectives and drawing connections, children create their own definition of what is a prophet.

How do some people talk to God? Muslim, Jewish, Hindu

Investigating the importance of communication in relationships, children examine the different ways people pray and why they consider this important. They explore the objects that some people use during prayer and consider how the whole body is sometimes used in prayer.

Where do some people talk to God? Hindu, Alevi, Muslim, Sikh

Expanding on their learning about prayer and worship, children examine buildings within their local area and beyond. Through investigating, they discover what the features of the buildings might reveal about people's beliefs about god. Children design their own place of worship based on their learning.

In Year 3

Respectful R&W (lesson 1) Thinking about what religions and worldviews are, children will look at optical illusions and explore the lens that they and others look at the world through.

What makes us human? Hindu, Christian, Buddhist, Humanist

Exploring ideas about spirituality, inner self and the soul, children interpret and use art to express beliefs about the soul and inner self and design a book cover and blurb for a book called 'What makes us human?'

Where do our morals come from? Christian/Jewish, Buddhist, Muslim, Hindu, Humanist Additional celebration lesson: Why do many Christians think that Christmas is good news?

Reflecting on why people make choices about how to live a good life, children consider their views on what is right and wrong. They investigate how some Jewish people use a tallit to help them

remember guidance and explore objects that others may use in a similar way. Children write their own moral code mini-book inspired by their learning in this unit.

Is scripture central to religion? Jewish, Muslim, Christian, (additional Christmas lesson optional)

Building on their learning about guidance in religious texts, children investigate how scripture is used and treated by different people. Using virtual or real-life visits to places of worship, they act as detectives to find evidence of place of scripture.

What happens if we do wrong? Hindu, Muslim, Humanist, Christian, Jewish

Developing their previous learning about the role of god and moral guidance, children explore the meaning of consequences to different people. They design and play snakes and ladders style games to explore beliefs about reincarnation.

Why is water symbolic? Christian, Sikh, Muslim, Shinto

Exploring the many ways water is used in rituals and ceremonies, children explore the symbolic use of water and look at what stories from scripture suggest about water. From this, they create poetry to express ideas about the symbolism and significance of water. Children think about how people's beliefs about water's preciousness might affect their actions.

Why is fire used ceremonially? Hindu/Sikh, Zoroastrianist

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 to commemorate a particular person or event and create artwork inspired by the symbolic use of fire.

In Year 4

Respectful R&W

Thinking about what religions and worldviews are and exploring the ways the world can be seen. Children debate statements on discussion cards and create guidelines about how have healthy and respectful discussions.

Are all religions equal? Bahá'í, Sikh, Hindu

Exploring the origins of religions, children explore geographical and historical links and connections between some religions. They investigate Sikh and Bahá'í beliefs and practices that reflect unity and equality to plan a promotional video, poster or slide show for World Religion Day.

What makes some texts sacred? Sikh, Hindu, Buddhist (additional Christmas lesson (optional)

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.

Just how important are our beliefs? Sikh, Muslim, Jewish, Hindu, Christian

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. They use photographs, personal responses and information texts to explore ceremonies of commitment, diet, charity and clothing.

Who was Jesus really? Christian, Jewish, Muslim

Using texts to find out about the historical figure of Jesus, children consider his place in Jewish, Christian and Muslim teaching and how he is seen by different communities. They learn about the social and religious environment of Jesus' era and how this impacted the way he was viewed.

Why is the Bible the best-selling book of all time? Christian

Using historical skills and knowledge, children explore how the Christian Bible that exists today developed. They look at the different types of writing within the Bible and when it was written. Pupils find out how some Christians use their Bibles and present their ideas as marketers of the Bible.

Does the language of scripture matter? Christian, Muslim, Jewish

Expanding on their understanding of the importance and place of scripture, children find out about the different languages scriptures are used in and what this reveals about different beliefs. They try their hands at Arabic calligraphy and retell the story of

different diasporas using a map.

In Year 5

Respectful R&W

Learning the terms atheist, agnostic and theist, children consider the similarities and differences between religious and non-religious worldviews and interview their peers.

Why do people have to stand up for what they believe in? Christian, Muslim, Sikh

Thinking about religious freedom, children use historical and modern-day examples of people, such as Guy Fawkes, who have fought for their beliefs. They use debate and critical analysis activities to discuss controversial issues.

Why doesn't Christianity always look the same? Christian Additional celebration lesson: Why do some people use different names for Jesus? (additional Christmas lesson optional)

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, they will investigate why, when their fundamental beliefs are the same, Christian worship looks so different in the UK and across the world. They create freeze frames and breaking news articles as people from the past.

What happens when we die? (Part 1) Jewish, Christian, Muslim Humanist

Interpreting different sources of wisdom and beliefs about what happens when we die, children find out what different people from Abrahamic and non-religious perspectives do to mark someone's death. They explore how this is linked with beliefs about the afterlife through scripture, poems and readings and consider the concepts of heaven and hell through art.

What happens when we die? (Part 2) Hindu, Buddhist, Sikh

Continuing to investigate concepts relating to death, children learn the meaning of reincarnation and enlightenment and compare these ideas with those studied in part 1. They create a visual representation of enlightenment, incorporating their own beliefs and those of different worldviews.

Who should get to be in charge? Muslim, Sikh, Christian

Investigating the different ways religious leadership and authority are determined, children explore what happens when people don't agree. They examine evidence, use debating techniques and develop their knowledge of democracy, bloodline and being 'chosen' to think critically about the issues raised.

Why are some places in the world significant to believers? Christian, Jewish, Buddhist, Muslim, Sikh and Hindu

Using maps, pictures and texts, children investigate why some places are significant to some religions. They explore why this has sometimes led to conflicts and what these places can reveal about beliefs and culture. Acting as visitors, they examine primary sources and what these can tell us about the past and significance.

In Year 6

Respectful R&W

Exploring the way different religions describe their god(s), children learn about words stemming from the prefix 'omni' and create designs to remember these.

Why does religion look different around the world? (Part 1) Jewish, Muslim, Christian

Building on comparisons about the origins of the Abrahamic religions, children discover how some religious practices are observed. They consider how culture, tradition, migration and interpretation can affect how someone practices their religion.

Why does religion look different around the world? (Part 2) Hindu, Sikh, Buddhist, Jain Additional celebration lesson: Who celebrates Christmas? (additional Christmas lesson optional)

Building on their learning in part 1, children consider how interpretation can change how people practise their religion and worldview. They think about the influence culture, history, geography and tradition have on how religion looks in different places and challenge their perceptions. After exploring why there are

different Buddhist schools, they compare a range of practices by experiencing some of them in the classroom.

Why is it better to be there in person? Muslim, Jewish, Christian, Humanist

Thinking back to previous learning about prayer and worship, children find out about significant journeys and pilgrimages and why visiting a particular place is so important to some people. They investigate the challenges of pilgrimage experiences and consider whether it is better to visit a place in person.

Why is there suffering (part 1) Jewish, Christian, Zoroastrianist, Buddhist

Discussing suffering, sin and free will, children find out what people from different worldviews think about this challenging question. Through analysing stories and texts, they explore why some people turn to God in times of suffering whereas others take it as evidence that God does not exist.

Why is there suffering? (Part 2) Shinto, Buddhist, Sikh Humanist

Deepening their understanding of suffering, children explore alternative ideas about and responses to suffering through texts and stories. They consider how people might respond to suffering and how their reactions are influenced by their worldview.

What place does religion have in our world today? Multiple worldviews

Exploring their own worldview and the religious composition of their class, children use census data and digital mapping to investigate what these can suggest about religion and its limitations. They consider the importance of freedom of religion or belief and how Religion and worldviews lessons can help them become better citizens in the future.

Links with other subjects

- PSHE

As a Religious Educator leaving RPS

I will be able to:

- 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 my assumptions and preconceptions (personal knowledge).
- Build secure vocabulary, which allows me to talk confidently and fluently about my learning.
- Answer questions about worldviews through an enquiry-based approach including investigating, interpreting, evaluating, applying and expressing.
- Talk about the similarities and differences between my 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.

Memory makers at RPS

I will have experienced

- Considered a range of life's 'big questions'

- Learnt about key religious concepts
- Build substantive knowledge (such as facts about various religious ceremonies)
- Developed disciplinary skills (such as methods, theories, concepts and perspectives around RE and worldviews)
- Explored the meaning of true diversity in a range of contexts
- Visited places of worship within my community and beyond
- Taken part in religious festivals.
- Link my knowledge to my own personal and social development

Because I went to RPS

- I can respect other people's faiths and beliefs.
- I can live with tolerance in a multi-faith society.
- I can talk about my own beliefs and reflect on my own sense of identity.
- I can accept other people's differences and remove the idea of stereotypes.