



love the journey

Curriculum Implementation 2023-24

Primary

| | |
|-------------------|-------------------|
| LCA Strand | Humanities |
| Subject | RE |

| | |
|--|---|
| <p>What are the key concepts taught?</p> | <p>Religious Education provides children with challenging questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. Children also learn not only <i>about</i>, but also <i>from</i> religions and worldviews in local, national as well as in a global context. This enables them to explore and consider different answers to these questions. They learn to develop and express their own beliefs, but also to agree or disagree respectfully. RE equips pupils with knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and personal identities.</p> |
|--|---|

| | |
|---|--|
| <p>What is the sequencing of units?</p> | <p>EYFS - Throughout the year the children will learn about different religions, views and values through special places, books, people and objects. R.E will be taught through stories and practical activities and children will explore religion. The subject 'R.E – Religious Education, links to the EYFS curriculum through PSED AND UTW.</p> <p>Chapter 1: Kapow</p> <ul style="list-style-type: none"> - Unit 1 – How did the world begin? - Unit 2 – What do some people believe God looks like? - Unit 3 – What is God’s job? - Unit 4 – Why should we care for the world? - Unit 5 – How do we know that babies are special? - Unit 6 – Why should we care for others? <p>Chapter 2: Kapow</p> <ul style="list-style-type: none"> - Unit 1 – Why do we need to give thanks? - Unit 2 – What do candles mean to some people? - Unit 3 – How do we know some people were chosen early in life? - Unit 4 – What is a prophet? - Unit 5 – How do some people talk to God? - Unit 6 – Where do some people talk to God? |
|---|--|

Chapter 3: Opening Worlds

- Unit 1 – A Hindu Story
- Unit 2 – More Hindu Stories
- Unit 3 – Living with Hindu Traditions
- Unit 4 – The Hebrew Bible
- Unit 5 – Joseph, Moses and the Exodus
- Unit 6 – The Kings, the Temple and Living as a Jew

Chapter 4: Opening Worlds

- Unit 1 – Family of Jesus
- Unit 2 – Birth of Jesus
- Unit 3 – Life and Teachings of Jesus
- Unit 4 – Easter
- Unit 5 – Christian Traditions and Practices
- Unit 6 – Christianity Today

Chapter 5: Opening Worlds

- Unit 1 – Islam 1
- Unit 2 – Islam 2
- Unit 3 – Islam 3
- Unit 4 – Buddhism 1
- Unit 5 – Buddhism 2
- Unit 6 – Sikhism

Chapter 6: Opening Worlds (2023/24)

- Unit 1 – Christianity Today
- Unit 2 – Islam 1
- Unit 3 – Islam 2
- Unit 4 – Islam 3
- Unit 5 – Buddhism 1
- Unit 6 – Buddhism 2

Chapter 6: Opening Worlds (2024/25)

- Unit 1 – Abrahamic religions and Dharmic religions
- Unit 2 – Changing religion in England and over time 1
- Unit 3 – Changing religion in England over time 2
- Unit 4 – Changing religion in England over time 3
- Unit 5 – Changing religion in England over time 4
- Unit 6 – Deepening understanding of religious traditions through art, music and literature

How do we encourage pupils to see the links between different units and concepts?

The children begin their learning by considering their own beliefs, alongside the beliefs of those around them, as well as being introduced to a range of faiths and significant individuals within the Kapow curriculum. In Key Stage 2, the Opening Worlds curriculum continues to ensure clear, sequenced links throughout a child's journey from Year 3 – Year 6. Each unit is broad and balanced and builds upon previous learning and knowledge; this is cumulative, ensuring that children do not lose previous knowledge when a new topic begins, but instead use this to inform new learning.

| | |
|--|---|
| <p>What are the planned opportunities for adaptive teaching, including for SEND, the more and able and disadvantaged pupils?</p> | <p>All lessons are differentiated accordingly, ensuring that all children can access the lessons, at their current ability level. Children who require additional scaffolding are given this, and those who require additional challenge, are given reduced scaffolding or additional questions to further stretch their understanding of the topic. Children are given access to key vocabulary from the beginning of the topic, but this is often duplicated for the task in hand, to ensure children with writing (more specifically spelling) difficulties are not disadvantaged and can access the tasks.</p> |
| <p>What are the planned opportunities for retrieval and reflection by pupils?</p> | <p>Each lesson, children begin by reviewing learning from previous lesson and often find links to other topics, either in other subjects or other religious units. Learning objectives are given to each child for each lesson, with the final task of each lesson enabling the child to reflect on their progress towards achieving that learning objective. Synoptic tasks are available to teachers to use where appropriate.</p> |
| <p>What are the opportunities for feed forward by the teacher post assessment outcomes?</p> | <p>Despite there being no formal assessment in religious education, at the end of each lesson, each child's book is marked with specific targets or next step for future lessons, enabling them to see which skills they must focus on as they continue through the unit and into the next.</p> |
| <p>What are the planned opportunities for developing Reading?</p> | <p>Within each unit, and each lesson, there is an opportunity for the children to revisit and review previous teaching and learning, through use of the Opening Worlds topic textbooks; each lesson is accompanied by a chapter, which provides opportunities for short bursts of reading in each lesson.</p> |
| <p>What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?</p> | <p>Literacy: Correct spelling of topic-specific terminology and vocab is given to and taught to pupils throughout the lessons.</p> <p>Numeracy: Links can be made to numeracy through the introduction of key dates in each faith as well as through recognition of the main festivals celebrated throughout the year.</p> <p>Oracy: Children are given a myriad of opportunities to discuss their own personal beliefs, as well as sharing their own views on a range of information gained during lessons.</p> <p>SMSC: Links are made to culture throughout the RE curriculum. Each year group learns about and from a range of religions, with the children encouraged to speak about their own faiths; religious education enables children to develop their own spirituality and be reflective too.</p> |