



LAWFORD MEAD PRIMARY SCHOOL SUBJECT OVERVIEW

Religious Education (RE)

Intent

What we want our children to learn.

Our RE curriculum aims to:

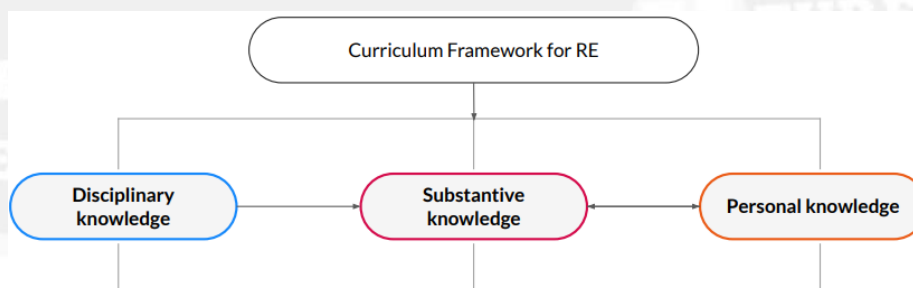
- Develop deep thinkers who are open-minded about religion and worldviews.
- Teach children how religion and worldviews are lived experiences across the world, consider the impact of worldviews on society, and have opportunities to consider their own personal worldviews.
- Teach children to respect and appreciate worldviews that are different to their own and consider their personal preconceptions, responses and views.
- Ensure children meet government guidance (which states that RE must reflect 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') and fulfil the non-statutory aims of *A Curriculum framework for Religious Education in England*.
- Be accessible, engaging and challenging for all, regardless of circumstances or background.

Implementation

How we deliver that learning.

Our curriculum design:

- We use Kapow Primary's Condensed Religion & Worldviews scheme of work.



Disciplinary knowledge: skills we use to build our understanding of religion and worldviews (e.g. exploring stories or scripture, carrying out surveys, exploring maps, using first-hand accounts, analysing texts, debating and discussing).

Substantive knowledge: knowledge of religions and worldviews represented in Great Britain organised into four key themes – beliefs; wisdom and morality; practices; and community and belonging.

Personal knowledge: developing, recognising and expressing personal worldviews and respecting the beliefs of others.

- This spiral curriculum provides a strong progression of knowledge and skills. Prior learning is revisited, built upon, and deepened each year: see [Kapow R&WV Condensed Long Term Plan](#), [Kapow R&WV Condensed Skills and Knowledge Progression](#), [Religious Education Council Curriculum Coverage Document](#) and [Kapow R&WV SMSC, British Values and Personal Development Mapping Document](#).
- Lessons open with 'Do Now' retrieval questions to recall and make connections to prior learning.
- Class teachers use adaptive teaching to ensure that lessons can be accessed by all pupils. This includes pre-teaching new vocabulary, using pictures or diagrams to record ideas, step by step instructions (including pictorial) and additional scaffolding. Teachers stretch pupils' learning when required.

Our teaching and learning:

- RE is taught for at least one hour every other week.
- 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.
- Lessons incorporate a range of teaching strategies to appeal to all learners: class discussion, role play and drama, independent tasks, paired, and group work.
- New vocabulary is explicitly taught and explained. See [Kapow R&WV Vocabulary Progression Document](#).
- Further teaching of Religious Education includes assemblies, trips and visits, local visitors and to celebrations of different worldviews and religions such as Christingle.

Impact

How we know what children have learnt and how effective this has been.

Our children:

- Actively engage in RE lessons and are curious learners who ask questions and make connections.
- Are confident enough to explore their personal worldview and have the skills to appreciate, evaluate and respond to religious, philosophical and ethical questions.
- Are prepared for life in modern Britain and can interact with others from different religious and non-religious viewpoints in a respectful, knowledgeable and open-minded way.
- Meet each end of Key Stage requirement outlined in the Curriculum Framework for Religious Education in England (2013).

Our teachers:

- Use formative and summative assessment opportunities to review pupil progress: AfL, high-quality questioning and post-assessment quizzes.
- Use assessment statements to determine which children are working below, working towards, working at expected, and working above. Teachers record this assessment termly on Insight: see [Kapow R&WV Assessment Statements](#) spreadsheet.
- Work with the RE subject leader to identify children who require further support and those who require further challenge.

Our RE subject leader:

- Supports teachers in the delivery of RE by offering continuing professional development, guidance and support where needed.
- Works with teachers to monitor pupil progress termly; the RE subject leader advises teachers to ensure that children who are not meeting age-related expectations are effectively supported.
- Evaluates the effectiveness of teaching and learning (pupil voice, book looks, informal drop-ins, and team teaching) and acts on this accordingly.