



## Religion and World Views

### **Intent:**

The Religion and World Views Curriculum at Hunningley Primary Academy provides children with an understanding of the diversity within and between beliefs, cultures, and world views from across the world, through the framework of three vertical concepts. Beginning first with the United Learning Framework, we have written our curriculum to follow three key vertical concepts to provide children with a common thread of substantive knowledge. We have designed our curriculum as a progressive model which allows children to build a thematic narrative and provide context across diverse world views as well as using small steps to help pupils to gain a deep understanding of complex, abstract ideas:

### **Sacrifice:**

Understanding the concept of giving something up to benefit somebody else. Some examples are; everyday commitments of time, money, material objects or service to others. In Christianity, the ultimate sacrifice of Jesus, giving up his life for the people that he loved is a principle belief. What motivates human action and what are the societal and personal consequences?

### **Knowledge and Meaning:**

To know how people make sense of the world and how beliefs impact human behaviour in diverse ways including, how people and organisations exercise power and how people make sense of the world. How have religion and belief impacted on humanities "truth"? How do beliefs impact human behaviour?

### **Human Context:**

Human beings exist in, and are influenced by, their place in time and their geographical, political, and social context. Everyone is different our diversities are influenced by our own personal context which influences our personal world view. What influences a person's world view?

Our curriculum is designed in a way that embeds core disciplinary knowledge and seeks to teach the skills and knowledge to hold respectful and informed conversations about religion and belief to be religiously literate. It equips children with sufficient knowledge to think, act and work as professional theologians, philosophers and social scientists.

Our curriculum is designed in a way which creates enthusiasm for religion and immerses them into being open-minded and accepting of other cultures, beliefs, and world views. It supports children to have in depth conversations about religion and world views to become more religiously literate and cultural aware. It inspires a curiosity to learn beyond their own experiences and community.

### **Implementation:**

Early Years is the first opportunity to develop our children's curiosity for Religion and World Views. We implement our Religion and World Views curriculum by following the interests of the children through the Early Years Foundation Stage Statutory Framework which aims to guide children to make sense of people's beliefs and the world around them. Pupils will

explore the similarities and differences between different religious and cultural communities in this country, drawing on their experience and what has been read in class. They should also be able to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

In Key Stage 1, religious knowledge is taught through children learning about Christianity, Judaism, Hinduism, and Hindu Dharma. The exposure to these religions initially, then ensures a firm foundation and understanding of other Religion and World Views, ready for Key Stage 2.

In Key Stage 2, the Religion and World Views curriculum is delivered in a way that equips children with the knowledge and skills to be able to understand and discuss religions and issues around them confidently, accurately, and critically with the aim that children will become more religiously literate by the time they move into KS3.

When teachers plan a unit, they begin with the end in mind, having clarity about exactly what they want the children to learn. Outcomes are clear and detailed, and each lesson has a concise learning intention. We are determined that children develop the progressive skills of a philosopher, theologian and social scientist, throughout their time at Hunningley and not just learn a series of facts about religion. Substantive knowledge rich lessons, where children build on prior learning and situate knowledge within carefully constructed concepts, are delivered following Rosenshine's Principles of Instruction. Teachers create a knowledge organiser which outlines the key substantive knowledge and vocabulary which all children must master with each unit being carefully planned for progression and depth.

The curriculum is well designed and developed to be ambitious for all learners and to ensure children know more and can remember more. Based upon up-to-date research on cognitive load and on how children learn most effectively, determined our approach to implementing our Religion and World Views curriculum. We take an approach of spacing out new knowledge combined with interleaving and retrieval practice to ensure learning sticks. Each unit has built in practice, retrieval, and reinforcement of the key vertical concepts to ensure knowledge sticks in the long-term memory. For learning to stick in the long-term memory we teach knowledge in meaningful contexts and in a connected way.

For each unit of learning, teachers plan for and children experience:

- The disciplinary knowledge needed to be successful theologians, philosophers and social scientists.

- Co-operative learning using Kagan strategies to ensure high levels of accountability and

engagement for all children.

- A careers pathway that highlights the range of jobs and careers that learning in history can lead to.

- Educational visits, visiting experts and artifacts to enhance the learning experience.

- Classroom working walls which detail; current, prior and future learning, the substantive and disciplinary knowledge children will learn, dual coded key vocabulary, the vertical concept the area of learning falls within and links where applicable, to our sustainability curriculum.
- To bring learning to life, lessons or parts of lessons take place in our immersive classroom to enable children to see first-hand the curriculum they are learning at that time in their own school environment.
- Questioning is used to allow pupils to consolidate knowledge and understanding where necessary or to apply learning in an open manner.
- Opportunities for all pupils to see themselves reflected in the curriculum by exploring the various places of worship around the local community and finding a sense of personal belonging and belief within society.
- A curriculum that teaches pupils about the different religions, cultures, and world views from across the world.
- To enable children of all abilities to access the curriculum, additional models and scaffolds are provided. Teachers reference the 'Religion and World Views Four Broad Areas of Need document' to ensure their planning meets the needs of all children; changes to pedagogy are also considered and changes to content are made in consultation with the Religion and World Views Lead and the SENCO.
- Teachers receive termly professional development to enable them to deliver the curriculum effectively.

### **Impact:**

Our Religion and World Views Curriculum is high quality, well sequenced and planned to demonstrate progression. Children will be able to build their own awareness and presumptions and values of religious and non-religious traditions. Children will become increasingly religiously literate and be able to clearly communicate and discuss their thinking. The impact of our curriculum will provide children with a secure knowledge and understanding of various religions and different communities around the world; they will also develop a sense of what religious practices take place in our local area. Our children will develop a keen interest for religion and world views and an enthusiastic engagement in learning, which develops their sense of curiosity about religion and different cultures.

Our curriculum is designed in a way to be suitably challenging; we believe that if children are keeping up with the demands of each lesson, that they are making good or better progress. In addition to this, we measure the impact of our curriculum through the following methods:

- A pre learning quiz to ascertain whether children have mastered the prior learning needed to enable them to access the planned unit. This takes place two weeks prior to the start of new learning to provide time for any prior learning gaps to be addressed. This seen in pupil books within a yellow border.
- A reflection on standards achieved against the planned outcomes.

- Low stakes quizzes.
- Pupil's books and pupil discussions about their learning.
- Scholarly writing opportunities are planned to provide children with the opportunity to write at length to demonstrate their knowledge gained at the end of the learning sequence.
- Teachers constantly interact with children assessing their thinking, knowledge, and understanding. Feedback is actionable, precise and acted on by the children in every lesson.
- Teachers review learning during learning, spaced after the unit has been taught, and after protracted periods of time. Recall and retrieval practice demonstrates whether learning has been remembered.

Our Religious and World Views curriculum is also planned in a way which promotes the cultural capital of all our children. We enhance our curriculum especially for the most disadvantaged by organising guest speakers, visitors, special assemblies, and events which focus on key religious celebrations and promotes careers within this field. We also provide additional opportunities such as school trips to enrich pupil's understanding and provide context through first-hand experiences. We contribute towards the cultural capital for the children in terms of the knowledge and skills they need to be successful learners and in wider life. Cultural capital in Religion and World Views provides children with essential knowledge about world religions and different communities so that they are well-informed citizens ready for the real world.