



Grange Primary Academy
The best in everyone™
Part of United Learning



Religious Education and Worldviews at Grange Primary Academy

Intent

At Grange Primary Academy, we believe that it is vital for all our pupils to learn about and from religion, so that they can understand the world and the community around them. The GPA Curriculum for Religion & Worldviews provides all children, regardless of their background, with:

- **Coherent and sequenced substantive knowledge** of religion and worldviews represented in Britain and the wider world, selected to build pupils' understanding through three vertical concepts. These vertical concepts build a thematic narrative and provide context across diverse worldviews, as well as using small steps to help pupils gain a deep understanding of complex, abstract ideas:
- **Sacrifice**: Giving something up for the benefit of someone else is a recurring concept across religious & non-religious worldviews and takes many different forms. What motivates human action and what are the societal and personal consequences?
- **Knowledge & Meaning**: One of the unique qualities of human intelligence through time has been our quest for knowledge and meaning. How have religion and belief impacted on humanity's search for "Truth"? How do beliefs impact human behaviour? What is it reasonable to believe?
- **Human Context**: Human beings exist in, and are influenced by, their place in time and their geographical, political and social context (Person, Time & Place). Everyone is different, so how have our diversities been influenced by our personal context? What influences a personal worldview?

- A Worldviews approach provides opportunities for all pupils to **see themselves reflected** in the curriculum, but also to be taken **beyond their own experiences**. The Religion & Worldviews curriculum teaches pupils about diversity within and between beliefs, cultures and worldviews from across the world, and seeks to teach the skills and knowledge to hold respectful and informed conversations about religion and belief; to be **religiously literate**.
- A conscious inclusion of **vocabulary** and substantive content that recognises the need to decolonise teaching materials in a meaningful and accessible way.
- A scholarly approach to the core **disciplinary knowledge of theology, philosophy and social sciences**, developing pupils' ability to hold the **types of conversation** and to apply the **methods and processes of theologians, philosophers and social scientists**.
- A **curiosity and openminded** approach to the worldviews of others and a **reflective consciousness** of their own worldview

Why Religion & Worldviews?

Since the publication of the RE Council's Commission on Religious Education (CoRE) Report in 2018, there has been a shift in the focus of Religious Education syllabuses and curriculums toward what is called a “worldviews approach”.

The approach suggests that everyone has (or ‘inhabits’ might be better) a worldview. Our worldview is our way of looking at, experiencing, interpreting and interacting with the world around us. It is personal to each of us and changes as we travel through life. Our worldview is influenced by our life experiences and external influences such as media and our parents and teachers. Our worldview will affect the way we respond to people and situations around us. This 2.34m video explains the concept of a worldview.

As well as **individual worldviews**, there can be institutional or **organised Worldviews** (capital W), these may be the collective values of a religious group, such as the Catholic Church or Sunni Islam. A person who chooses to belong or identify themselves with an organised religious Worldview will be influenced by that, however they may not adhere to everything that religious Worldview represents; they are still an individual within an organisation.

The worldviews approach to Religious Education has a number of benefits:

- It starts with people, seeking to put the significance of lived experience at the heart of pupils' learning.
- Everyone can recognise themselves in the curriculum, as we all inhabit a worldview whether we identify as religious or not.
- It opens-up our understanding of the lived diversity within religious and non-religious worldviews, rather than seeing a group as homogenous whole.
- Pupils approach substantive knowledge through the development of scholarly, disciplinary skills.
- If we learn to understand what influences a religious worldview, we can apply that understanding in our interpretation of religious text or belief in action; we can seek to see through a believer's eyes.
- As pupils develop an awareness of what influences their **personal worldview**, they can begin to accept challenges to their preconceptions and understand both themselves and others better. This is important in developing **personal knowledge** in the curriculum.



<u>Religion and Worldviews Curriculum Drivers</u>	<u>Deepening Concepts</u>	<u>Purpose</u>	<u>Big Ideas</u>
<p>As a result of the children being taught the Grange Curriculum, our children will be:</p> <p>A Resilient Learner – As a resilient learner, children will know their strengths and be able to set realistic goals. They will accept feedback and deal positively with praise, setbacks and criticism. They will keep trying and not give up.</p> <p>An Independent Enquirer – As an independent enquirer, children will ask the questions that matter. They will be eager to learn and be confident to ask for information. They will draw conclusions and make well-reasoned decisions about their work. They will learn through talking, practise and consolidating.</p> <p>An Articulate Collaborator- Children will be effective communicators. They will be able to work confidently with others, using their new skills and knowledge to engage in discussion related to a variety of religions and beliefs. Pupils will express their understanding and share learning in a range of ways.</p> <p>An Ambitious Individual – Children will work hard to challenge themselves. Be motivated by success and driven by being the best version of themselves that they can be. Producing and publishing work of high quality, taking pride in themselves and being the best that they can be by learning about the best that has been said and fed back.</p> <p>A Considerate Participator – Children will value diversity and celebrate our rich heritage and culture. They will recognise that other people have different religions, beliefs and attitudes and embrace these as they learn about different faiths. They will play a full part in the life of the school and engage in themed weeks to immerse themselves in other cultures. They will share ideas and listen to those of others, learning and celebrating together.</p>	<p>Religion and Worldviews is taught and revisited throughout the primary phase. There are three core strands and they are as follows-</p> <p>Personal resonance with or reflection on: the concept/belief underlying the subject matter of the enquiry, the child’s own thoughts, opinions, beliefs, and empathy.</p> <p>Knowledge and understanding of subject matter.</p> <p>Evaluation/critical thinking in relation to the enquiry question.</p>	<p>Each unit of work is purposeful and works towards a known end goal which ensures all children understand that their learning has a real-life purpose.</p> <p>Through explicit teaching, pupils and teachers assess their learning throughout the lesson. They can reflect at the end of the lesson on their knowledge and understanding.</p>	<ul style="list-style-type: none"> ➤ Christianity ➤ Judaism ➤ Hinduism ➤ Sikhism ➤ Islam ➤ Buddhism ➤ Humanism
		<p><u>Sequencing of Content</u></p> <p>The Grange Primary Religious Education overview ensures that pre-requisite knowledge is considered and linked to new learning.</p> <p>A range of units are introduced and taught through enquiry questions from EYFS to Year 6, giving the opportunity to refine an understanding of Religion.</p>	<p><u>Retrieval Practice</u></p> <p>Learning journeys dove-tail so that learning can be retrieved and applied</p> <p>Remembering information, skills and knowledge is celebrated and is part of the Grange culture.</p>

British Values

At Grange Primary Academy we understand the importance of promoting the fundamental British Values that are recognised around the world. It is our aim as a school to address these values wherever possible in the curriculum, including in Religious Education. Wherever possible we find it important to immerse the children in these values which are important to our identity.

We are committed to serving our community. We recognise the multi-cultural, multi-faith and ever-changing nature of the United Kingdom. We understand and embrace the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

Grange Primary Academy follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. As a school, we are dedicated to preparing students for their adult life beyond the formal examined

Cultural Capital

Cultural Capital is the accumulation of knowledge and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence. It is one of the key ingredients a child will draw upon to be successful in society, throughout their educational journey and eventually their career and world of work. At Grange Primary we enhance children's experiences and learning by utilising different opportunities in our RE curriculum, across the whole curriculum and around school.

We provide engaging RE lessons for every child in which we include a various experiences to develop their skills to prepare them for the real world. We aim to foster children's curiosity and fascination with world religions and theology so that this thirst for knowledge and understanding remains with them for the rest of their lives. We give children as many opportunities to experience, explore and explain the wide variety of religions around the world in order for them to become informed and thoughtful members of the worldwide community.

SMSC

Our curriculum helps to promote and foster SMSC through a variety of different ways.

Spiritual

The opportunity to reflect upon a variety of media to develop understanding ie, friendship, safety, relationships, one's own place in the world, bully, goals, consequences of decisions etc. Learning about ourselves leads to learning about others – developing empathy and tolerance. Encourage learners to develop self awareness - one of the composites of emotional intelligence. Develop a sense of self-worth is a mutually supportive environment

Moral

Opportunities to consider the consequences of different actions and understand why others make the choices they do. Consider and develop and understanding of experiences and moral values beyond their own. Collective worship and RHE lessons actively encourage learners to verbalise their views in a structured and democratic environment

<p>curriculum and ensuring that it promotes and reinforces British values to all its students.</p> <p>The children are able to critique each other's work in a positive and constructive manner whilst showing respect for the opinions and beliefs of their peers which may differ from their own.</p>		<p>Social</p> <p>Listen to and respect the opinions of others. Learning about ourselves leads to learning about others – developing empathy and tolerance. Self-awareness is one of the composites of emotional intelligence. Lessons to encourage action and a voice. The use of inclusive approaches and the right to be heard – Circle Time – give learners the confidence to articulate their views in a variety of settings.</p> <p>Cultural</p> <p>Listen to and respect the opinions of others. The opportunity to reflect upon a variety of media allows learners to consider a variety of cultural influences – developing empathy for and awareness of others. Develop an understanding of the tenets of other cultures and develop a respect for what has influenced other societies and cultures.</p>
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Implementation

The implementation of the GPA Religion & Worldviews reflects our broader teaching and learning principles.

For Religion & Worldviews in particular:

- **Substantive knowledge** ('what we know') is always carefully situated within existing schemas. Where prior learning is being built-upon in a unit, that knowledge is reviewed and contextualised, so that pupils can situate new knowledge in their broader understanding of different worldviews.
- **Disciplinary knowledge** ('how we know') is introduced in steps, beginning as implicit lenses of study and building to explicit introduction of key terminology and opportunities to engage in the **types of conversation**, and to apply the **methods and processes**, of the three disciplines. **For example, in KS1 pupils are explicitly introduced to the 'puzzling questions' asked by a philosopher in relation to the concepts of creation and freedom; in Year 3, pupils explicitly learn to apply the methods of a theologian when considering the reliability of Biblical text; in Year 4, pupils explicitly practise the methods of a social scientist to analyse Census data.**
- **Personal knowledge** (a pupil's awareness of their own worldview) is developed through regular opportunities for paired and class discussion, modelled, reasoned oracy practice, as well as explicit examination and challenge of misconceptions through substantive knowledge. **For example, in Year 3, pupils learn about the words of the Qur'an on modesty of dress and see examples of how this is interpreted in different ways by many Muslim women. Pupils learn about both the challenges and empowering experiences of different Muslim women and consider how they might support a pupil who chooses to wear a hijab in school.**
- **Vertical concepts** are **implicit** thematic threads used within overall curriculum design to connect significant aspects of religious and non-religious worldviews. These are not explicitly shared with pupils to avoid cognitive overload as pupils are already managing complex substantive and disciplinary knowledge.
- Opportunities for extended, scholarly writing appear throughout the curriculum. These have a clear purpose and, crucially, allow pupils to write as a theologian, philosopher or social scientist. **For example, in Year 4, after considering the complex philosophical nature of truth, doubt and reality, pupils write a balanced argument and explain whether they agree or not with the statement, *People should always tell the truth.***

Impact

The careful sequencing of the curriculum – and how concepts are gradually built over time – is the progression model. If pupils are keeping up with the curriculum, they are making progress. Formative assessment is prioritised and is focused on whether pupils are keeping up with the curriculum.

In general, this is done through:

- Questioning in lessons. Teachers check understanding so they can fill gaps and address misconceptions as required.
- Pupil conferencing with books. Subject leads and SLT talk to pupils about what they have learnt – both substantive and disciplinary knowledge – and how this connects to learning in previous years and other subjects. **For example, pupils in year 4 may be asked to talk about examples of sacrifice and ways it may be significant to different Christians, Muslims and Humanists.**
- Post-learning quizzes at the end of each unit. These give teachers an understanding of the knowledge that pupils can recall at the end of the unit, and can be used to identify any remaining gaps to be filled. **These are generally simple recall questions, such as the meaning of key terms or symbolism, or some of the reasons why people, places, events, artefacts, stories and practices may be seen as significant.**
- Pre-learning quizzes at the start of each unit. These assess pupils' understanding of the prior knowledge that is required to access the new content in the unit. These are used to identify gaps to be filled prior to teaching the new unit. **For example, in a unit about the significance of the resurrection to Christians, pupils need to recall Christian teachings about the significance of the life and person of Jesus as well as the concept of sin. This knowledge is assessed in the Pre-Learning Quiz, and teachers can plan to fill any identified gaps.**