






RE
AT
KINGSWOOD PRIMARY



<p>VALUES</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>RESPECT Our Environment & Community</p> </div> <div style="text-align: center;">  <p>RESPECT Each Other</p> </div> <div style="text-align: center;">  <p>RESPECT Yourself</p> </div> </div>
<p>INTENT</p>	<p>At Kingswood Primary Academy, we aim to provide all pupils with a stimulating and inclusive educational environment in which everyone feels safe, respected and supported to grow and develop to their full potential.</p> <p>Our purposeful curriculum is therefore designed to give children the entitlement to:</p> <ul style="list-style-type: none"> • Knowledge - develop a rich and deep subject knowledge • Skills - secure basic skills in reading, writing and maths • Nurture – be supported to grow and develop new skills and independence through a variety of contexts and enrichment experiences • Curiosity -be curious learners who fully engage in learning, enjoying challenges and develop a lifelong thirst for knowledge • Ambition – become independent, responsible citizens who fulfil their potential and are prepared for life in modern Britain • Diversity - gain an understanding of fundamental British Values and use these to inform their own moral code <div style="text-align: center; margin-top: 20px;">  </div>
<p>SKILLS FOR LIFE</p>	<p>The curriculum entitlement supports the development of individual essential skills for life through the Skills Builder aspects:</p> <ol style="list-style-type: none"> 1. Listening 2. Speaking 3. Problem Solving 4. Creativity 5. Staying Positive 6. Aiming High 7. Leadership 8. Teamwork <div style="text-align: center; margin-top: 20px;">  </div>

OVERVIEW

At Kingswood Primary Academy we use the Kapow Primary as a basis for our RE teaching.

The Kapow curriculum reflects that the UK's religious tradition is, in the main, Christian, with each year group having at least one unit specifically focusing on Christian concepts, beliefs and practices and these being linked to and contrasted with other religions and worldviews across the thematic units. The scheme also covers the principle organised worldviews represented in Great Britain. At the same time at Kingswood Primary Academy, we reflect local views on presented religions where possible including non-religious worldviews.

INTENT

At Kingswood Primary Academy, we believe that it is important for all our pupils to learn from and about religion, so that they can understand the world around them. The approach to Religious Education in our school focuses on religion and worldviews as personal and diverse. It aims to reflect the changing nature of religion and worldviews in modern Britain and help children to understand that religion and worldviews are a lived experience for people and communities. Children should become increasingly reflective about their own worldview and how it is influenced. This ties in directly with our school values: respect each other, respect yourself, respect our environment and community.

Religious Education is taught throughout the school in such a way as to reflect the overall aims, values, and philosophy of the school.

We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. Our curriculum is designed to encourage creativity, imagination, enquiry, debate, discussion and self-reflection.

IMPLEMENTATION

We use the Kapow Primary Religion and worldviews curriculum as it covers a number of organised worldviews with increasing depth and breadth. In line with government guidance the curriculum will 'reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.' Concepts will be explored through an enquiry-based approach where children will investigate a variety of worldviews, including:



We value the diverse religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity, and we value the links, which are, and can be made between home, school, and a faith community. We promote teaching in Religious Education that stresses open enquiry and first-hand experiences wherever possible for both staff and children. This gives the teacher a greater insight into children's thinking as well as providing ongoing assessment opportunities.

IMPACT

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Pupil discussions about their learning.
- The use of knowledge organisers to support pupils to know and remember more.
- Interviewing the pupils about their learning (pupil voice).
- Marking of written work in books.
- Through their R.E. learning, the children are able to make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people's cultures and ways of life. As such, R.E. is invaluable in an ever changing and shrinking world.

KINGSWOOD PRIMARY ACADEMY CURRICULUM INTENT

CURRICULUM DESIGN

The aims of the syllabus are for pupils 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 their assumptions and preconceptions (personal knowledge).
- Build secure vocabulary which allows them to talk confidently and fluently about their learning.
- Answer questions about worldviews through an enquiry-based approach including investigating, interpreting, evaluating, applying and expressing.
- Talk about the similarities and differences between their 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.

SEND – Strategies for supporting access:

- Break down learning – now/then
- Images to support
- Specific simple instructions
- Adaptive Teaching
- Scaffold to support learners
- Pre-learning tasks
- Re-capping within lessons for all or groups of pupils
- Flexible grouping
- Immersive Reader
- Definitions – revisit
- Vocabulary banks

Enrichment

Educational visits are another opportunity for the teachers to plan for additional Religious Education experiences for the children. We plan these at the beginning of each academic year, and they coincide with festivals celebrated in the church calendar.

SUBJECT LEADERSHIP AND DEVELOPMENT

Areas to Develop

- Develop use of knowledge organisers and quizzes
- Continue to develop lesson activities for effectiveness
- Continue to access specialist training from external providers to ensure the best and most current practise.
- Continue to develop academy website
- Develop exemplification folders