



# Woodfield Primary School

## RE Rationale

### Intent

At Woodfield Primary School it is our intention that every child will have a good knowledge and understanding of a range of religious and non-religious beliefs which shape our lives and our behaviours. We follow, United Learning's Religion and Worldviews curriculum, which provides all children, regardless of their background, with a coherent and sequenced substantive knowledge of religion and worldviews represented in Britain and the wider world.

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.

Pupils will build their knowledge and understanding through three vertical concepts: 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?

There is 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 is applied to the core disciplinary knowledge of theology, philosophy and social sciences, which develops the pupils' ability to hold the types of conversation and to apply the methods and processes of theologians, philosophers and social scientists. Our curriculum fosters curiosity and openminded approach to the worldviews of others and a reflective consciousness of their own worldview.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Implementation</b></p>	<p>The United Curriculum is sequenced so that meaningful links are made between subjects, and the order of units allows these connections to be made.</p> <p>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. 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.</p> <p>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.</p> <p>Retrieval quizzes and tasks ensure that children retain knowledge learnt. Assessment for learning will be used to identify where further support or challenge is required and to direct children to their next steps in learning. Children will also be assessed by a combination of listening to children's responses, contributions to discussions and evaluation of work.</p> <p>Across both key stages, children explore how people with non-religious beliefs might use their understanding of religious practices to positively impact their own moral code. The children have enrichment opportunities through visits to special places and presentations from religious speakers. In this way, pupils can make connections between what they have learned in the context of real life.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Impact</b></p>	<p>RE teaching at Woodfield helps develop children as critical thinkers and reflective learners. They will be confident in making connections between their learning and their own lives.</p> <p>A range of formative assessment techniques are used. Teachers check understanding through questioning, so they can fill gaps and address misconceptions as required. 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. Post-learning quizzes at the end of each unit 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. In addition, 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.</p> <p>By the end of KS2, children are able to recognise the value of individual beliefs and religions in a local, national and global context and are able to justify their own ideas through informed and considered explanation. Children will be able to successfully navigate their place in a diverse multireligious and multi secular society.</p>