

Primary Specification



RE

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Trust Level

Children are matched against 'stage descriptors' (in other words what pupils are expected to know and be able to do in computing for their year group or phase) when being assessed by their teachers in their computing lessons. Where appropriate, teachers will provide opportunities for children to apply computing knowledge and skills in other curriculum areas and may use this information as part of their assessments. Teachers use this information to form an overall picture for each child, to determine whether they have met the stage descriptors for the end of their year group or phase.

School Level

Formal assessments may be administered in different ways depending on the school. E.g. gradings offered, end of unit mini assessments, knowledge review weeks, termly or half termly assessment periods etc.

In addition to formal assessments, schools will assess pupils informally in accordance with the schools guidelines. At school level the KS2 specification document for each subject will be supported by the school own planning documents/ portals which also include LTPs, MTPs, Schemes of work and associated resources.

Long Term Plans provide leaders, teachers, students and parents with the overview of the learning journey that occurs yearly. These are available on the school website.

Medium Term Plans map the outline learning for each of the learning focusses of each half term in each year group. These provide more detailed information into the steps to facilitate a differentiated approach ensuring that content and skills are covered. The number of activities / objectives covered may vary dependent on the length of a half term and the frequency of lessons in a given subject. There are 5 planning cycles in the year. Autumn 1, Autumn 2, Spring, Summer 1 and Summer 2.

Schemes of Work may vary from subject to subject allowing the specialists in schools to develop suitable activities and topics ensuring ownership of planning for progress. Please note that no external schemes are followed to the book and when used, are merely a starting point for start.

SOW – Guiding Principles

- Skills and content based
- Form part of the 'big picture' e.g. show progression over the 6 years in school
- Provide suggested resources
- Allow for teacher ownership and/or creativity of lessons
- Allow for appropriate differentiation

OBJECTIVES

KS1/
KS2

Religious Education in English Schools: Non Statutory Guidance 2010 states: Breadth and depth in RE for all pupils can be achieved if the following are taken into account: Pupils should develop understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age.

RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience. It is recommended that there should be a wide ranging study of religion and belief across the key stages as a whole. Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression. Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values. The study of religion should be based on the legal requirements and provide an appropriate balance between and within Christianity, other principal religions, and, where appropriate other religious traditions and worldviews, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions. The breadth of study should take account of the four levels of community cohesion which all maintained schools are now obliged to promote..

In summary, religious education for children and young people:

Provokes challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development encourages pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives, enables pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society, teaches pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice. Prompts pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

INTENT

Farington Primary School's religion and worldviews curriculum aims to develop deep thinkers who are open-minded about the world they live in. We aim to ensure that our religious curriculum is relevant to pupils, reflecting and preparing them for life in modern Britain and the wider world. Through the Kapow Primary scheme, children will secure a deep understanding of concepts to be able to make connections, ask and respond to challenging questions, learn to respect and appreciate worldviews that are different to their own and consider their personal preconceptions, responses and views.

Children will build their conceptual knowledge through studying religions and worldviews locally, nationally, and globally in our progressive curriculum, enabling them to make links and connections between worldviews, develop disciplinary skills and build on their understanding of their positionality in relation to their learning. By revisiting key 'Big Questions' and building on prior knowledge, pupils will learn about how religion and worldviews are lived experiences across the world, consider the impact of worldviews on society and have opportunities to consider their personal worldviews.

Kapow Primary's R & W scheme of work enables pupils at Farington Primary School to meet the 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'. The scheme has been designed to fulfil the aims of A Curriculum framework for Religious Education in England.

IMPLEMENTATION

Reflecting the findings of the Ofsted Research review series: religious education (May 2021), Farington Primary School's Religious Education Scheme (Kapow Primary) has the following three strands running through it:

- Substantive knowledge (conceptual and worldviews related)
- Disciplinary knowledge
- Personal knowledge

These strands are interwoven across all units to create lessons that build children's conceptual knowledge and understanding of religion and world views (substantive knowledge) and use a range of disciplinary lenses. Children will also be equipped to explore and express their preconceptions, personal worldviews and positionality (personal knowledge) through varied and engaging learning experiences.

The scheme follows the spiral curriculum model, where units and lessons are carefully sequenced so that previous conceptual knowledge is returned to and built upon. Children at Farington Primary School progress by developing and deepening their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of contexts.

Children begin to develop their awareness of religion and worldviews in KS1, focusing on conceptual knowledge through the study of a limited range of religions and worldviews represented in the UK, including Christianity. This will support children in building knowledge they can refer to throughout their learning in KS2 while encountering a greater range of religions and worldviews and considering further the diverse nature of religious and non-religious lived experience.

Each unit includes overarching 'big questions' which will be revisited throughout KS1, lower KS2 and upper KS2, allowing children to apply breadth and depth of their learning across various concepts.

These 'big question' are:


- Why are we here?
- Why do worldviews change?
- What is religion?
- How can worldviews be expressed?
- How do worldviews affect our daily lives?
- How can we live together in harmony if we have different worldviews?

IMPACT

The impact of Farington Primary School's scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a unit quiz and a knowledge catcher, which can be used at the end of the unit to provide a summative assessment.

Pupils will be equipped with a range of disciplinary skills and knowledge to enable them to succeed in their secondary education. They will be prepared for life in modern Britain, being able to interact with others from different religious and non-religious viewpoints in a respectful, knowledgeable, and open-minded way. They will be enquiring learners who ask questions and make connections. They will be confident to explore the personal worldview and have the skills to appreciate, evaluate and respond to religious, philosophical, and ethical questions.

Summary of Subject Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Christianity/Islam/Hindu Dharma					
	Special Times How and why do we celebrate?	Special Stories Why are some stories special? What special messages can we learn from stories?			Our Special World What is special about our world?	Special Places What buildings and places are special to different people?
Year 1 Big question	How did the world begin? Christian, Jewish, Hindu (plus option to include locally represented worldview)	What do some people believe God looks like? Christian, Hindu, Muslim	What is God's job? Jewish, Zoroastrianist, Muslim, Hindu	Why should we care for the world? Christianity, Jewish, Muslim, Hindu, Jain	How do we know that new babies are special? Muslim, Hindu, Humanist (plus option to include locally represented worldview)	Why should we care for others? Christianity, Jewish, Muslim, Baha'i (plus option to include locally represented worldview)
Year 2 Big question	Why do we need to give thanks? Hindu, Christian, Humanist	What do candles mean to people? Christian, Hindu, Jewish (plus option to include locally represented worldview)	How do we know that some people were chosen in early life? Sikh, Muslim, Christianity	What is a prophet? Christian, Muslim, Jewish	How do some people talk to God? Muslim, Jewish, Hindu	Where do some people talk to God? Hindu, Alevi, Muslim, Sikh (plus option to include locally represented worldview)
Year 3 Big question	What makes us human? Hindu, Christian, Buddhist, Humanist	Where do our morals come from? Christian/Jewish, Buddhist, Muslim, Hindu, Humanist	Are scriptures central to religion? Jewish, Muslim, Christian, Hindu (plus option to include locally represented worldview)	What happens if we do wrong? Hindu, Muslim, Humanist, Christian	Why is water symbolic? Christian, Sikh, Muslim, Shinto (plus option to include locally represented worldview)	Why is fire used ceremonially? Hindu/Sikh, Zoroastrianist, (plus option to include locally represented worldview)
Year 4 Big question	Are all religions equal? Baha'i, Sikh, Hindu	How can books also be teachers? Sikh, Christian, Buddhist (plus option to include locally represented worldview)	Just how important are our beliefs? Sikh, Muslim, Jewish (plus option to include locally represented worldview)	Who was Jesus? Christian, Jewish, Muslim	Why is the Bible the best-selling book of all time? Christian	Does the language of scripture matter? Christian, Muslim, Jewish
Year 5 Big question	Why do people have to stand up for what they believe in? Christian, Muslim, Sikh	Why does Christianity always look the same? Christian	What happens when we die? (part 1) Jewish, Christian, Muslim, Humanist	What happens when we die? (part 2) Hindu, Buddhism (plus option to include locally represented worldview)	Who should get to be in charge? Muslim, Sikh	Why are some places in the world significant to believers? Muslim, Christianity, Jewish
Year 6 Big question	Why does religion look different around the world? (part 1) Jewish, Muslim, Christian (plus option to include locally represented worldview)	Why does religion look different around the world? (part 2) Hindu, Sikh, Buddhist (plus option to include locally represented worldview)	Why is it better to be there in person? Muslim, Hindu, Buddhist (plus option to include locally represented worldview)	Why is there suffering? (part 1) Muslim, Christian, Zoroastrianist	Why is there suffering? (part 2) Shinto, Buddhist, Sikh, Humanist (plus option to include locally represented worldview)	What place does religion have in our world today? Interfaith Student choice

STAGE DESCRIPTORS

Key content will be different across trust schools. These stage descriptors fit in line with expectations for RE key knowledge and understanding however decisions about the religions, other than Christianity, to be studied should take account of the balance of religion within: the school community the community within which the school is located to the UK community or the global community.

EYFS	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Say why festivals are special times for believers of different faiths.</p> <p>Recall simple stories connected with key festivals - Christmas/Harvest/ Diwali etc.</p>
KS1	<p>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>Notice and respond sensitively to some similarities between and within different religions and worldviews.</p> <p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> <p>Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>Find out about and respond with ideas to examples of co-operation between people who are different.</p>
LKS2	<p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p> <p>Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p>

	<p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.</p>
<p>UKS2</p>	<p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p> <p>Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.</p>

Assessment Criteria

What we do

1. We implement an inclusive curriculum so that all children, including those with SEND, can make progress and demonstrate success in a range of ways.
2. We conduct baseline assessments, checking the pupils' existing knowledge and skill level.
3. We review and re-cap prior learning and link it to new and current study. We identify curriculum links so that learning can be applied and assessed in new contexts.
4. Teachers use a range of assessment activities in their class, including the review of knowledge organisers, mini assessments, sketch books, independent tasks, work in books, pupil chats in lessons. We incorporate longitudinal study where appropriate, including geography and history to assess long term knowledge retention.
5. To meet the expected standard, pupils should demonstrate a broad understanding of the key facts in the end points for that year (as outlined in the subject key specification document). In addition, they retain key knowledge from prior learning.
6. At the greater depth standard, pupils demonstrate knowledge and understanding of every aspect of the key specification to the highest degree.
7. We enter a mid-year and end of year attainment grade onto FFT. Subject leaders analyse the data and report to governors annually.
8. Bi-annual peer audits provide quality assurance, moderation of standards and training across trust schools.
9. Progress and attainment will be reported to parents on the end of year school report