



# RE Overview

## Curriculum Intent

At Whittingham our curriculum for RE aims to ensure that all pupils know about and understand a range of religious worldviews, can describe, explain and analyse beliefs and practices, recognise the diversity which exists within and between communities and amongst individuals, identify, investigate and respond to questions posed, and responses offered, by some of the sources of wisdom found in religions and worldviews.

Pupils will appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning. They will learn to express ideas and insights about the nature, significance and impact of religions and worldviews.

The children at Whittingham enjoy learning about other religions and why people choose or choose not to follow a religion. 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.

The impact of using reasoned arguments and expressing their ideas about how beliefs,

## How do you ensure consistent delivery across all key stages?

To ensure consistent delivery across all key stages, the United Curriculum for RE provides a clear framework with well-defined learning objectives and progression statements. This ensures that students' understanding of religion and worldview concepts, such as belonging through artifacts, places of worship, Humanist and scientific explanation of creation, is built upon progressively. The curriculum also emphasizes a balanced view of the world and the importance of explicit teaching of core disciplinary knowledge.

By sequencing enquiry skills across year groups and providing opportunities for either local visits to places of worship and or specialists visit to the school, the curriculum aims to foster a deep and meaningful understanding of Religion and worldviews. Additionally, the curriculum's focus on subject-specific pedagogy and its alignment with relevant knowledge from other subjects helps to ensure a coherent and effective learning experience for all students. To further support consistent delivery, we implement strategies such as professional development for teachers in religion and worldview pedagogy, using Rosenshine's principles of effective instruction, incorporating small-step teaching and questioning techniques, and conducting ongoing assessment throughout lessons.

## How does the curriculum cater for disadvantaged, SEND and minority group students?

Our RE and worldview curriculum aims to be inclusive and accessible to all students. By incorporating relevant content, real-world examples, and experiential learning opportunities, our curriculum caters to the needs of disadvantaged students. For SEND students, differentiated instruction, assistive technology, and inclusive learning environments helps to ensure their success. To cater to minority group students, the curriculum incorporates diverse perspectives, promotes cultural sensitivity, and highlights role models from various backgrounds. By implementing these strategies, our RE and worldview curriculum

practices and forms of expression influence individuals and communities will lead to having pupils ready for the next stage of learning. The ability to express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues and appreciate and appraise varied dimensions of religion will only expand their world view and support the enhancement of critical thinking.

We use the United Curriculum for Religion & Worldviews and this 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

is more equitable and ensures that all students have the opportunity to learn and succeed.

### **How does the curriculum embed prior knowledge and aid long term retention of knowledge?**

The RE and worldview curriculum effectively embeds prior knowledge and aids long-term retention by building on students' existing understanding. This is achieved through strategies such as pre-learning quizzes to assess students' existing knowledge, weekly retrieval practices to reinforce previously learned concepts, and linking new learning to prior knowledge. By making connections between old and new information, students develop a deeper understanding of the subject matter and retain it for a longer period. Additionally, incorporating visual aids, hands-on activities, and collaborative learning helps students engage with the material more deeply and solidify their understanding.

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?

## Long Term Plan

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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EYFS	<p><i>In continuous provision, children will have the opportunity to reflect on their own identity and experiences while also learning about the beliefs, traditions, and practices of others.</i></p> <p><i>By the end of Reception, children will be able to begin to name and describe different religious and cultural environments, such as places of worship or different types of communities, helping them to understand diversity and respect. They will explore and discuss topics such as friendship, family, and caring for others, laying the foundation for a compassionate worldview. These explorations connect to the Personal, Social, and Emotional Development strand of the EYFS, fostering kindness and empathy toward others.</i></p> <p><i>Throughout the year, specific topics will guide their learning:</i></p> <ul style="list-style-type: none"> <li>• <b>Nursery: "Marvellous Me/Look at Me"</b> – <i>Children will explore the concept of self, identity, and family, reflecting on what makes them special and unique. This topic encourages them to appreciate themselves and others, learning that everyone is different but equally valued.</i></li> <li>• <b>Nursery: "All Creatures Big and Small"</b> – <i>In this topic, children will learn about the natural world and its creatures, fostering a sense of awe and wonder. Discussions about animals and the environment provide opportunities to connect with stories from various religious traditions about care and responsibility toward all living beings.</i></li> <li>• <b>Reception: "Standing Ovation"</b> – <i>This topic introduces children to celebrations and festivals from different religions and cultures, encouraging an understanding of how people celebrate important moments in their lives. Whether it's Diwali, Christmas, or Eid, children will learn how people express joy and gratitude in various ways.</i></li> <li>• <b>Reception: "Spring in Our Step"</b> – <i>With a focus on renewal and growth, this topic introduces children to the concept of new beginnings, as seen in springtime festivals like Easter and Holi. Children will explore how different cultures and religions celebrate the season of spring, connecting these celebrations with themes of hope, new life, and nature.</i></li> <li>• <b>Reception: "Where We Live"</b> – <i>Children will explore the idea of community and the places where people live, such as towns, villages, and different types of homes. They will learn about how different religious groups live in harmony and share spaces in their communities, fostering a sense of belonging and respect for others' ways of life.</i></li> </ul>					
Year 1	How do people show they belong?	Why does Christmas matter to Christians?	Who made the world?	What questions does the story of creation make us ask?	Why are artefacts important to Jewish families during Shabbat?	How do Christians show that God is important to them?

Year 2	Where is religion in our local community?	What does it mean to be free?	What do stories from the Bible reveal about God?	Why does Easter matter to Christians?	What do senses tell us about Hindu worship?	How do celebrations give Hindus a sense of belonging?
Year 3	How do people think about the Bible?	What is the Trinity? How is symbolism used to express Trinity?	How do people make moral decisions?	Where do Islamic beliefs come from?	How do Muslims express their beliefs in their daily lives? (1)	How do Muslims express their beliefs in their daily lives? (2)
Year 4	What do we mean by truth?	What does sacrifice mean?	How do people think about poverty, justice, self-sacrifice?	How do people contribute to society?	How have people and events in history shaped Islamic diversity?	How has religion and belief shaped our local area?
Year 5	How are Hindu beliefs expressed in artefacts and worship?	How does sacred text help Hindus understand Dharma?	How do Buddhists explain suffering in the world?	How have people and events in history shaped Christian diversity?	How has belief in Jesus as the Messiah impacted art and music?	Where do I stand?
Year 6	Why is resurrection significant for Christians?	Are religion and science in conflict?	In what diverse ways do Hindus build a sense of community?	What do philosophers teach us about life's purpose?	How is an understanding of life's purpose reflected in people's lives?	