



**RE Rationale**

**How does Kapow evidence intent, implementation and impact at Kiwi?**

In the 2019 Ofsted publication “Inspecting the Curriculum”, it is stated that: “The working definition of the curriculum uses the concepts of ‘intent’, ‘implementation’ and ‘impact’ to recognise that the curriculum passes through different states: it is conceived, taught and experienced. At Kiwi we use the Kapow RE scheme alongside the Wiltshire syllabus to provide an exciting enquiry based RE curriculum that has shown to produce a rich discussions and lively debate in lessons. The positive results of pupils’ learning can then be seen in the standards they achieve in our oral assessments done each term.

**Intent (Why are we teaching this?)**

Kiwi has adapted Kapow Primary’s Religion and worldviews curriculum which aims to develop deep thinkers who are open-minded about religion and worldviews. We aim to ensure that our curriculum is relevant to pupils, reflecting and preparing them for life in modern Britain. The scheme helps to underpin the development of respect and tolerance and supports our school values. Through the scheme, children will secure a deep understanding of concepts in order 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 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 fulfill the aims of A Curriculum framework for Religious Education in England.

**Implementation (How is this being taught in the classroom?)**

EYFS: The following table outlines some of the curriculum links that can be made between R.E. and areas of learning within the Early Years Foundation Stage.

- These may include prerequisite skills that are necessary to the understanding of R.E.
- Children are encouraged to share news or traditions that may be of importance to them. For example, a trip to a church or Synagogue.
- Around important religious holidays e.g. Christmas, Easter, Diwali, children are taught about the simple origins of each as well as carrying out simple craft, baking and linked activities.

The importance of ‘respect’ for others is highlighted in our school values and children are often encouraged to discuss how their traditions, beliefs and opinions may differ or look the same as others.

Reception	Personal, Social and Emotional Development	<ul style="list-style-type: none"><li>• See themselves as a valuable individual.</li><li>• Think about the perspectives of others</li></ul>
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	Understanding the World	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways</li> </ul>
ELG	Personal, Social and Emotional Development/ Building Relationships	<ul style="list-style-type: none"> <li>• Show sensitivity to their own and others' needs</li> </ul>
	Understanding the World/ Past and Present	<ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>
	Understanding the World/People and Communities	<ul style="list-style-type: none"> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul>

Reflecting the findings of the Ofsted Research review series: religious education (May 2021), our scheme 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 worldviews (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 Kapow Primary Religion and worldviews 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 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 Key stage 1, 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 Key stage 2 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 key stage 1, lower key stage 2 and upper key Stage 2, allowing children to apply the breadth and depth of their learning across various concepts. These 'big questions' 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?

A more specific, focused enquiry question frames the learning across each unit. Both the 'big questions' and the focused enquiry question will allow children to explore the content they are studying, make comparisons and links within and across religions and worldviews, and explore their personal views.

Lessons are designed to be varied, engaging and hands-on, allowing children to learn and record their thoughts, answers and ideas in various ways.

Guidance for adapting the learning is available in the scheme for every lesson to ensure that all pupils can access lessons, and opportunities to stretch pupils' learning are available when required.

Knowledge organisers support pupils in developing conceptual knowledge and schemata by summarising the key concepts covered in a unit and linking these two examples covered. Strong subject knowledge is vital for staff to deliver a highly effective and robust R&W curriculum and staff have access to training and resources to make sure they are secure in their knowledge.

Each unit of lessons will focus on the key subject knowledge needed to deliver the curriculum, making links with prior learning and identifying possible misconceptions.

Staff are aware that some units may contain controversial and sensitive issues and act accordingly if subject matter is likely to be upsetting for certain pupils. Staff always set ground rules at the start of lessons about respecting others opinions/beliefs. Staff also make sure children know they have a variety of ways to ask questions, for example, use the emotion box, talk to staff 1:1 after a lesson or use the zones of regulation display.

### **Reading**

At Kiwi, we endeavor to use the thread of reading in all subjects. In RE, exposure to and analysis of religious texts can also enhance their reading, comprehension and inference skills. We have found that children love using the correct terminology from a range of languages and cultures.

### **Assessment**

Children's understanding and knowledge of a variety of religions and beliefs is assessed according to the LO for each lesson. Personal knowledge allows children to think about their own positionality

### **Planning**

Staff follow a 2-year rolling programme and a detailed progression map adapted from Kapow RE. At Kiwi, we encourage teachers to include memorable activities such as visitors or visits to places of worship and to have access to rich and varied resources which can support teachers with gaining the most learning from these visits for example, we have a regular trip to the local church and regular visits .and assemblies from the army padre

### **Vocabulary**

Before we start a new topic, we look at what we have already learnt about the religion being learnt about. This may be a look at a learning grid or a mind mat or a simple introduction by the teacher. In this first lesson we will also look at vocabulary we need to know for that topic.

## **Values**

Our school values of kindness, respect and resilience are brought into RE very naturally and frequently. We always say kind words about other people especially people who have different cultures, religions, beliefs and opinions to ours. As we learn more about the way of life of people and how their religion affects their lives, we also learn to respect their religion and how dedicated people are to their beliefs. We can then take this opportunity to discuss resilience and how people who are persecuted or treated badly have to show such resilience on a daily basis and then compare this with our own experiences of resilience.

## **Impact (What is the effect?)**

The subject leader monitors impact effectively using floor book scrutiny, learning walks and moderation of outcomes as well as discussions with pupils.

Kapow Primary's scheme allows staff to constantly monitor impact 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.

After completing the RE scheme 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 their personal worldview and have the skills to appreciate, evaluate and respond to religious, philosophical and ethical questions.

The expected impact is that children will:

- 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