



Religion and World Views

Intent

The **Religion and World Views Curriculum** at **Bank End Primary Academy** provides children with an understanding of the diversity within and between beliefs, cultures, and worldviews from across the world, through the framework of three vertical concepts. Starting with the **United Learning Framework**, we have written our curriculum to follow three key vertical concepts to provide children with a common thread of substantive knowledge. We have designed our curriculum as a progressive model which allows children to build a thematic narrative and provide context across diverse worldviews, using small steps to help pupils gain a deep understanding of complex, abstract ideas:

- **Sacrifice:** Understanding the concept of giving something up to benefit somebody else. Some examples include everyday commitments of time, money, material objects, or service to others. In Christianity, the ultimate sacrifice of Jesus—giving up his life for the people he loved—is a principle belief. What motivates human action, and what are the societal and personal consequences?
- **Knowledge and Meaning:** To understand how people make sense of the world and how beliefs impact human behaviour in diverse ways, including how people and organizations exercise power. How have religion and belief impacted humanity's "truth"? How do beliefs impact human behaviour?
- **Human Context:** Human beings exist in and are influenced by their place in time and their geographical, political, and social context. Our diversities are influenced by our own personal context, which shapes our personal worldview. What influences a person's worldview?

Our curriculum is designed to embed core disciplinary knowledge and teach the skills and knowledge needed to hold respectful and informed conversations about religion and belief, ensuring our pupils become religiously literate. It equips children with sufficient knowledge to think, act, and work as professional theologians, philosophers, and social scientists.

The curriculum also fosters enthusiasm for religion, promoting open-mindedness and acceptance of different cultures, beliefs, and worldviews. It supports children in having in-depth conversations about religion and worldviews, making them more religiously literate and culturally aware. It inspires curiosity to learn beyond their own experiences and community.

Implementation

Early Years is the first opportunity to develop our children's curiosity for Religion and World Views. We implement our curriculum by following the **Early Years Foundation Stage Statutory Framework**, which guides children to make sense of people's beliefs and the world around them. Pupils will explore the similarities and differences between various religious and cultural communities, drawing on their own experiences and stories, non-fiction texts, and—when appropriate—maps. They should be able to explain some similarities and differences between life in the UK and life in other countries.

In **Key Stage 1**, religious knowledge is taught through learning about **Christianity, Judaism, Hinduism**, and **Hindu Dharma**. This foundational knowledge prepares pupils for further exploration of other religions and worldviews as they move into Key Stage 2.



In **Key Stage 2**, the Religion and World Views curriculum equips children with the knowledge and skills to confidently, accurately, and critically understand and discuss religions and related issues. Our aim is for children to become religiously literate by the time they move to Key Stage 3.

When planning a unit, teachers begin with a clear vision of the intended outcomes, ensuring that each lesson has a concise learning intention. We are committed to helping children develop the skills of a philosopher, theologian, and social scientist throughout their time at **Bank End**, not just learning facts about religion. Substantive knowledge-rich lessons, building on prior learning, are delivered using **Rosenshine's Principles of Instruction**. Teachers create knowledge organisers that outline key knowledge and vocabulary, ensuring each unit is planned for progression and depth.

The curriculum is designed to be ambitious for all learners, ensuring that children know more and can remember more. Based on up-to-date research on cognitive load and how children learn effectively, we implement an approach combining spaced-out new knowledge, interleaving, and retrieval practice to ensure long-term retention. Each unit incorporates practice, retrieval, and reinforcement of key vertical concepts, ensuring knowledge sticks in long-term memory.

For each unit of learning, teachers plan and children experience:

- The disciplinary knowledge needed to be successful theologians, philosophers, and social scientists.
- Cooperative learning using **Kagan strategies** to ensure high levels of accountability and engagement for all children.
- A careers pathway highlighting the various jobs and careers that learning in religion and worldviews can lead to.
- Educational visits, visiting experts, and artifacts to enrich the learning experience.
- Classroom working walls displaying current, prior, and future learning, key vocabulary, vertical concepts, and links to the sustainability curriculum.
- Immersive classroom experiences where lessons come to life, enabling children to engage deeply with the curriculum.
- Opportunities for children to see themselves reflected in the curriculum by exploring local places of worship and considering their personal beliefs within a societal context.
- Curriculum design that incorporates diverse religions, cultures, and worldviews.
- Additional models and scaffolds to support children of all abilities, ensuring accessibility for everyone.

Teachers receive termly professional development to ensure effective delivery of the curriculum.

Impact

Our **Religion and World Views Curriculum** is high quality, well-sequenced, and planned to demonstrate progression. Children will be able to build awareness of and express their values regarding religious and non-religious traditions. They will become increasingly religiously literate, able to communicate and discuss their thinking clearly.

The impact of our curriculum will provide children with a secure knowledge and understanding of various religions and communities worldwide, as well as the religious practices in their local area.



Our curriculum is designed to challenge pupils appropriately. If children are keeping up with lesson demands, we consider this an indicator of good or better progress. We measure the impact of our curriculum through:

- **Pre-learning quizzes** to ensure children have mastered prior knowledge needed for the new unit.
- A **reflection on standards achieved** against planned outcomes.
- **Low-stakes quizzes** to assess understanding.
- **Pupil discussions** to gauge understanding.
- **Scholarly writing opportunities** allowing children to demonstrate the knowledge gained at the end of each learning sequence.
- Constant interaction and feedback, ensuring children act on precise, actionable feedback every lesson.
- **Spaced review** and **retrieval practice** to assess long-term retention of learning.

We also plan to promote the cultural capital of all children, especially the most disadvantaged. We do this through guest speakers, special assemblies, key religious celebrations, and opportunities for school trips to enrich their understanding. These experiences provide context, helping children understand diverse worldviews and religious practices. Our curriculum ensures children acquire the knowledge and skills necessary to be successful learners and informed citizens in the real world.