

## **Progression in the Religious Education curriculum at Richmond Hill School:**

Richmond Hill School follows the Kapow Religion and Worldviews planning- this scheme of work exposes pupils to a board range of religious and worldviews in a spiral designed curriculum. As children progress through school, religious and worldviews are revisited to ensure retrieval and to enable students to explore areas with a greater complexity. To reflect the Christian traditions of Great Britain and to meet the requirements of the Cumbria Agreed Syllabus for RE 2023, Christianity is taught in every year group. We have also tailored our planning to enable students to focus more closely on the Dharmic religion of Buddhism at KS1 and the Abrahamic religion of Islam at KS2. Our long-term planning indicates where year groups will focus on these faiths.

In the EYFS our children are introduced to different World religions which link to the specific time of the year, for example Diwali will be explored during the months of October and November and the Nativity story in the month of December. Our teachers carefully plan cross-curricular learning opportunities based around key festivals, including early writing, art and cookery. This approach provides the foundations and language skills to help our pupils in their readiness to access the KS1 Kapow Religion and Worldviews planning. Our pupils are exposed to the 'Belonging and Believing' series of books by Gill Vaisey. The books explore the lives of eight different children each from a different religion or worldview.

At Richmond Hill School our approach to the teaching of RE is multi-disciplinary; teaching in each year group focuses on students developing their religious literacy through the exploration of **theology, philosophy and human sciences**. These three types of knowledge are sometimes referred to as 'substantive' (knowledge about); disciplinary (ways of knowing) and personal knowledge (awareness of our own preconceptions and values). We follow a spiral based curriculum that prepares pupils with the prior knowledge they need for subsequent topics, to make connections and to grasp 'big ideas'. In order to 'know more and remember more' there are regular opportunities to revisit learning. Staff will plan retrieval opportunities into lessons to help cement previous learning. Subject specific vocabulary will be taught progressively and will be clearly explained to pupils at the start of each lesson.

The Kapow Primary Religion and worldviews curriculum covers a number of organised worldviews with increasing depth and breadth. In line with government guidance and Census 2021 information, the curriculum will 'reflect the fact that religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.' Exploring concepts through an enquiry based

approach, children will investigate a variety of worldviews, including Christian, Muslim, Hindu, Sikh, Jewish, Buddhist and Humanist.

### **Spiral Curriculum:**

Kapow Primary's Religion and worldviews scheme of work has been designed as a spiral curriculum with the following key principals in mind:

- **Cyclical:** In each unit, pupils develop disciplinary, substantive and personal knowledge building on these through the study of concepts and religious and non-religious worldviews.
- **Increasing depth:** Each time a concept, religion or worldview is revisited, it is covered with greater complexity and in varying contexts. Progression within units and between year groups includes:
  - Studying teachings, beliefs, practices and experiences in more detail.
  - Moving from local to national and then global concepts
  - Making and explaining more, increasing subtle links
  - Identifying and discussing diversity within and between religions and worldviews.
  - Grappling with increasingly complex and sometimes controversial ideas (including through our big questions)
- **Prior knowledge:** Upon returning to each concept, religion or worldview pupils use prior knowledge to build on previous foundations, rather than starting again.