

Religions and Worldviews in the OCL Primary Curriculum

Intent

The OCL Curriculum Statement of Intent has been carefully considered for each curriculum area to ensure the content designed meets this at every opportunity.

The context that our children and young people live in:

- Our children live in a world where they require the skills and qualifications, flexibility, emotional intelligence and expertise to be leaders and to thrive as human beings.
- Our children live in world where accepting themselves as individuals and celebrating who they are is key in navigating a complex and ever-changing environment.
- Our children live in a world where they need to feel a sense of ability to change things for the better and have self efficacy.
- Our children live in a world where they need a network of relationships and a network of support to thrive and excel.
- Our children live in a world where early development of vocabulary skills is the single most important factor to get right as early as possible.

We want our children and young people to:

- Be inspired to improve the world around them.
- Have the ambition, skills and expertise to thrive in a fast changing, interconnected and communication rich world, with the confidence and technical expertise to thrive.
- Have a network that supports them.
- Be comfortable in who they are and able to continuously explore who they are becoming.
- Be rich in language with a passion for learning.
- Seek to include others, be other-centred and celebrate difference.
- Have a values approach to life and a sense of what is right and wrong through the lived experience of the 9 habits.

Therefore, we focus on developing character, competence and community. The RW curriculum specifically meets the OCL statement of intent by focussing on character, competence and community in the following areas:

| | |
|--|---|
| | <p>Character: Developing children’s personal ability to understand who they are, who they want to become and how to achieve that through knowledge of religions, beliefs and cultures. Empowering children to have vision and strong personal beliefs and for them to understand that they have the right to be themselves.</p> |
| | <p>Competence: Giving children opportunities to explore world religions, beliefs and cultures and not limit experiences for them is crucial to be able to choose their own pathway of faith. We will give them personal experiences and share other’s experiences to enhance their understanding of diverse cultures of the world.</p> |
| | <p>Community: Children are to develop their sense of belonging through understanding local, national and global faiths. Understanding how faiths and beliefs shape communities across the world is fundamental for children to have a wider perspective of their place in the world.</p> |

Implementation

To ensure our intent transfers into everyday classroom practice, we use current research in cognitive science to develop pedagogy and specific CPD to ensure subject content is expertly delivered. This is alongside individualised coaching in constantly striving to continually improve practice. Responsive feedback approaches, delivered through out highly effective one-to-one horizons approach, ensure each adult knows the relevant next steps to maximise learning opportunities.

Using research from Dan Williamson’s Models of Memory, Sweller’s Cognitive Load Theory, Rosenshine’s Principles of Instruction and the thinking behind Ebbinghaus’ Forgetting Curve, the curriculum is implemented effectively through

a set of core concepts, developed for each curriculum area. This enables children to assimilate new information into growing schema as they move through the academy. By presenting new information to students as another example of these core concepts it allows them to process information in relation to previously learned knowledge and make connections.

The core concepts for RW:

| Core Concepts in Religions and Worldviews | | | | | |
|---|--------------------------------|----------------------|------------------|-----------|-------------------|
| Creation | Beliefs, teachings and sources | Worship in the World | Exploring Values | Community | Festivals and Art |

The curriculum is mapped using these core concepts and then a different religion is covered each year. We plan for progression using the key points outlined in the impact section below. Lesson content is planned towards these progression points and follows the model of direct instruction, shared and modelled practice before culminating in independent practice and mastery. Specific knowledge is acquired through the knowledge organisers in each curriculum area and unit of study to ensure broad and balanced coverage and as a tool for children to add to, revise and structure that knowledge.

Subject Delivery

| Lesson Timings | Type of delivery |
|--|---|
| RW is taught fortnightly in one-hour lessons. In addition to these regular lessons, pupils take part in three special two-hour sessions across the year—one each half term—focusing on the development of spirituality. Throughout the year, children also explore religious stories shared during Academy assemblies. To further support understanding, educational visits to local places of worship are organised annually. | RW lessons are primarily taught as discrete sessions to ensure focused exploration of each religion’s specific knowledge. However, during Spring 2, pupils take part in two hours of thematic learning linked to sustainability, allowing pupils to make connections between religious worldviews and contemporary global issues. |

Annual Organisation per year group

| Term | Theme | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------|--------------------------------|--|---|--|--|--|--|
| Autumn 1 | Who am I? Who am I becoming? | Who do Christians say made the world? | How do different Abrahamic religions explain the beginning of the world and what we learn about them? | What do Christians learn from the creation story? | How do Dharmic religions explain the origin of the universe? | Why do Christians believe that Jesus was the Messiah? | Science vs creation |
| Autumn 2 | Citizenship and the World | Who helps and cares? | What is the bible and why does it matter to Christians? | What makes an inspirational person? | What is the trinity and why is it important for Christians? | How and why might these Jewish women be considered an inspiration? | Why do some people believe in God and some people do not? |
| Spring 1 | Heritage and culture | What happens during worship at a church and a synagogue? | What makes some places special to believers? | How do Christians and Muslims worship God? | Worship within religions, what is similar and what is different? | Are there similarities and differences in prayer and different traditions? | What matters most to Humanists and Christians? |
| Spring 2 | Building our Sustainable World | Why and how do people say sorry when you have done something wrong? | If you do something wrong, can it be put right? | Values: what matters most? | How do religious people decide to solve dilemmas? | If there is a God, why is there evil and suffering? | Is it possible to live in a truly peaceful world? |
| Summer 1 | Building an Inclusive World | What does it mean to belong to a faith community? | How and why do people try to make the world a better place? | How are some people inspired by their religious faith? | Where do I belong? | Beliefs in our community | How does belonging to the faith community guide and influence everyday attitudes, responses and actions? |
| Summer 2 | Showasis | How do festivals and family life show what matters to Jewish people? | How do festivals and worship show what matters to a Muslim? | Christianity, music and worship. What can we learn? | How do people express their religious and spiritual ideas on pilgrimage? | Dharmic festivals – how do they compare? | Expressing faith through the arts |

Impact

The ultimate test of the impact of the curriculum is in whether the students know what you want them to know, and what you think they should know. This has been carefully mapped against the core concepts for RE in the tables on the following pages.

To determine this, we check and monitor children's learning, providing teachers and students with information about progress and analysis of deliberate retrieval practice. We need to be able to fluidly use 'checking for understanding' techniques in the moment as well as being able to know what has been learnt and retained over time and the depth of that learning:

- We use checking for understanding techniques through **Socratic** quizzes and hinge questions to ensure we are aware of all students learning during the lesson and adapt the pace as necessary.
- Retrieval practice is built in where most impactful to interrupt the forgetting curve and secure constructs in long term memory.
- Depth of knowledge is then assessed through spaced quizzing, **end of unit assessment quizzes** and Student Portfolios in Showbie.

RW Specific Impact Measures

In RW quizzing is used as a method of assessing pupils understanding at the end of a core concept to analyse the extent to which knowledge has been consolidated into long-term memory. Retrieval practice tasks throughout the lessons also interrupt the forgetting curve to enable faster access to prior learning. Pop tasks at the end of the year pull together the learning for the subject under the core concept areas to consolidate learning and to prepare children to make links to the future learning in a different religion.

Progression Points against the Core Concepts

| Core concept | End point |
|--------------------------------|---|
| Creation | Confidently identify and compare creation stories from various religious traditions, understanding their origins and the ethical values they inspire. Recognise that differing beliefs are not right or wrong, and ask thoughtful, respectful questions to explore diverse viewpoints. Reflect on how religious teachings and scientific perspectives can relate to each other. |
| Beliefs, teachings and sources | Critically analyse religious teachings, figures, and texts to understand the diversity of beliefs. Explore the role of faith in offering support during difficult times and foster empathy and respect for different perspectives. Prepare for future education and engagement in a multicultural and multi-faith society. |
| Worship in the world | Explore the diversity of worship practices across different religions. Understand how these practices foster respect, empathy, and a deeper appreciation for the diversity of beliefs and values. |
| Exploring Values | Recognise that values influence how people live and behave. Explore both shared and differing values across religious and non-religious worldviews. |
| Community | Explore the communities people belong to and compare them with others. Recognise the importance of respect for people from a range of backgrounds in the wider world. |
| Festivals and art | Develop a rich understanding of how festivals, pilgrimages, and religious expressions through art shape the lives of believers. Appreciate the diversity of faith and the ways different cultures express spirituality. |