

Religion & Worldviews Curriculum Map 2022-23

Curriculum Intent & Implementation

The Religion & Worldviews curriculum 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 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?
- A Worldviews approach provides opportunities for all pupils to see themselves reflected in the curriculum, but also to be taken beyond their own experiences. The Religion & Worldviews curriculum teaches pupils about diversity within and between beliefs, cultures and worldviews from across the world, and seeks to teach the skills and knowledge to hold respectful and informed conversations about religion and belief; to be religiously literate.
- A conscious inclusion of vocabulary and substantive content that recognises the need to decolonise teaching materials in a meaningful and accessible way.
- A scholarly approach to the core disciplinary knowledge of theology, philosophy and social sciences, developing pupils' ability to hold the types of conversation and to

1. How do you ensure consistent delivery of the subject across all key stages?

- Dedicated weekly timetabled lessons at all Key Stages across the Academy
- Centrally planned lessons and resources for each Key Stage ensuring all groups access the same content and activities (tailored by individual teachers to suit the needs of their students)
- Rosenshine principles incorporated into planning and delivery
- Teaching and Learning Reviews (lesson dips, book sampling and student voice) are used to monitor consistency across groups and Key Stages

2. How does the curriculum cater for disadvantages, SEND and other minority group students?

- All students have access to the same curriculum – students have access to differentiated learning tasks.
- Differentiation (by resource, task, outcome as appropriate) to provide accessibility, appropriate levels of challenge and achievement for all - Different strategies used to support learners as per the "Reasonable Adjustment" document shared by the SENDCO.
- Scaffolding and modelling to support thought and writing processes
- Wide range of resources and materials used to engage, motivate and allow access to the curriculum
- Draw upon life experiences and current affairs to enable students to see the relevance of the curriculum to them and their lives

3. How does the curriculum embed prior knowledge and aid long-term retention of knowledge?

- Schemes of Learning are sequenced to enable students to acquire, build upon and apply prior knowledge
- Rosenshine principles – every lesson starts with a recap and ends with a review

apply the methods and processes of theologians, philosophers and social scientists.

- A curiosity and openminded approach to the worldviews of others and a reflective consciousness of their own worldview.

PRIMARY

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	In the Early Years, the children will learn about some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. They will learn about special times of the year, for example, Divali, Eid, Christmas and Easter and the different ways in which these special times are celebrated.					
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 symbol/artefacts important to Jewish families during Shabbat?	How do Christians show God is important to them?
2	Where is religion in our local community?	What does it mean to be free?	What do stories from the Bible reveal about what God is like?	Why does Easter matter to Christians?	What do our senses tell us about Hindu worship?	How do celebrations give Hindus a sense of belonging?
3	What is 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?	Is it reasonable to believe God is omnipotent and omnipresent?
4	What do we mean by truth?	What does sacrifice mean?	How do people think about poverty, justice and self-sacrifice?	How do people contribute to society?	How have events in history shaped Islamic diversity?	How has religion and belief shaped our local area?
5/6 Rotation A	How are Hindu beliefs expressed in artefacts and worship?	How does scripture help Hindus understand Dharma?	How do Buddhists?	How have events in history shaped Christian diversity?	How has belief in Jesus as the Messiah impacted art and music?	Is belief in God rational?
5/6 Rotation B	Why is the resurrection significant for Christians?	Are religions and science in conflict?	In what diverse ways do Hindus build a sense of community?	What do philosophers teach us about life's purpose?	----- -----	

