



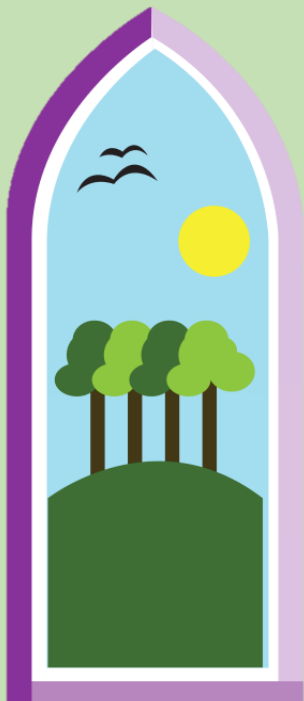
Religious Education and World views (RE & WV) Intent

Strength in difference, together we are one, together we fly high

At Dunbury, we want our children to understand that Religious Education and World Views (RE & WV) is the study of what guides people by looking at sacred texts, religious practises and making connections. This is the foundation for children beginning their journey towards becoming nurturing, global citizens.

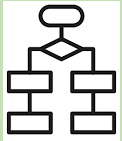
We want our children to know that spirituality lies at the heart of how we live and interact with those around us. Religious and World views is the study and interpretation of the frameworks that form the foundations of different belief systems and their follower's lives. It seeks to help pupils understand their own beliefs and values and foster empathy and compassion towards others. When investigating, their thinking is developed through disciplinary concepts that encourage them to think as a theologian. These concepts form a unique framework of enquiry and shape the questions that theologians investigate.

Our vision of *strength in difference, together we are one, together we fly high* drives our religious and worldwide views curriculum, aiming to develop a sense of how rich and diverse the world is, how the effective building of our communities is rooted in being curious about how we think and view life and how much potential there is if we truly cherish and nurture our own and each other's spiritual development.





RE & WV Structure



We organise our knowledge into key concepts



As theologians, we use these concepts to investigate.

Religious and Worldwide views



Religious Education and World Views is the study of what guides people, by looking at the sacred texts, religious practise and connections.

Christianity

Other faiths and Worldwide views
Humanism, Judaism, Islam, Hinduism, Buddhism, Sikhism

Nature of God

- Names of God

Creation

- Views of creation
- Science and Creation

Incarnation

- Relationship with God.
- Evidence of Jesus
- Interaction with God

Salvation

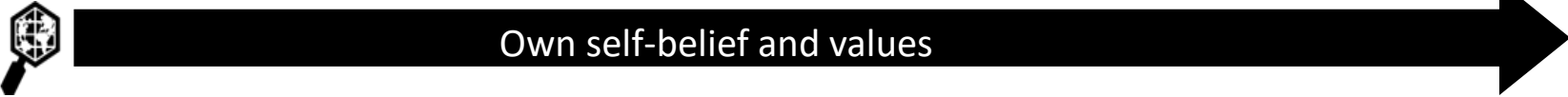
- Easter
- Reincarnation
- Goals in life


Afterlife

- Life is celebrated
- Heaven
- No after life


Worship and Witness

- Festivals
- Religious Life
- Religious Practise




Meaning of the text 

Developing skills of reading and interpretation; understanding how people of faith interpret, handle and use their faith texts; making sense of the meanings of texts for them.

Understanding of impact 

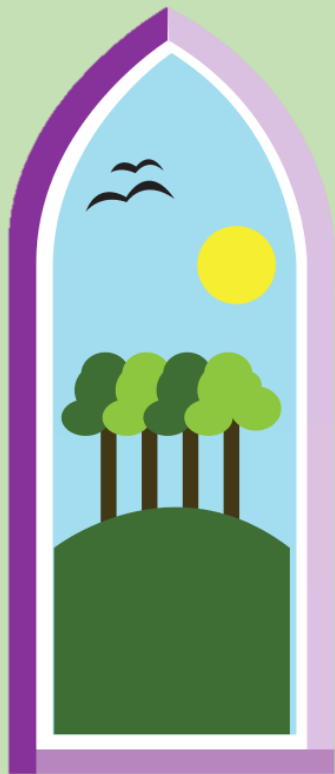
Examining ways in which people of faith respond to sacred texts and teachings, and how they put their beliefs into action in diverse ways within the faith community and in the world

Responding /Making Connecting 

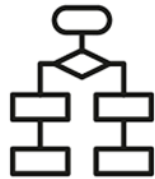
Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.



RE & WV Concepts



Our knowledge is organised into key concepts and disciplinary concepts. The core knowledge is laid out in coherent, sequential progression documents which detail the end points which we aim children to achieve. The foundations for the RE & WV curriculum are built in Early Years. This is built on in KS1 as novice theologians, leading to more expert theologians in KS2. This provides the firm building blocks for children to become disciplinary theologians in KS3 and beyond.



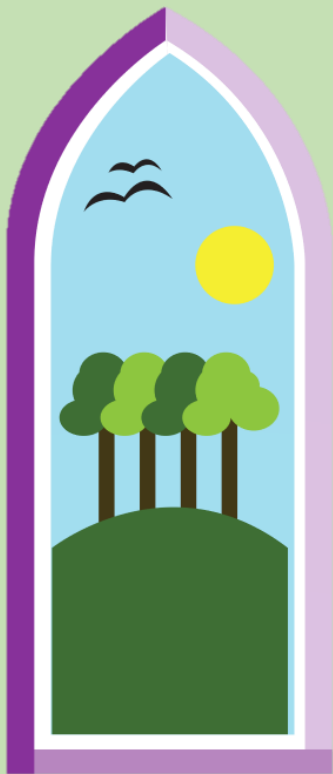
Key concepts

Key concepts support children in developing an understanding of their experience, a system of categorisation, and how they learn and use these systems. In this way, children build a schema of knowledge about some of the key themes through which they can reason and talk about the world and its diversity. Key concepts shape the overarching enquiry question for the spine. We have six main concepts in RE & WV which we investigate through 7 different religious or worldwide views.







Key Concepts	Religious or World Views Explored
<ul style="list-style-type: none"> • The Nature of God • Creation • Incarnation • Salvation • After life • Worship and Witness 	<ul style="list-style-type: none"> • Christianity • Islam • Judaism • Hinduism • Buddhism • Sikhism • Humanism



RE & WV Concepts



Our enquiry spines will seek to develop knowledge in the key concepts through studying specific faiths as novice learners, building on that knowledge as expert learners through comparing and contrasting beliefs.

	Nature of God 	Creation 	Incarnation 	Salvation 	After life 	Worship and Witness 
EYFS	The meaning of the word God/ Allah	God created the world (Islam and Christianity)	God/ Allah gives help to his special people.	Jesus saves. Being involved in Ramadan	Life is special and should be celebrated.	Showing love and fasting
KS1	There is only one God for the Jewish, Islamic and Christian faith.	How God created the world (Islam, Christianity and Judaism).	God /Allah sent help through people or speaking through people. God has not come (Judaism)	Story of Easter Week Belief in salvation for the Muslims and the Jews.	Concept of heaven / Paradise	Daily commitments to follow your faith (Judaism, Islam, Christianity)
Lower KS2	Covenants made with God. The Trinity (Christian) Hindu belief in Brahma Humanist belief in no God.	The Hindu belief of creation. The Humanist view of creation.	The incarnation of the soul. Evidence of Jesus.	Concept of reincarnation. Humanist belief in science being the answer	Access to heaven /Paradise /Moska No after life (Humanist)	Pilgrimage Golden Rule Hindu daily commitments.
Upper KS2	Scriptures say about who God is. Sikh belief in God. Buddhist belief in no God.	The relationship between science and creation. Human responsibility for looking after creation.	God's interaction with earth, how they do and what they do.	The focus and goal to be striving for in this life and what supports it.	The varying views of the afterlife idea.	Following the Scriptures Sikh and Buddhist daily practise.



RE & WV Concepts

Disciplinary Concepts



Our curriculum is driven by curiosity, language and resilience. Pupils at Dunbury are encouraged to be curious about RE & WV and use the disciplinary concepts (working as a theologian) to support their approach, asking themselves:

- What is the meaning of the text? How do I make sense of it?
- What is the impact of this belief / idea / practise?
- What connections can I make to my own beliefs and those of others?

Disciplinary concepts shape the enquiry questions asked in a subject and organise the subject knowledge progressively. The disciplinary concepts drive the teaching sequence towards answering the overarching key question for the spine. They can all be applied across the entire subject and every one is interconnected.

Meaning of the text



Developing skills of reading and interpretation; understanding how people of faith interpret, handle and use their faith texts; making sense of the meanings of texts for them.

Understanding of impact

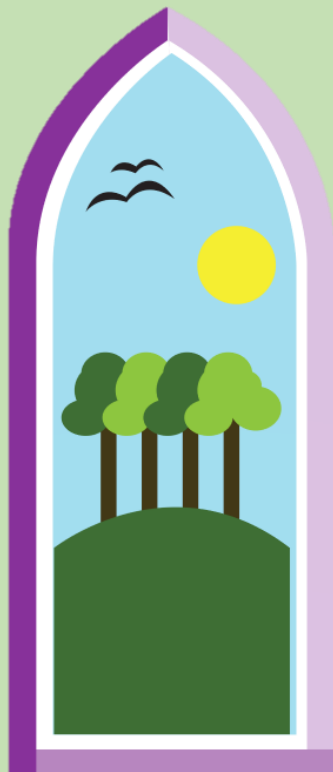


Examining ways in which people of faith respond to sacred texts and teachings, and how they put their beliefs into action in diverse ways within the faith community and in the world

Responding /Making Connecting

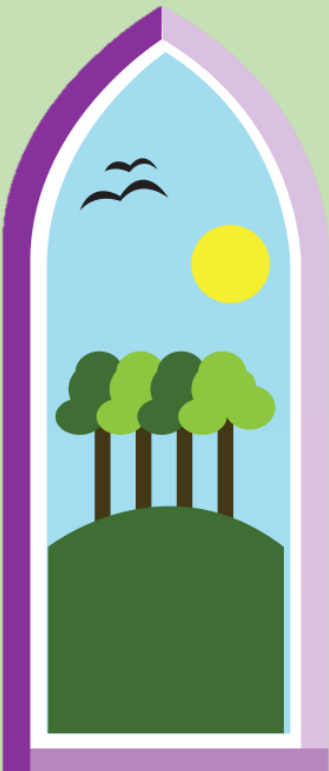


Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.





RE & WV Progression



Children in Early Years lay the first building blocks for theological knowledge and concepts. They begin to develop their sense of their own beliefs and start to make comparisons between their beliefs and ideas and those of others.



Novice

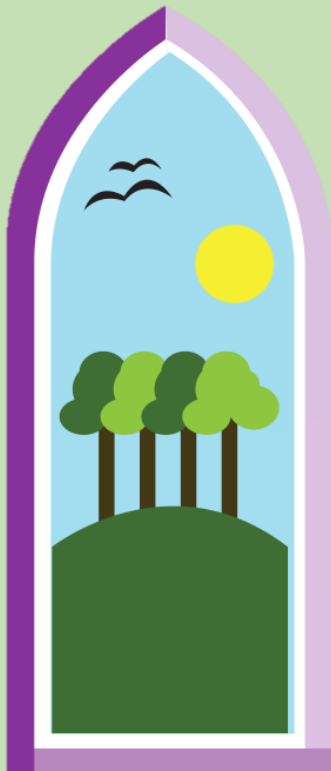
- Recall some of the beliefs, stories, symbols, artefacts and practices of different religious worldviews,
- Recognising some similarities and differences and saying something about how and why they may be important for many people.
- Investigate features of religious and nonreligious worldviews by asking their own questions about them
- Talk about what is important to them and to other people with respect for feelings and provide a good reason for the views they have and the connections they make.

Expert

- Make some links between some texts, stories and symbols.
- Describe and compare different ways of demonstrating a commitment to a belief system through the celebrations and practises.
- Describe and compare different ideas about the meanings of life and death from the traditions being studied with reference to key texts.
- Describe and compare how key events are remembered and/or celebrated in different traditions and how people may demonstrate their commitment to such traditions
- Provide good reasons for the views they have and the connections they make whilst recognising that others may think differently







RE & WV Implementation



Planning:

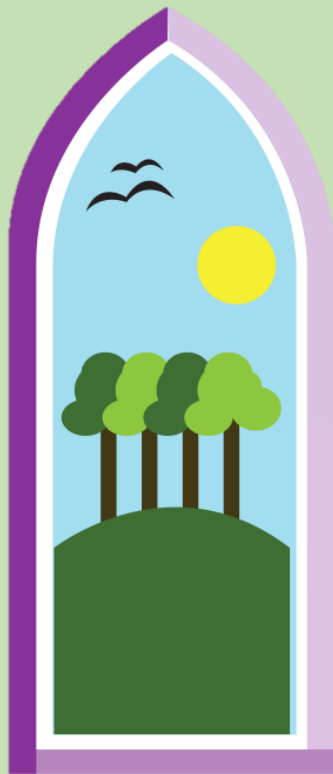
Within the clear teaching sequence, individual lessons are designed around an enquiry question, which children are expected to be able to answer at the end of the lesson. Each lesson builds in small steps upon the previous, with prior learning referenced within the teaching sequence through a variety of means such as low stakes cumulative quizzing, structured talk and retrieval practice. This ensures that children can secure their learning in small steps, with teaching informed by continuous assessment of and for learning and misconceptions addressed at point in time. At the end of learning sequences, children use their accumulated knowledge to answer their key over-arching enquiry question. Quizzes on essential knowledge are also sometimes used to support teacher understanding of their knowledge retention and to inform future planning.

Teachers plan lessons using a mastery teaching approach, driven by our curriculum drivers, following the sequence of learning indicated below:

Connect 	Curiosity 		Resilience 		Spoken Language 
Activate prior learning	Learning questions shaped the disciplinary concept.	Explicit instruction and modelling by teacher.	Guided Practice so that all children can access independent practice	Independent practice with tasks that match the learning question. Structured in small steps	Structured reflection for children to talk about what they know and their developing schema.
Recalling previous pertinent knowledge and building blocks.	How does this new knowledge fit into my existing geography schema? How does it build to my final application questions?	What do I notice? How does this connect and build on my knowledge? What new vocabulary am I acquiring. What questions do I have? Do I feel confident enough to have a go?	How am I doing? How do I know? Are there sufficient models, examples and resources to help me have a go?	I can apply new learning through practicing what I was taught, shown or modelled.	I can talk about what I have learnt today, using new vocabulary and generalisations. I can talk about where my new knowledge fits into the spine and how it is building me in this discipline.



RE & WV Impact



Vocabulary

Vocabulary is an essential building block to enable children to access the curriculum; within RE & WV teaching sequences we use explicitly planned vocabulary to teach tier 2 and 3 vocabulary to all children. Teachers ensure that all children understand the key vocabulary needed to access the learning, with careful scaffolding for children with SEND. To support their vocabulary acquisition, the etymology and morphology of key vocabulary is also taught explicitly in our spelling lessons throughout KS2.

Adaption for children with SEND

Following the expectations laid out by the SEN Code of Practise, the following adaptations are made for individuals who need something that is addition to or different from others in the class. [\(click here for document\)](#)

Impact

At Dunbury, children's books show learning sequences that develop their theological and conceptual understanding through a variety of rich tasks that make them think hard. Recorded work evidences snapshots of the learning sequence, with rich vocabulary, guided and independent work. Independent work shows the children's understanding of the lesson question and gives a snapshot of their learning throughout the overall lesson. Learning sequences show that over time, children know more and can apply this knowledge across their wider learning in RE & WV.

We use the laid out essential knowledge in the progression documents to set the standard that we expect children to reach by the end of EY, KS1, lower KS2 and upper KS2.