

# RE Curriculum Intent, Implementation and Impact

2025

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## Introduction:

Religious education has a unique place in the curriculum of The British School. It is neither a core nor a foundation subject; the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'

At The British School we ensure the requirements for the National Curriculum 2014 and the intentions of the Gloucestershire agreed syllabus for RE are met. In order to do so, we use the Kapow scheme of learning for Religions and Worldviews.

## **Equality, diversity and inclusion in RE:**

At The British School, we create an inclusive culture of achievement, high standards and high expectations. Children of all ethnic and cultural groups, races, genders, sexual orientations and abilities have equal access to the RE curriculum and we have high expectations of all pupils. At The British School we actively promote the understanding, tolerance and respect of the nine Protected Characteristics, identified in the Equality Act 2010. This is actively promoted through the teaching of and learning through Religion and Worldviews.

We ensure that positive images of all groups are promoted throughout the school, both in the use of language, in the provision of resources and through displays. We ensure that all children have equal access to effective, quality-first teaching and learning, in all areas of the RE curriculum. In lessons, pupils are taught through whole-class interactive teaching, where the focus is on everyone working together on the same lesson objective(s), at the same time, to master the content of the National Curriculum 2014 and the Gloucestershire agreed syllabus, through the use of Kapows scheme of work on Religions and Worldviews.

As a school, we ensure that we meet the diverse needs of each individual pupil, in order to ensure the active participation and progress of all pupils. Class

teachers, in collaboration with the SENDCO, will ensure that any specific needs, requiring specialist resources, are addressed promptly. In RE lessons, pupils with SEND will be supported in a number of ways, through adaptive teaching. Strategies may include:

- Targeted support by the class teacher and TA;
- High-quality modelling;
- Appropriate scaffolding;
- Varied questioning strategies;
- The use of peer support;
- The use of differentiated resources and/or equipment;
- The provision of additional resources and/or equipment;
- Additional support with practical work;
- The provision of coloured paper and overlays (dyslexia)

Teachers provide feedback and marking to all pupils, in line with our school marking and feedback policy.

### **INTENT:**

Through our Religious Education curriculum, we aim:

- to engage pupils in enquiring into and exploring questions arising from the study of religion and belief, so as to promote their personal, spiritual, moral, social and cultural development.
- to provide learners with knowledge and understanding of Christianity, the Abrahamic religions and other principal religious traditions and beliefs represented in Great Britain.
- to develop children's understanding of the ways in which beliefs influence people in their behaviour, practices and outlook.
- to enable learners to apply the insights of the principal religious traditions to their own search for identity and significance.
- to enable learners to become aware of their own beliefs and values and to have a positive attitude to the search for meaning and purpose in life.
- to encourage learners to develop a positive attitude towards other people who hold religious beliefs different from their own.

## **IMPLEMENTATION:**

### **Implementation - Legal requirements for Religious Education:**

Religious Education is a statutory subject of the curriculum for all pupils in each year group and 'should be provided for all registered pupils except those withdrawn at the request of their parents.' (s 71 SSFA 1998) Parents have the right to request that their child be excused from all or part of the RE provided at school. The syllabus should 'reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.' (s375 (3) Education Act 1996). The British School ensure we comply with the legal requirements of Religious Education when following the Kapow Scheme of Work, as this scheme fulfils the requirements of the Curriculum Framework, [RE\\_Review\\_Summary.pdf \(natre.org.uk\)](https://www.natre.org.uk/RE_Review_Summary.pdf) upon which many Locally Agreed Syllabus (LAS) are built. The Gloucestershire Agreed Syllabus is based upon this framework and so is Kapow. Due to the nature of The British School being a Foundation School, we have implemented the curriculum content of Kapow to suit the context of our school and are satisfied it meets the legal requirements.

### **The British School Implementation**

In line with the Curriculum Framework requirements Religious Education is generally taught on a weekly basis, but is sometimes delivered through a class topic or as a whole-school RE day.

Each unit includes overarching 'big questions' which will be revisited throughout key stage 1, lower key stage 2 and upper key Stage 2, allowing children to apply the breadth and depth of their learning across various concepts. These 'big questions' are:

- Why are we here?
- Why do worldviews change?
- What is religion?
- How can worldviews be expressed?
- How do worldviews affect our daily lives?
- How can we live together in harmony if we have different worldviews?

A more specific, focused enquiry question frames the learning across each unit. Both the 'big questions' and the focused enquiry question will allow children to

explore the content they are studying, make comparisons and links within and across religions and worldviews, and explore their personal views.

Lessons are designed to be varied, engaging and hands-on, allowing children to learn and record their thoughts, answers and ideas in various ways. In each lesson, children will participate in activities involving disciplinary and substantive concepts, developing their knowledge and understanding of diverse religions and worldviews.

Reflecting the findings of the Ofsted Research review series: religious education (May 2021), our scheme has the following three strands running through it:

- ✓ Substantive knowledge (conceptual and worldviews related).
- ✓ Disciplinary knowledge.
- ✓ Personal knowledge.

These strands are interwoven across all units to create lessons that build children's conceptual knowledge and understanding of religion and worldviews (substantive knowledge) and use a range of disciplinary lenses (ways of knowing). Children will also be equipped to explore and express their preconceptions, personal worldviews and positionality (personal knowledge) through varied and engaging learning experiences.

The Kapow Primary Religion and worldviews scheme follows the spiral curriculum model, where units and lessons are carefully sequenced so that previous conceptual knowledge is returned to and built upon. Children progress by developing and deepening their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of contexts. This can be seen in the Religion and worldviews: Progression of knowledge and skills.

In addition to whole class teaching, the whole school has regular Open The Book Christian assemblies and there are plans in place for school trips to different places of worship. Lessons are planned and delivered in a variety of ways ensuring that all children can access and participate in lessons. Interactive, practical activities encourage the children to discuss their ideas and extend their understanding of difficult concepts and challenging questions. Teachers utilise the planning and resources to deliver these lessons using Kapow. Planning is monitored regularly by the RE coordinator and Head of School and there is regular consultation with our Governor with RE responsibility.

## **Special Educational Needs**

At our school we teach to all children, whatever their ability. RE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our RE teaching, we provide learning opportunities that enable all pupils to make progress. Work is differentiated to assist children's learning in terms of:

- Learning outcomes.
- Tasks.
- Teaching methods.
- Resources.

Support Tasks can be broken down into small steps, giving children achievable goals. Activities should reinforce children's understanding of the subject. More able children should be given open-ended tasks and opportunities for further research and more challenging study.

## **Resources**

The School's RE resources are located in the large labelled boxes in the resources room. We have boxes for the major religions, as well as a multicultural box, containing artefacts, books, posters and videos. The Kapow Curriculum provide many suggestions for RE activities, videos and other resources to support each unit of work. The internet is also a useful source of resources and activity ideas. There are further books and Bibles in the library, and we have copies of children's Bibles suitable for KS1.

## **Role of the Subject Leader**

This is a working document and should be under regular review.

The RE Subject Leader will provide support to staff with ideas, resources and explanation of any aspects of the RE Policy. During the course of the year any staff development needs relating to the teaching of RE will be identified and included in the School Improvement Plan.

The Subject Leader will:

- disseminate latest educational information
- lead staff meetings and staff development relevant to RE
- review and update policy when required
- moderate work with other staff

- monitor planning and assessment procedures throughout the school and review assessment data
- manage the RE budget order and maintain resources
- develop a yearly action plan for the subject, indicating areas for future development

### **IMPACT:**

The impact of Kapow Primary's scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a unit quiz and a knowledge catcher, which can be used at the end of the unit to provide a summative assessment.

After the implementation of the Kapow Primary Religion and worldviews curriculum, pupils will be equipped with a range of disciplinary skills and knowledge to enable them to succeed in their secondary education. They will be prepared for life in modern Britain, being able to interact with others from different religious and non-religious viewpoints in a respectful, knowledgeable and open-minded way. They will be curious learners who ask questions and make connections, confident to explore their personal worldview and have the skills to appreciate, evaluate and respond to religious, philosophical and ethical questions.

The expected impact of following the Kapow Primary Religion and worldviews scheme of work is that children will:

- Meet the relevant Early learning goals at the end of EYFS (Reception) and the End of Key stage 1 and Key stage 2 requirements from the Curriculum framework for Religious Education for England.
- Know and understand religious concepts relating to beliefs, practices, community and belonging, and wisdom and guidance.
- Develop an understanding of the influence of organised and personal worldviews on individuals, communities, countries and globally.
- Understand some of the ways religions and worldviews are studied (disciplinary knowledge).
- Develop understanding of their relationship with the content studied, being able to talk about their assumptions and preconceptions (personal knowledge).

- Build secure vocabulary which allows them to talk confidently and fluently about their learning.
- Answer questions about worldviews through an enquiry-based approach including investigating, interpreting, evaluating, applying and expressing.
- Talk about the similarities and differences between their own and others' beliefs with respect and open mindedness.
- Understand the lived experiences of religious and non-religious worldviews to be diverse within and between people and communities.
- Develop an understanding of the ways in which personal and organised worldviews may develop and change across time and place.

**Next Review February 2026**

**Reviewed by Debra Swain February 2025 - RE Subject Leader**