

Religion and Worldviews (RE) Curriculum Overview

Nanstallon School uses the Kapow Primary curriculum scheme to support the planning and teaching of RE. Kapow provides structured, progressive units and resources which we adapt where needed to reflect our pupils, our local context and our school values.

INTENT

Religious Education at Nanstallon helps children make sense of the world and their place within it through Religion and Worldviews. It sits within our Humanities strand and supports children to think deeply, ask big questions, and develop respectful understanding of difference.

Through a progressive RE curriculum, pupils will:

- Build knowledge of a range of religious and non religious worldviews, including beliefs, practices, stories, symbols and communities.
- Develop disciplinary thinking through enquiry, interpretation, comparison, and reasoning from evidence such as texts, artefacts, images and first hand accounts.
- Grow ethical and reflective thinking, exploring concepts such as belonging, meaning, purpose, justice, compassion, responsibility and stewardship.
- Learn to communicate respectfully, using accurate vocabulary and balanced language such as some, many, most when discussing beliefs and practices.
- Meet end of key stage expectations by describing beliefs and practices, making connections to sources of wisdom, and discussing challenging questions thoughtfully at KS1 and KS2.

IMPLEMENTATION

Our RE curriculum is taught through carefully sequenced mixed age units using Cycle A and Cycle B, ensuring breadth and progression over time. We use a purchased planning resource to support staff subject knowledge, lesson design and progression, and we do not publish copyrighted teaching materials on the website.

How learning is organised

1. Weekly or blocked teaching as timetabled with a clear learning sequence: enquiry question, explore sources, build knowledge, compare viewpoints, reflect and communicate conclusions.
2. Direct teaching to secure core knowledge, concepts and vocabulary.
3. Dialogue and discussion to explore complexity and multiple viewpoints.
4. Creative outcomes including art, writing, drama, music and digital work to communicate understanding.

Simplified progression of skills and knowledge from KS1 to KS2

Children build learning through four content strands and three disciplinary habits.

Content strands

1. Beliefs and concepts

KS1: pupils name and describe simple core beliefs, for example God, creation, gratitude, specialness, prophets.

KS2: pupils explain and compare beliefs, including diversity within traditions, using more precise vocabulary.

2. Practices, symbols and lived experience

KS1: pupils recognise festivals, worship, rituals, special objects and special places, and explain simple meanings.

KS2: pupils describe how practices express beliefs and explain variation by culture, denomination and community.

3. **Wisdom, texts and sources of authority**

KS1: pupils retell stories, suggest meanings, and notice guidance and morals.

KS2: pupils link stories and texts to beliefs and practice, and consider different interpretations.

4. **Community, belonging and identity**

KS1: pupils recognise what belonging can look like and how it shapes identity.

KS2: pupils explain why belonging and commitment can matter and how communities live together.

Disciplinary habits

1. Enquiry by asking and refining questions, including big questions.
2. Interpretation and evidence by using texts, artefacts, images and lived accounts to build explanations.
3. Reasoned reflection by explaining viewpoints, giving reasons, and expressing personal responses respectfully.

End of key stage alignment

End of KS1

Pupils recall and name beliefs and practices, explore stories and symbols, ask and respond to questions about what people do and why, and express their own ideas creatively and respectfully.

End of KS2

Pupils make connections across beliefs and practices, explain links between stories and community life, discuss challenging questions thoughtfully, and apply ideas about living well together and ethical issues.

MIXED AGE LONG TERM PLAN (CYCLE A and CYCLE B)

These themes are described for website purposes. Detailed lesson materials are not published online.

Cycle A (two-year rolling programme)

Year 1 and 2

Autumn: representations of God, creation stories and ways people explain beginnings	Spring: caring for the world and stewardship, gratitude and giving	Summer: clues in stories about special relationships with God, prophets and messengers
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Year 3 and 4

Autumn: what it means to be human, spirituality and soul, symbolism of water	Spring: why some texts are sacred, exploring who Jesus was and why he matters to Christians	Summer: symbolism of fire, ceremony and remembrance, the Bible's development and impact
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Year 5 and 6

Autumn: standing up for beliefs and religious freedom, why religions look different across cultures with a focus on Dharmic traditions	Spring: beliefs about death and afterlife part 1, religion and worldviews in the modern world	Summer: beliefs about death and afterlife part 2, authority, leadership and who gets to be in charge
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Cycle B (two-year rolling programme)

Year 1 and 2

Autumn: what people believe God does, caring for others	Spring: welcoming babies and what ceremonies symbolise, light and candles and meaning	Summer: prayer and ways people communicate with God, places that matter for prayer and worship
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Year 3 and 4

Autumn: why scripture matters, where morals come from	Spring: comparing religions and ideas of equality, choices, wrongdoing and forgiveness	Summer: how beliefs shape identity and choices, how language affects meaning in texts
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Year 5 and 6

Autumn: why Christianity varies globally, significant places and pilgrimage	Spring: why religions look different across the Abrahamic traditions, suffering part 1	Summer: why being present and visiting matters, pilgrimage and community, suffering part 2
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IMPACT

By the time pupils leave Nanstallon, they will be able to:

1. Describe and compare key beliefs, symbols, practices and communities across several religious and non-religious worldviews, recognising diversity within traditions.
2. Use evidence well by referring to stories, texts, artefacts, images and lived accounts to explain ideas and support viewpoints.
3. Make meaningful connections between belief and action, including in contemporary Britain and globally.
4. Discuss challenging questions about meaning, purpose, suffering, fairness and justice with increasing maturity, reasoning clearly, listening carefully, and showing respect.
5. Express personal reflections thoughtfully, recognising that people, including classmates, may interpret the world differently.
6. Show increased curiosity, empathy and responsibility, contributing to our wider Humanities intent of informed citizenship and ethical reflection.