



Three Peaks Primary Academy

Religious Education

At Three Peaks Primary Academy, we believe that a high-quality religious education helps pupils gain a coherent knowledge and understanding of various religions and worldviews. Our goal is to enable your children to articulate their personal beliefs, ideas, values, and experiences clearly and confidently.

We use the Kapow scheme of work for Religious Education, which focuses on three key areas:

- **Substantive Knowledge:** Learning about different religions and worldviews, including their key beliefs, practices, and impacts.
- **Disciplinary Knowledge:** Encouraging critical thinking and evaluation to foster analytical skills and a deeper understanding.
- **Personal Knowledge:** Emphasizing personal reflection and expression to develop 'religious literacy' and appreciation for diversity.

Our enquiry-based approach ensures active engagement, meaningful progress, and a nuanced understanding of the relationships between different groups in society.



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Aims of the Religious Education Curriculum

1) Develop Coherent Knowledge and Understanding:

- Equip pupils with a strong foundation of knowledge about various religions and worldviews.
- Help pupils understand the diverse world we live in.

2) Foster Critical Thinking and Evaluation:

- Encourage pupils to think deeply about the beliefs and positions they encounter.
- Develop analytical skills and a deeper understanding of religious and non-religious perspectives.

3) Promote Personal Reflection and Expression:

- Provide opportunities for pupils to explore and articulate their own beliefs and values.
- Support the development of 'religious literacy' and appreciation for the diversity of beliefs.

4) Ensure Meaningful Progress:

- Build upon pupils' prior knowledge through engaging, investigating, evaluating, and expressing.
- Ensure pupils make meaningful progress and develop a nuanced understanding of societal relationships.

5) Prepare for Life in a Multicultural Society:

- Inspire pupils to appreciate the diversity of beliefs.
- Encourage respectful and informed dialogue with others.



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Religious Education Teaching Sequence -Year 1 and Year 2

Year 1	Respectful R&W (1 lesson)	<u>How did the world begin?</u>	<u>What do some people believe God looks like?</u>	<u>What is God's job?</u>	<u>Why should we care for the world?</u>	<u>How do we know that new babies are special?</u>	<u>Why should we care for others?</u>
Year 2		<u>Why do we need to give thanks?</u>	<u>What do candles mean to people?</u>	<u>How do we know some people have a special connection to God?</u>	<u>What is a prophet?</u>	<u>How do some people talk to God?</u>	<u>Where do some people talk to God?</u>
		Christian, Jewish, Hindu	Christian, Hindu, Muslim Additional celebration lesson: Why is Christmas important to many Christians?	Jewish, Zoroastrianist, Muslim, Hindu, Christian	Jewish, Muslim, Hindu, Jain, Humanist Additional celebration lesson: Coming soon!	Muslim, Hindu, Christian, Humanist	Sikh, Christian, Jewish, Muslim, Humanist
		Hindu, Christian, Humanist	Christian, Hindu, Jewish Additional celebration lesson: What can light mean at Christmas?	Sikh, Muslim, Christian, Jewish, Hindu	Christian, Muslim, Jewish, Sikh Additional celebration lesson: Coming soon!	Muslim, Jewish, Hindu	Hindu, Alevi, Muslim, Sikh



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Religious Education Teaching Sequence -Year 3 and Year 4

Year 3	Respectful R&W (1 lesson)	<u>What makes us human?</u>	<u>Where do our morals come from?</u>	<u>Is scripture central to religion?</u>	<u>What happens if we do wrong?</u>	<u>Why is water symbolic?</u>	<u>Why is fire used ceremonially?</u>
		Hindu, Christian, Buddhist, Humanist	Christian/Jewish, Buddhist, Muslim, Hindu, Humanist Additional celebration lesson: <i>Why do many Christians think that Christmas is good news?</i>	Jewish, Muslim, Christian,	Hindu, Muslim, Humanist, Christian, Jewish Additional celebration lesson: Coming soon!	Christian, Sikh, Muslim, Shinto	Hindu/Sikh, Zoroastrianis
Year 4	Respectful R&W (1 lesson)	<u>Are all religions equal?</u>	<u>What makes some texts sacred?</u>	<u>Just how important are our beliefs?</u>	<u>Who was Jesus really?</u>	<u>Why is the Bible the best-selling book of all time?</u>	<u>Does the language of scripture matter?</u>
		Bahá'í, Sikh, Hindu	Sikh, Hindu, Buddhist Additional celebration lesson: <i>How is Christmas part of a bigger story?</i>	Sikh, Muslim, Jewish, Hindu, Christian	Christian, Jewish, Muslim Additional celebration lesson: Coming soon!	Christian	Christian, Muslim, Jewish



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Religious Education Teaching Sequence -Year 5 and Year 6

Year 5	Respectful R&W (1 lesson)	<u>Why do people have to stand up for what they believe in?</u>	<u>Why doesn't Christianity always look the same?</u>	<u>What happens when we die? (Part 1)</u>	<u>What happens when we die? (Part 2)</u>	<u>Who should get to be in charge?</u>	<u>Why are some places in the world significant to believers?</u>
		Christian, Muslim, Sikh	Christian Additional celebration lesson: Why do some people use different names for Jesus?	Jewish, Christian, Muslim Humanist	Hindu, Buddhist, Sikh Additional celebration lesson: Coming soon!	Muslim, Sikh, Christian	Christian, Jewish, Buddhist Muslim, Sikh and Hindu
Year 6		<u>Why does religion look different around the world? (Part 1)</u>	<u>Why does religion look different around the world? (Part 2)</u>	<u>Why is it better to be there in person?</u>	<u>Why is there suffering? (Part 1)</u>	<u>Why is there suffering? (Part 2)</u>	<u>What place does religion have in our world today?</u>
		Jewish, Muslim, Christian	Hindu, Sikh, Buddhist, Jain Additional celebration lesson: Who celebrates Christmas?	Muslim, Jewish, Christian, Humanist	Jewish, Christian, Zoroastrianist, Buddhist Additional celebration lesson: Coming soon!	Shinto, Buddhist, Sikh Humanist	Multiple worldviews



Religious Education

Religious Education—Implementation

The Kapow scheme of work for Religious Education is implemented through a structured and progressive approach that focuses on three key strands: substantive knowledge, disciplinary knowledge, and personal knowledge. Here's how it is put into practice:

Substantive Knowledge:

Pupils learn about different religions and worldviews, including their key beliefs, practices, and impacts on individuals and communities.

Disciplinary Knowledge:

Pupils are encouraged to think critically and evaluate religious beliefs and practices, developing their analytical skills and understanding of religious and non-religious perspectives.

Personal Knowledge:

Pupils reflect on and articulate their own beliefs and values, developing 'religious literacy' and an appreciation for the diversity of beliefs.

Implementation Steps:

- **Engagement:** Pupils are actively engaged in their learning through enquiry-based activities. They are encouraged to ask questions and explore different perspectives.
- **Investigation:** Pupils investigate various religions and worldviews, using a range of resources and methods to deepen their understanding.
- **Evaluation:** Pupils critically evaluate the information they have gathered, considering different viewpoints and forming their own reasoned conclusions.
- **Expression:** Pupils express their understanding and personal reflections through discussions, presentations, and written work.

Progression:

The curriculum is designed to be progressive, building on pupils' prior knowledge and experiences. Each year, pupils revisit key concepts and 'big questions,' allowing them to deepen their understanding and make connections between different worldviews.

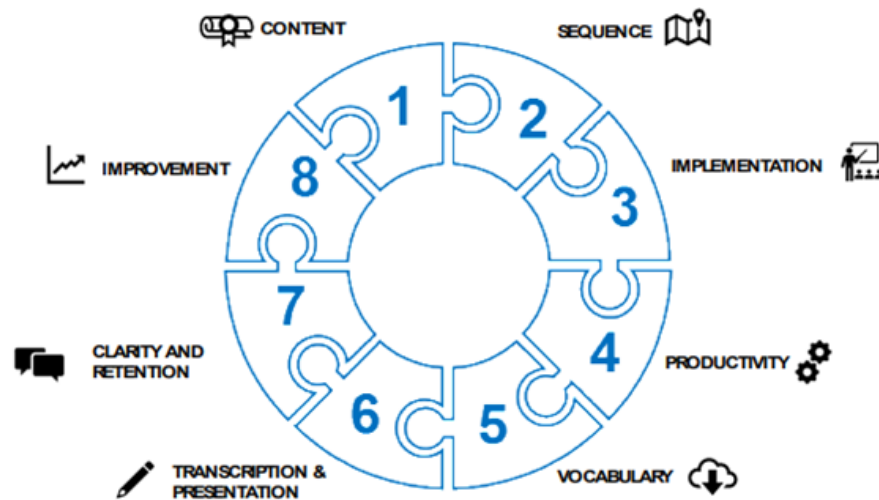


Impact will be assessed through :

Pupil Book Study

Senior leaders and subject leaders regularly undertake book studies to monitor the effectiveness of teaching and learning. This includes sessions with small groups of pupils using questioning to check and ensure information and knowledge is acquired and understood with increasing confidence. Feedback is given to teaching staff to inform future planning.

QUALITY ASSURE books through studying:



Ongoing Teacher Assessment

Teachers assess pupils throughout each session . Pupils who are identified as needing support will be supported either during post teaching interventions or in the following session as appropriate. Pupils working at above expected standard will also be identified and challenged appropriately to extend their learning. Evidence of this support or challenge and necessary feedback will be clear in books.