Religion and worldviews

Long-term plan

Condensed

This condensed Long-term plan is an 18-week plan for those schools that teach the subject less frequently than weekly.

This document is regularly updated to reflect updates to our website. This version was created on 27.03.26. The latest version can always be found here.

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What is a condensed curriculum?

At Kapow Primary, we recognise the challenges of fitting all foundation subjects into a weekly timetable. To accommodate this, we've developed a condensed curriculum version of our Religion and Worldviews Long-Term Plan. This alternative is designed for schools striving to meet the Curriculum framework requirements but unable to allocate a weekly lesson to Religion and Worldviews.

This streamlined plan, comprising 18 lessons, is particularly suited for settings where Religion and worldviews is taught in a half-termly cycle or where foundation subjects are block taught. It offers a practical solution to reduce the burden on teachers and pupils, while ensuring meaningful educational content.

The condensed curriculum covers essential elements of the Curriculum Framework, alongside key skills and knowledge. It ensures a balance of different worldviews and equal emphasis on core conceptual areas such as Beliefs, Practices, Community and Belonging, and Wisdom and Morality.

While the condensed curriculum provides coverage under time constraints, our full Religion and Worldviews: Long-Term Plan is the preferred option for a more extensive exploration of the subject. We recommend using the full plan when feasible, or alternatively, seeking additional opportunities throughout the school year or via cross-curricular activities to enhance and expand on the topics introduced in the condensed scheme.

Please note that many Locally agreed syllabuses stipulate that RE must be taught for a certain amount of time **each week.** To meet this requirement, you may need to follow the full 36-week version of our Religion and worldviews: Long-term plan.

It is also important to note that knowledge organisers, assessment quizzes and the 'Recap and recall' sections of the lessons are designed to complement the standard long-term plan. These components will need to be adapted for units that are not taught in their entirety (see p. 16 for a list of these units).



What is the statutory guidance for RE?

National Curriculum 2013

The National curriculum states on page four the legal requirement that:

'Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- **promotes the spiritual, moral, cultural, mental and physical development of pupils; and**
- **prepares pupils at the school for the opportunities, responsibilities and experiences of later life.**

All state schools ... must teach religious education ... All schools must publish their curriculum by subject and academic year online'.

Please note - there is <u>not</u> a National Curriculum for RE.

RE is locally determined, not nationally

The Education Act 1996 (Section 375)

'Every agreed syllabus shall reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.'

School Standards and Framework Act 1998

Local Agreed syllabus (Schedule 19)

Community schools and any foundation and voluntary schools without a religious character are required to 'give provision for religious education in accordance with an agreed syllabus'.
This local Agreed Syllabus is determined by the SACRE (Standing Advisory Council for Religious Education) in your area and is **statutory**. Many SACRE's use the **non-statutory** document A curriculum framework for Religious Education in England as the framework upon which their Agreed Syllabi are developed.

Please note that many Locally agreed syllabuses stipulate that RE must be taught for a certain amount of time **each week.** To meet this requirement, you may need to follow the full 36-week version of our Religion and worldviews: Long-term plan.

Right to withdraw (Section 71)

Parents may withdraw their children from RE lessons or any part of the RE curriculum and the school has a duty to supervise them. Please see Religious Education in schools: Non-statutory guidance (2010) p.27-30 for more information.

How does Kapow Primary help our school to meet the statutory guidance for RE?

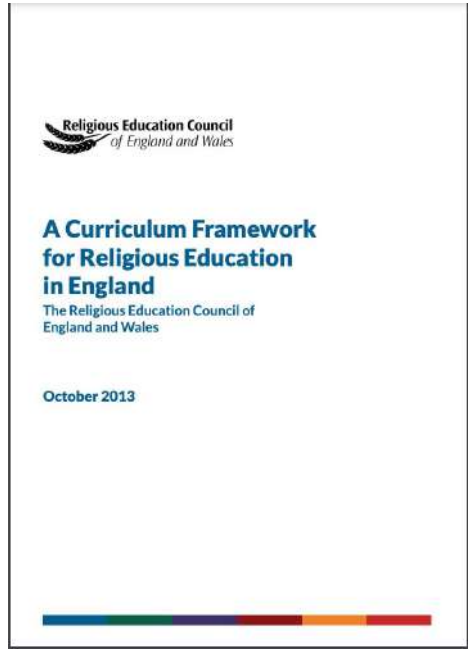
We follow the Curriculum Framework for RE

Because our scheme of work fulfils the requirements of the Curriculum Framework, upon which many SACRE's build their Locally Agreed Syllabus (LAS), then it is likely that by following our RE curriculum, your school will also be meeting the requirements laid out in your LAS.

We strongly advise that you check and continue to satisfy yourself regularly that the Kapow Primary scheme of work matches the requirements of your LAS.

If your LAS does not follow the Curriculum Framework, you may still be able to satisfy the requirements of your syllabus by using Kapow Primary but you will need to check for yourself that all statutory elements are covered by our scheme of work, before deciding if it's right for you.

Please note that many Locally agreed syllabuses stipulate that RE must be taught for a certain amount of time **each week.** To meet this requirement, you may need to follow the full 36-week version of our Religion and worldviews: Long-term plan.



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We reflect the principal religions in Great Britain

In line with government guidance and Census 2021 information, the Kapow curriculum reflects that the UK's religious tradition is, in the main, Christian, with each year group having at least one unit specifically focusing on Christian concepts, beliefs and practices and these being linked to and contrasted with other religions and worldviews across the thematic units. The scheme also covers the principle organised worldviews represented in Great Britain.

Planning also encourages teachers to include locally presented religions where possible and includes non-religious worldviews.

We promote Spiritual, moral, social and cultural development and British values

We provide signposts on each lesson plan to highlight to teachers when there are opportunities to develop pupils understanding in these areas within the R&W curriculum.

Our Personal development, SMSC and British values mapping document (coming soon!) helps you to see an overview of where these opportunities are provided across the school.

How does Kapow Primary's scheme of work align with the Curriculum framework for RE?

The curriculum for RE aims to ensure that all pupils:

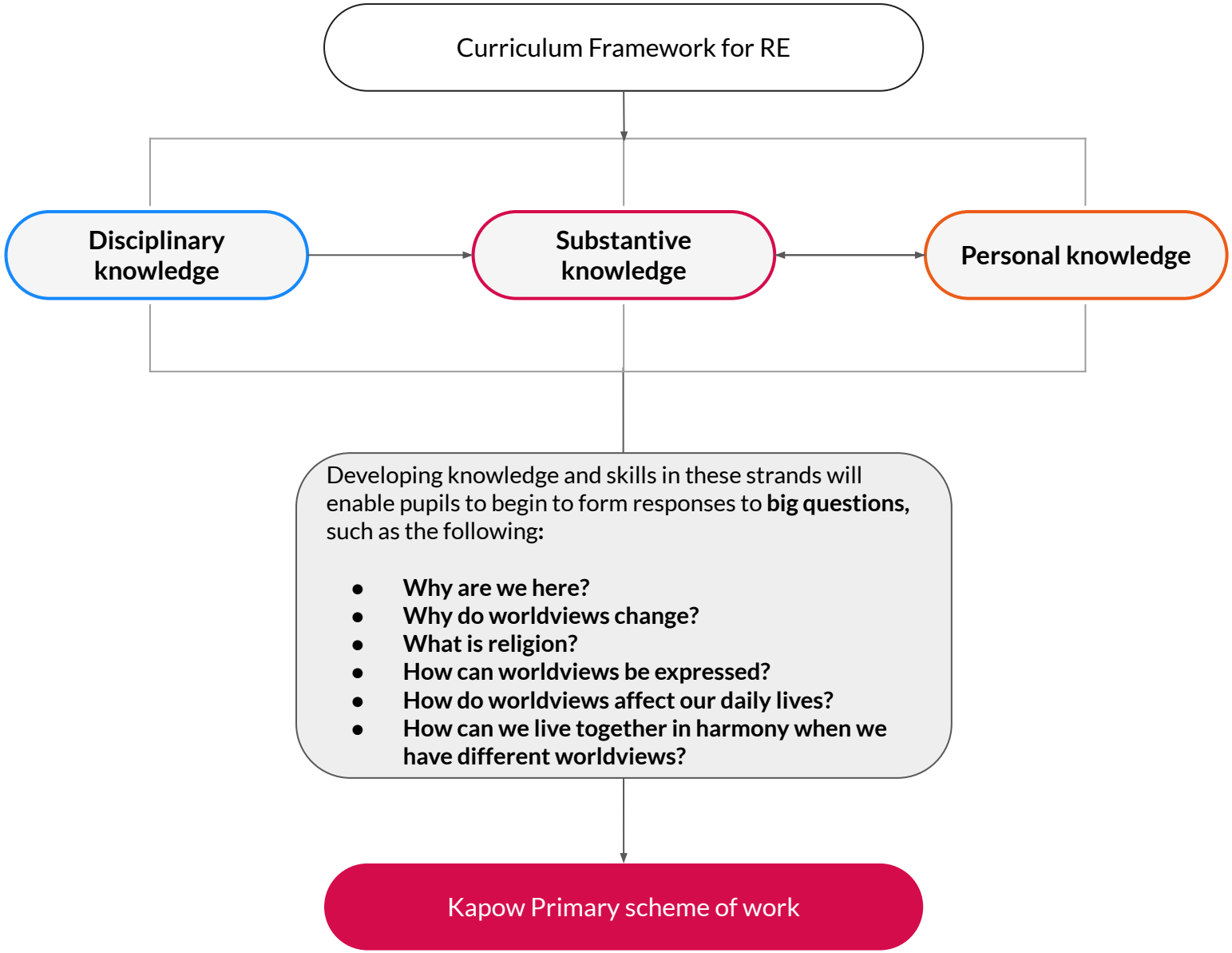
★ **A. Know about and understand a range of religions and worldviews**,
so that they can:
•describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
• identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;
• appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

★ **B. Express ideas and insights about the nature, significance and impact of religions and worldviews**,
so that they can:
• explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
• express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
• appreciate and appraise varied dimensions of religion or a worldview.

★ **C. Gain and deploy the skills needed to engage seriously with religions and worldviews**,
so that they can:
• find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
• enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
• articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Each lesson plan references the relevant Curriculum framework objectives, as shown on our Religious Education Council curriculum framework coverage—condensed document, along with cross-curricular links to any other subjects.

How is the Religion and worldviews scheme of work organised?



How has research informed Kapow Primary's Religion and worldviews curriculum?

The Kapow Primary Religion and worldviews curriculum takes into account the key findings of of the Ofsted Research review series: RE and the Commission on Religious Education report: Religion and worldviews: The way forward. A national plan for RE. Outlined below are the key points from each report that are covered in the Kapow Primary Religion and worldviews curriculum.

Ofsted Research review series: RE

- RE learning should include three types of knowledge - substantive (knowledge about); disciplinary (ways of knowing); and personal knowledge (awareness of own preconceptions and values) - taught in an interconnected way.
- Children should build accurate knowledge which captures the complexity, fluidity and diversity of religious and non-religious traditions.
- High quality RE will have a well-sequenced curriculum that prepares pupils with the prior knowledge (including content, concepts and vocabulary) they need for subsequent topics, to make connections and to grasp 'big ideas'.
- High quality RE curricula prepare pupils with the prior knowledge they need to think and respond to controversial issues in an informed way.
- In order to be able 'know more and remember more' regular opportunities to revisit learning and encounter concepts should planned for.
- Subject specific vocabulary should be taught progressively.

Commission on Religious Education report:

- Pupils should be taught that worldviews are complex, diverse and plural and that they change.
- The curriculum should help children to understand how worldviews may offer responses to big questions, and the different roles that worldviews play in providing people with ways of making sense of their lives.
- The curriculum should explore the influence worldviews have on the attitudes, behaviour and emotions of individuals and communities.
- Openness, respect, enquiry and accuracy should be promoted.
- Children should gain the key skills, range of academic approaches and attitudes to engage with those who think differently from them, and to reflect on their own developing worldviews.
- Learning about a religious or non-religious worldview should focus on lived experience of individuals and communities.

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Oracy in Religion and worldviews

‘Oracy is the ability to speak eloquently, to articulate ideas and thoughts, to influence through talking, to collaborate with peers and to express views confidently and appropriately.

Oracy refers both to the development of speaking and listening skills, and the effective use of spoken language in teaching and learning. It is to speech what literacy is to reading and writing, and numeracy is to Maths.’

Speak for Change: Final report and recommendations from the Oracy All-Party Parliamentary Group Inquiry.

Learning *through* talk

At Kapow Primary, we believe it's crucial to provide pupils with opportunities for exploratory talk during their learning. This involves thinking aloud, questioning, discussing, and collaboratively building ideas.

Learning *to* talk

Similarly, developing oracy skills is essential for pupils to express and articulate themselves effectively across various contexts and settings, including formal ones like public speaking, debates, and interviews.

Through our Religion and worldviews curriculum, pupils have opportunities to develop their oracy skills by:

- Challenging one another’s ideas through debate and discussion.
- Collaborating using different roles to manage turn taking and other interactions.
- Interpreting sources of wisdom and sharing ideas and opinions.
- Responding to a wide range of sources.
- Summarising sources and other materials.
- Explaining links between worldviews.
- Presenting findings.
- Role-playing stories.
- Questioning why people might do, think or believe something.



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A spiral curriculum

Kapow Primary's Religion and worldviews scheme of work has been designed as a spiral curriculum with the following key principles in mind:



- ✓ **Cyclical**: In each unit, pupils develop disciplinary, substantive and personal knowledge building on these through the study of concepts and religious & non-religious worldviews.

- ✓ **Increasing depth**: Each time a concept, religion or worldview is revisited, it is covered with greater complexity and in varying contexts. Progression within units and between year groups includes:

  - studying teachings, beliefs, practices and experiences in more detail.
  - moving from local to national and then global contexts.
  - making and explaining more, increasing subtle links.
  - identifying and discussing diversity within and between religions and worldviews.
  - grappling with increasingly complex and sometimes controversial ideas (including through our big questions).

- ✓ **Prior knowledge**: Upon returning to each concept, religion or worldview pupils use prior knowledge to build on previous foundations, rather than starting again.

Is there any flexibility in the Kapow Primary Religion and worldviews scheme?

The Kapow Primary Religions and worldviews scheme is written with clear progression of substantive, disciplinary and personal knowledge. Each unit builds on conceptual knowledge, worldview specific knowledge and vocabulary from previous units both within that year group and from previous years. This sequencing of units allows children to develop schema through connections with prior learning. With this in mind, the Kapow Primary Religions and worldviews scheme should be taught in the order set out in this condensed Long-term plan.

Religion and worldviews

The Kapow Primary curriculum is based on a Religion and Worldviews approach. This approach focuses on religion and worldviews as personal and diverse. It aims to reflect the changing nature of religion and worldviews in modern Britain and help children to understand that religion and worldviews are a lived experience for people and communities. Children should become increasingly reflective about their own worldview and how it is influenced.

What are worldviews?

Every person has their own worldview, their way of looking at and explaining life and the world. This may be religious or non-religious, organised or personal.

Organised worldviews are an established philosophy, attitude or set of beliefs with a group of believers or followers and may include certain practices. Christianity is an example of a religious, organised worldview. Humanism is an example of a non-religious organised worldview. Although organised worldviews have an established set of beliefs, there will be variations in the way individuals interpret and practise these beliefs.

Personal worldviews are an individual's view of life and the world. They take different ideas and beliefs from religion, experience, and others' worldviews and often change over time. A personal worldview may be in line with an organised worldview, may agree with some elements but disagree with others or may be a mix of many religious and non-religious worldviews.

Which worldviews will be covered?

The Kapow Primary Religion and worldviews curriculum covers a number of organised worldviews with increasing depth and breadth. In line with government guidance and Census 2021 information, the curriculum will 'reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.' Please note that this does not mean that more than 50% of curriculum time should be spent on the teaching of Christianity and Ofsted refer to this as being a common misinterpretation of the guidance in the Ofsted research review series: Religious education.

Exploring concepts through an enquiry based approach, children will investigate a variety of worldviews, including but not limited to:


Christian


Muslim


Hindu


Sikh


Jewish


Buddhist


Humanist

The interplay between different types of knowledge in RE

Disciplinary knowledge
('ways of knowing')

Disciplinary knowledge refers to the skills we use to build our understanding of religion and worldviews, through methods and approaches from different academic disciplines, teaching children to think like scholars (for example, anthropologists, historians, philosophers and theologists).

Pupils learn 'how to know' about religion through varied processes and methods, such as exploring stories or scripture, carrying out surveys, exploring maps, using first-hand accounts and personal responses, analysing texts, debating and discussing.

Through these processes, children begin to understand how we know what we know (substantive knowledge) about religion and worldviews today. The units are designed to follow the Kapow enquiry cycle and pupils will do this with increasing independence.

Is used to gain...

Substantive knowledge
('knowing about')

Throughout the curriculum children build the breadth and depth of their knowledge of a range of religions and worldviews represented in Great Britain.

Substantive knowledge is carefully planned to build understanding of concepts across four key themes: beliefs; wisdom and morality; practices and community and belonging. Children explore these concepts through an enquiry cycle in each unit and through a range of disciplinary processes. They will have opportunities to learn how the concepts apply to different religions and worldviews to build a progressively deeper understanding.

Representations of religion and worldviews are always diverse in the Kapow Primary curriculum and reflect the fact that traditions often change over time.

Helps them to understand...

Reflecting on this often leads to...

Personal knowledge ('knowing yourself')

As children develop their knowledge and understanding of a range of religions and worldviews, they will naturally begin to share their own thoughts about what they learn. They are encouraged to develop, recognise and express their own personal worldviews and develop an understanding of how these are formed when asked to respond to 'big questions.'

As they move up the school, pupils will begin to understand that when they gain substantive knowledge about religions and worldviews, they do so from a position which is influenced by their own values, prior experiences and sense of identity. The enquiry approach in our scheme of work encourages pupils to build this awareness.

The first lesson for each year group sets ground rules about respect, openness and behaviour during RE lessons to ensure that children feel that the lessons are a safe place to explore and share personal knowledge.

What are the concepts covered in this scheme?

The Kapow Primary scheme builds children's knowledge of religious concepts through combining substantive, disciplinary and personal knowledge in an enquiry based approach. These concepts are grouped into four key concepts areas: beliefs, practices, wisdom and morality, and community and belonging. Within each key concept area, specific concepts are covered progressively as children move through the scheme.

Beliefs

enlightenment
gods/God
belief
truth
creation
incarnation (deity/god embodied in flesh)
god and humanity
miracles
good over evil
Trinity
Heaven and Hell
free will
hope
anoint (specially chosen)
spirituality
soul
sacred
source/origin
reincarnation
paradise
embodiment
sacrifice
resurrection
messiah/Messiah
crucifixion
predestiny
Kingdom of God
Holy Spirit
faith

Wisdom and morality

right path
respect
scripture
stewardship (supervising or taking care of)
parable
teacher
wisdom
translation
interpretation
martyrdom
temptation
charity
guidance
rules or commandments
values
responsibility
respect for all living things
word of God
consequences
karma
judgement
forgiveness
sin
truth
equality

Practices

purity
fire
cremation
funeral
eternal flame
fasting
recitation
evangelism
ritual
pilgrimage
obligation
symbol
symbolism
ceremony
offerings
gratitude
worship
festivals
prayer
places of worship
worship
cleansing
baptism
significance
language

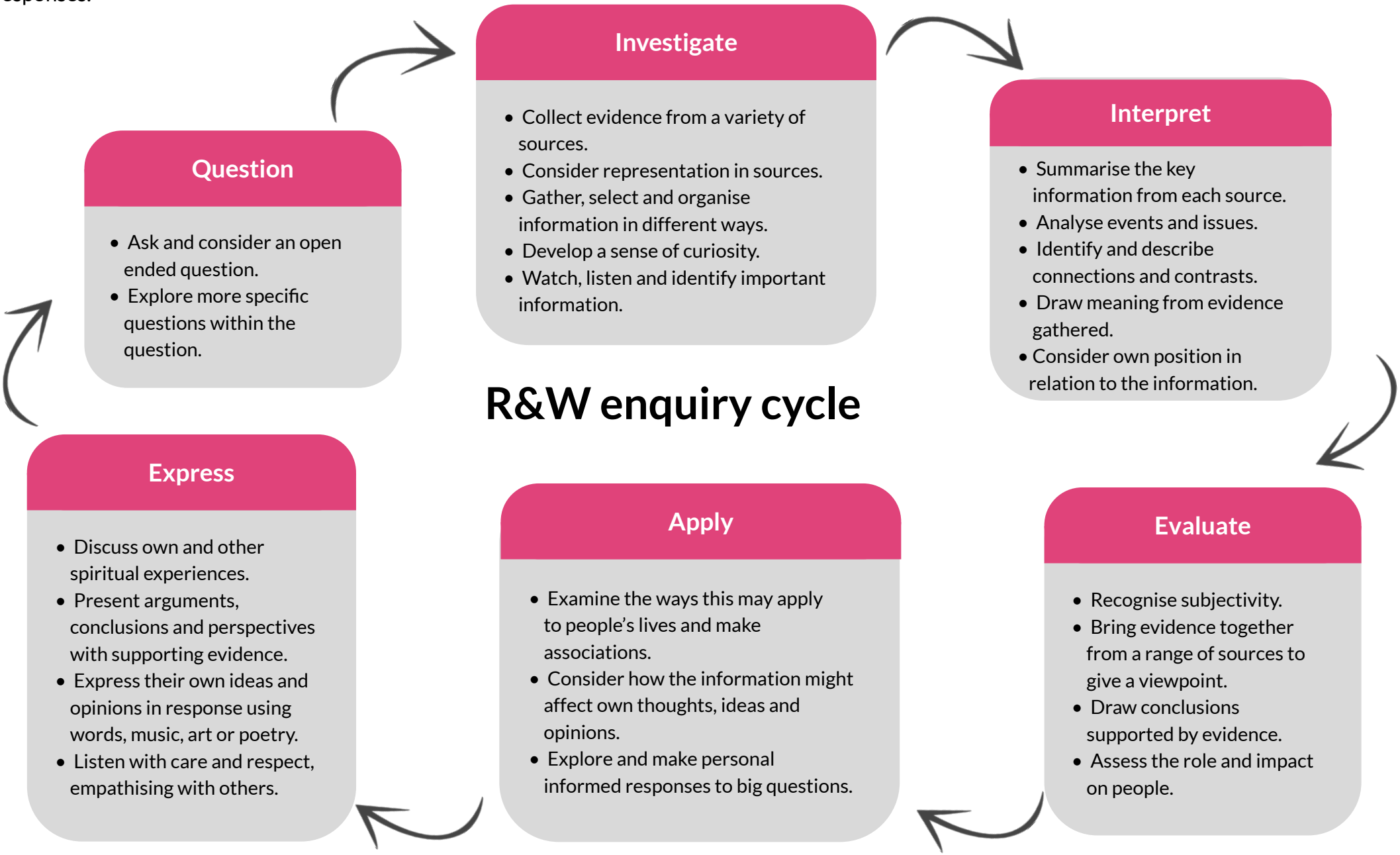
Community and belonging

symbol
symbolism
charity
community
belonging
remembrance
covenant
similarity
difference
migration
influence
succession
culture
commitment
identity
spread
religious freedom
free speech
denomination
worldwide
conversion
leadership
authority
democracy
bloodline
interconnection

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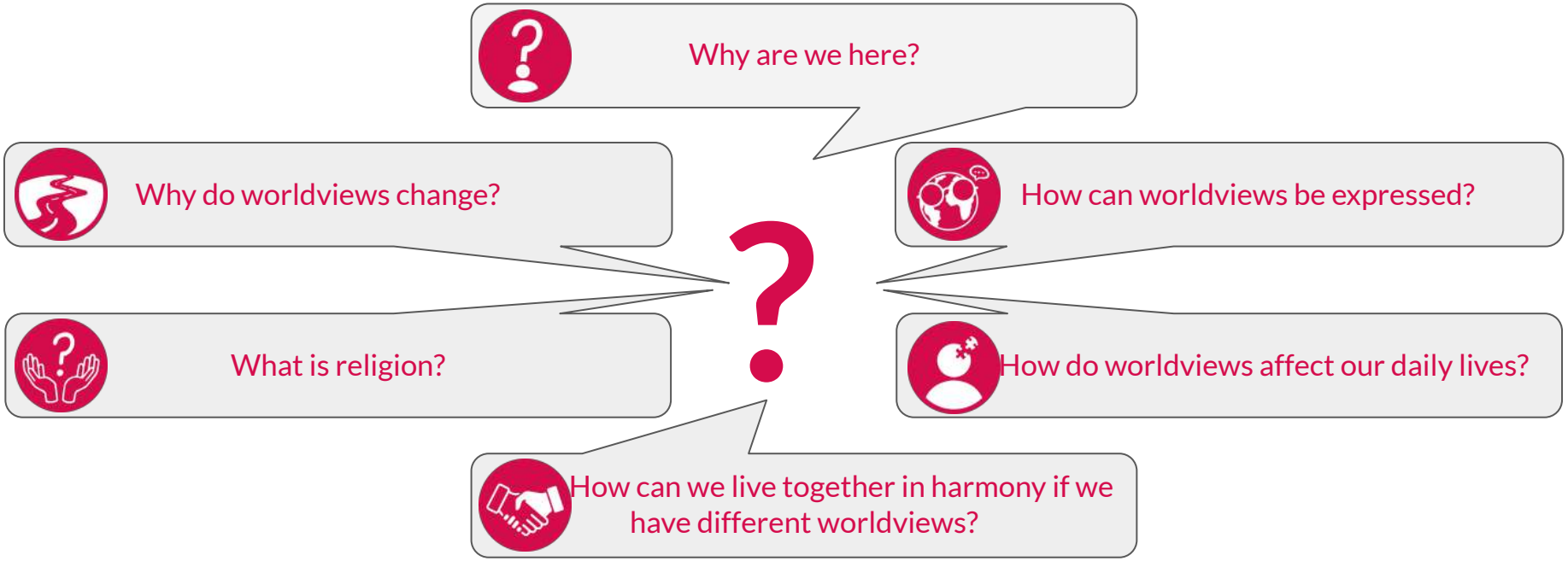
How will the scheme develop enquiry skills?

The Kapow Primary scheme is designed to develop pupils' enquiry skills. Each unit poses a question and over the course of the unit, pupils build their responses.



Responding to ‘big questions’

The strands of our RE curriculum are developed in each unit and as pupils develop their competencies in these strands they should be able to draw upon their knowledge across the strands to form thoughtful answers to some of life’s big questions.



Each of the ‘big questions’ in the Kapow Primary Religion and worldviews curriculum is revisited in each key stage allowing children to consider, discuss and answer the questions in increasing depth and with a broader range of knowledge and understanding to draw on.

We believe that providing regular opportunities for pupils to consider these questions, in light of substantive, disciplinary and personal knowledge gained, will help to prepare them for the challenges of living in a world with increasing complex and diverse worldviews, being able to have balanced and informed dialogues about religion and worldviews.

Religion and worldviews in EYFS (Reception)

Our Religion and worldviews Early Years Foundation Stage (Reception) activities are designed to target Development matters 'Understanding the world' statements and also fully integrated with the Kapow Primary Key stage 1 and 2 curriculum for Religion and worldviews offering a unified approach.

Clear progression between EYFS and Key stage 1 content can be seen by looking at our Progression of knowledge and skills document, where component knowledge and skills are outlined across our strands (**Substantive knowledge, Disciplinary knowledge, Personal knowledge**) from EYFS (Reception) through to Year 6.

Our Religion and worldviews EYFS (Reception) units feature flexible, small-step activities, allowing teachers to personalise lessons to include pupil interests or to fit in with their chosen themes or topics. The activities in the 'Time to celebrate' unit, in particular, are designed to be adapted to suit any festivals or celebrations that are relevant to your school community and time of year. Activities have been designed for continuous provision: an adult will need to explain the outcome of the station at the beginning of the week, but after this, independent learning should be encouraged. Each unit has an explanatory video to assist teachers in their planning and implementation. These videos provide insight into how the activities can support skills and knowledge development, which will lay the foundations for pupils' Religion and worldviews learning in Key stages 1 and 2.



The activities are designed to foster a curiosity about religions and worldviews, prompting children to start asking questions about beliefs while referring to their own experiences. Children begin to develop a basic understanding that people have different beliefs and things that are special to them. They learn that when we talk about our beliefs we are referring to something we believe to be true and become familiar with some of the vocabulary we use to talk about religion (e.g. God, belief, special, celebrate).

Other useful documentation:

There are a number of key documents that can support you in planning and delivery of the Kapow Primary **Religion and worldviews** scheme. Visit the **Subject planning page** for more.

✓ **Religious Education Council curriculum framework coverage — condensed**

- Shows which of the National framework attainment targets are covered by each unit.

✓ **Progression of skills and knowledge document — condensed**

- Shows how understanding and application of key concepts and skills builds year on year.

✓ **Knowledge organisers - one per unit:**

- One page overview of the key knowledge and vocabulary from a unit to support pupils' learning. Please note these may need to be adapted for use with the condensed curriculum.

✓ **Equipment list**

- Lists the equipment needed for each unit of lessons, to help you prepare ahead of time.

✓ **Intent, implementation, impact statement**

Suggested condensed long-term plan: Religion and worldviews - Overview

	Unit 1	Unit 2	Unit 3
EYFS: Rec	Time to celebrate (To be taught throughout the year to fit in with festival calendar)	What makes us special?	Why are some places special?
	Autumn	**Spring**	**Summer**
Year 1	How did the world begin? Introductory lesson, Lesson 2 and Lesson 3 What do some people believe God looks like? Lesson 2, Lesson 3 and Lesson 4	Why should we care for the world? Lesson 3, Lesson 4, Lesson 5 and Lesson 6 Why should we care for others? Lesson 1 and Lesson 2	How do we know that new babies are special?
Year 2	Why do we need to give thanks?	What is a prophet?	How do some people talk to God? Lesson 2, Lesson 3 and Lesson 4 Where do some people talk to God? Lesson 1, Lesson 4 and Lesson 5
Year 3	What makes us human?	Where do our morals come from? Lesson 1, Lesson 2 and Lesson 4 What happens if we do wrong? Lesson 3, Lesson 4 and Lesson 6	Is scripture central to religion? Lesson 2 and Lesson 5 Why is water symbolic? Lesson 2 and Lesson 4 Why is fire used ceremonially? Lesson 1 and Lesson 4
Year 4	Are all religions equal? Introductory lesson, Lesson 1 and Lesson 4 What makes some texts sacred? Lesson 2, Lesson 5 and Lesson 6	Just how important are our beliefs? Lesson 3, Lesson 4 and Lesson 6 Who was Jesus really? Lesson 1, Lesson 5 and Lesson 6	Does the language of scripture matter?
Year 5	Why do people have to stand up for what they believe in?	Why doesn't Christianity always look the same?	What happens when we die? (Part 2)
Year 6	Why does religion look different around the world? (Part 1) Lesson 2, Lesson 4 and Lesson 5 Why does religion look different around the world? (Part 2) Lesson 1, Lesson 2 and Lesson 4	Why is it better to be there in person?	Why is there suffering? (Part 1) Lesson 2, Lesson 3 and Lesson 6 Why is there suffering? (Part 2) Lesson 1, Lesson 4 and Lesson 6

*N.B. There are six lessons allocated to each half-term. Where specific lessons are not linked, the whole unit should be taught.

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Date	Update
25.06.24	First published.
11.07.24	Added a page about oracy in Religion and worldviews on p.9.
03.09.24	Added information about EYFS: Reception (p.16) and included units in the Long-term plan (p.18).
12.02.25	Added link to Curriculum framework mapping document — condensed version (p.6). Added link to newly published Reception unit (p.18).
23.05.25	Links to new units added and broken links replaced (p.18).
03.07.25	Broken links fixed.
22.12.25	Updated link.
27.03.26	Updated the link to How do some people talk to God?

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