



Nova Religion and Worldviews Curriculum

Intent At Nova Primary, we want our pupils to leave with respect, compassion and understanding of people around them. Our religion and worldviews curriculum provides our pupils with coherent and sequential knowledge of religion and worldviews represented in Britain and the wider world. Pupils build and develop their understanding in this curriculum through vertical concepts which build a narrative and context across diverse worldviews. These vertical concepts are:

- **Sacrifice:** Giving something up for the benefit of someone else is a recurring concept across religious and non-religious worldviews and takes many different forms. What motivates human action and what are the societal and personal consequences?
- **Knowledge and Meaning:** One of the unique qualities of human intelligence through time has been our quest for knowledge and meaning. How have religion and belief impacted on humanity's search for 'Truth'? How do beliefs impact human behaviour? What is it reasonable to believe?
- **Human context:** Human beings exist in, and are influenced by, their place in time and their geographical, political and social context. Everyone is different, so how have our diversities been influenced by our personal context? What influences a personal worldview?

The worldviews approach in our curriculum provides opportunities for all pupils to see themselves reflected in the curriculum and also be taken beyond their own experience. Our curriculum teaches pupils about the diversity within and between beliefs, cultures and worldviews from across the world and teaches the skills and knowledge to hold respectful and informed conversations about religion and belief.

We want pupils to leave Nova with developed disciplinary skills in religion and worldviews. These are developed through conversation and teaching of theology, philosophy and social sciences. The children first learn to identify similarities and then differences in religion. Across the Key Stages the six major religions are covered as the pupils make links between them, at all times respecting the differences with this key learning linked to personal development and school values. Our aim is to develop global citizens who can learn both about and from world religions. Our caring ethos and the value which we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually, is reflected in the RW curriculum.

Implementation

Our religion and worldview curriculum is planned using the 'Agreed Syllabus for Religious Education 2023-2028' and supported with resources from the United Learning Curriculum.

Pupils begin their RW learning journey in Early years where they listen to and read stories about special celebrations in different religions. Through class teaching, visits to places of worship and visitors coming in to the classroom, pupils will learn about Harvest, Diwali, Chinese New Year, Ramadan and Eid. Through this teaching, pupils will learn what is meant by 'belonging' and will also listen to and read stories from the bible.

In KS1, pupils will develop their learning from EYFS and begin to compare similarities and differences in religions. Pupils will learn about important artefacts, books and places of worship in Christianity, Judaism, Hindu Dharma, Sikhi and Islam. They will learn more about the stories of creation and the nativity and build on their previous learning by exploring how people show they belong. Pupils will also have the opportunity to explore religion in their local community to better understand that people might have different worldviews. Pupils will explore what is meant by the world freedom whilst also building their understanding of special stories and celebrations in Judaism, Hindu Dharma and Christianity.

In KS2, pupils will build on their learning from KS1 to explore how different religions might show their beliefs. They will also learn what is meant by 'moral decisions' and the different ways people make moral decisions. Pupils will learn more about Judaism, Christianity, Islam, Hindu Dharma and Sikhi whilst also being introduced to Buddhist belief. This will include exploration into how people contribute to society and how events in history might have shaped religious diversity. Throughout all of our teaching, pupils will have the opportunity to discuss their learning through theology, philosophy and social sciences as these are woven throughout each unit of RW.



Implementation

Our curriculum has been designed to be ambitious for our pupils. Our lessons are planned and taught so that previous knowledge is revised and built on. Skills in religion and worldviews are taught progressively through our curriculum and children build on prior learning whilst also developing a better understanding of subject specific vocabulary. Subject Leaders create knowledge organisers which outline the key vocabulary and key substantive and disciplinary knowledge for that unit. In our religion and worldviews planning and teaching, we provide the following:

- Key skills at the beginning of every lesson that revisit and embed previous learning
- Opportunities and questioning used to revisit and consolidate prior learning.
- Educational visits, visiting experts and artefacts enhance the learning experience. This includes visits to places of worship and in school visitors.
- Opportunities for all pupils to see themselves and their community reflected in the curriculum.
- Learning that is accessible for children of all abilities. Scaffolds or adult support are provided when needed.

Our RW curriculum is taught in weekly one hour lessons or two hour lessons every other week. Learning is collected in whole class collaborative journals.

Impact

Our RW curriculum is sequenced and planned to demonstrate progression. Pupils will build their understanding of the three vertical concepts in RW and also develop substantive and disciplinary knowledge. Disciplinary knowledge covers the 'ways of knowing' sections of our planning in RW. Pupils will be able to discuss and apply features of theology, philosophy and social sciences. Pupils will demonstrate substantive knowledge whilst using subject specific vocabulary.

Our curriculum is designed to be ambitious and challenging. We believe that if children are keeping up with the demands of each lesson, that they are making good or better progress.

We also measure the impact of our RW curriculum in the following ways:

- Pre and post learning quizzes designed to address gaps at the beginning of the unit and reflect on learning at the end of the unit.
- Collaborative learning books and pupil discussions about their learning.
- Teachers discussing learning with pupils in the lesson and reflecting where additional support or challenge may be needed.

Our RW curriculum is also planned in a way which promotes the cultural capital of all our children. We enhance our curriculum especially for the most disadvantaged by organising guest speakers and visitors. We also provide additional opportunities such as school trips to enrich pupil's understanding and provide context through first-hand experiences.