RE
Curriculum Documents

Intent

At Shipham Church of England First School, we believe that Religious Education plays a vital role in helping children understand themselves, others and the diverse world in which they live. Our curriculum is guided by the Somerset Agreed Syllabus for Religious Education: Religion and Worldviews and is rooted in our Christian values of Respect, Trust, Courage, Thankfulness, Kindness and Community.
Through our Religion and Worldviews curriculum, pupils explore a range of religious and non-religious ways of understanding the world, enabling them to develop curiosity, respect and empathy. We aim to equip children with the knowledge, understanding and skills to engage thoughtfully with questions of meaning, purpose, identity and belonging. By encountering diverse beliefs, practices and lived experiences, children develop a positive sense of self and an appreciation of others, preparing them to flourish in a multicultural and multi-faith society. We enable children not only to learn about religion and worldviews but also to learn from them, reflecting on their own experiences and values.

Implementation

We are guided by the Somerset Agreed Syllabus for Religious Education, which adopts a multidisciplinary approach, enabling pupils to explore religion and worldviews through different lenses and develop increasingly sophisticated understanding as they progress through the school.
Our curriculum includes the study of Christianity alongside other major religious and non-religious worldviews, recognising Christianity's significance within Britain whilst reflecting the diversity of contemporary society. Learning is carefully sequenced and progressive, building upon prior knowledge and understanding across year groups. Units are planned to encourage enquiry, discussion, reflection and critical thinking, enabling all children to actively engage in their learning.

Where appropriate, Religion and Worldviews learning is linked to other curriculum areas, helping pupils make meaningful connections across their learning. Lessons are taught regularly throughout the year and are enriched through visits, visitors, Christian festivals and opportunities to engage with members of faith communities. As a Church of England school, children develop their understanding of Christianity through both curriculum learning and participation in the life of the school and church community.

Assessment is ongoing and informs future teaching. Planning, teaching and learning are monitored by the subject leader, who supports staff and ensures high-quality provision. Children also participate in daily Collective Worship, which reflects the Christian character of our school and provides opportunities for spiritual development, reflection and collective celebration.

Impact

Children at Shipham Church of England First School enjoy their learning in Religion and Worldviews and are increasingly able to talk confidently about different beliefs, practices and ways of understanding the world. They develop secure knowledge of Christianity and other religious and non-religious worldviews, whilst recognising both similarities and differences between them.
Through the Religion and Worldviews curriculum, pupils learn to ask thoughtful questions, consider different perspectives and engage respectfully with views that may differ from their own. They develop important skills of enquiry, reflection, interpretation and critical thinking, enabling them to make sense of complex ideas and issues.

Our children demonstrate respect, empathy and understanding towards people from different backgrounds and belief systems. They are able to make connections between their learning, their own lives and the wider community. Opportunities for personal reflection and spiritual development help children develop a strong sense of identity, belonging and self-worth. As a result, they leave our school as confident, compassionate and respectful young people, well prepared to contribute positively to life in a diverse and ever-changing world.

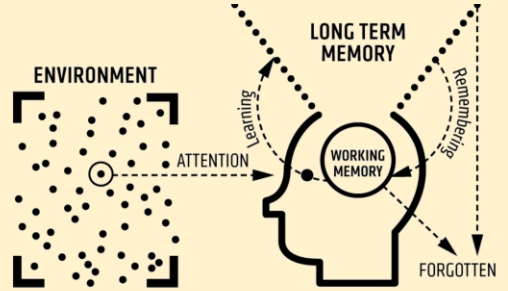
Wessex Learning Trust Principles

Strategic Aims

The Principles codify the shared language that contribute to high-quality, adaptive teaching and inclusion for all.
Used routinely to bring the curriculum to life, the pedagogical principles support learning and progress over time.
The Wessex Principles are not a linear planning tool, an expectation for every lesson or mandate a formulaic approach to lessons

The principles aim to:

- Reduce cognitive load
- Encourage self regulation
- Provide regular opportunities to identify misconceptions or gaps in learning
- Ensure teaching is adapted to need
- Make learning explicit and transferable across the curriculum, beyond school into the wider community and wider world



Ready To Learn Routines → **Linking Prior + New Learning** → **Focused Instruction *'I Do'*** → **Practise Learning *'We Do'*** → **Learning Check *'You Do'*** → **Consolidating Learning**

★ Subject pedagogies are key ingredients to adaptive teaching, alongside effective formative and summative feedback to monitor progress.

★ Disciplinary and substantive learning is integral to any planned sequence of learning.

Ready To Learn Routines		*Ref SLC* - *Emotional learning environment* - *physical learning environment*	Learning environments are safe, inclusive and welcoming. Relationships are positive and love of learning is promoted. Everyone feels safe to take risks and explore learning without judgement. Praise and rewarding effort is used to motivate and engage. A sense of pace and challenge is established from the start of the lesson.
Linking Prior + New Learning		*Ref SLC* - *Pace of talk, clarity of instruction*	Prior learning is checked and revisited to strengthen connections and longer-term memory. Know more, remember more. Planning ensures new learning builds on prior learning. Vocabulary is explicitly taught using the schools agreed pedagogies so that words are understood, contextualized and barriers to learning are reduced. Problem solving and number skills are revisited, retaught and applied in unfamiliar contexts to support deeper learning. Gaps in learning and misconceptions are revisited, including feedback and improvement tasks. Planning is adapted lesson on lesson so that core skills and knowledge are retaught where necessary. Precision learning is explained so that skills and knowledge are well understood, and misconceptions are minimised.
Focused Instruction *'I Do'*		*Ref SLC* - *Explicit teaching of vocabulary* - *Explicit teaching of listening*	The steps to new learning are broken down into manageable amounts and reduce cognitive load. High-quality explanations are used to model thinking, decision making, and application of knowledge. Self-regulation is taught through decision making modelled, visible and explicit. Approaches to getting unstuck are taught and accepted as part of learning. Practical skills and strategies are modelled so that there is a clear understanding of how to solve problems solve and minimize misconceptions. Deeper learning is sequenced so that all learners can understand each developing stage. Learners know what excellent learning looks like and have success criteria to support their independent work.
Practise Learning *'We Do'*		*Ref SLC* - *Explicit teaching paired, small group talk*	Guided practice and worked examples are used to link new learning and decision making with prior learning. Formative assessment, including rich questioning, is used skilfully to check understanding and the impact of planned learning. Peer explanation + modelling scaffolds and prepares for independent practice. Learners use expert thinking and talking to explore deeper learning. Scaffolding and support (including TAs) is in place to develop and build independence.
Learning Check *'You Do'*			Skills and knowledge are explored using a variety of contexts. Independent practice and application of learning (including homework) builds confidence, self esteem and motivation. Metacognition and self-regulation are developed over time. Learning is consolidated. Scaffolding and support is reduced and removed over time. Feedback is used to deepen learning and address misconceptions.
Consolidating Learning			Learner's plan, review and evaluate their progress reflecting on what excellent learning looks like and success criteria. Next steps are identified and used to inform teacher planning and develop mastery approaches over time. Learning skills continue. *Next lessons, rest of day, community, wider world.*

Ways of knowing..	Learning about…	
	KS1	KS2
Theology	Jesus: why is he so important to Christians? Explore the Nativity story and the Christian belief that Jesus is God's Son. Consider why Christians celebrate Christmas and how traditions such as Christingle, images and stories communicate beliefs about Jesus. The Bible: what does it say about God's promises? Explore the Bible as a collection of texts important to Christians. Study stories such as Noah and the rainbow, Abraham and Sarah, and Joseph. Identify promises and covenant, consider how characters respond, and discuss how Christians connect these stories with their beliefs today. The world: how do different people explain how it started? Compare religious creation stories with non-religious explanations. Identify what different accounts suggest about the world and humanity, and recognise that people may hold different views about origins. Hindu stories: what do stories teach about life and the world? Explore selected Hindu stories, including the Blind Men and the Elephant and stories about Krishna, to consider truth, the divine, life and the world. Discuss what stories may teach and why people can interpret them in different ways.	How do communities mark growing up? Explore why communities mark important life transitions. Compare ceremonies and rituals, considering symbols, actions, family and community roles, and the beliefs or values they express. Jesus: how does his treatment of outcasts speak to Christians today? Explore Gospel stories in which Jesus engages with people who were excluded or marginalised. Discuss what these stories suggest about compassion, dignity, fairness and welcome, and how Christians might apply Jesus' example today. The Gospel: what kind of world did Jesus want? Explore Jesus' teachings and actions, including ideas about love, justice, forgiveness, peace and care for others. Consider how the Gospel presents the kind of community Jesus wanted and how Christians may try to put these teachings into practice. Prophet Muhammad: how does he inspire Muslims today? Learn why Prophet Muhammad is important to Muslims and how his life and example can guide behaviour. Explore how the Qur'an and teachings associated with the Prophet inform Muslim beliefs and everyday choices, including care for others and community life.

Ways of knowing..	**Learning about...**	
	KS1	**KS2**
Social sciences	New life: how is a new child welcomed? Explore how families welcome a baby and why these occasions matter. Compare Christian baptism or christening and dedication with other welcome ceremonies, including a humanist approach. Consider symbols, promises, family involvement, identity and belonging. Communities: what does it mean to belong? Explore belonging to families, schools, churches and other communities. Consider shared practices, special occasions and how communities support their members, including examples such as Christian church life and Jewish Shabbat at home. Places of worship: what makes them sacred? Explore how churches, synagogues and other places of worship are used. Identify features, objects, people and activities connected with prayer, worship, community and special occasions. Consider why a place may be sacred to some people. Festivals: how do they celebrate the natural world? Explore how festivals connect people with seasons and the natural world. Look at the stories, symbols, food and activities associated with celebrations and consider how festivals help people remember what matters to them. Somerset local enquiry How and what are water and nature special in Glastonbury? Investigate why water and nature are special to different people in Glastonbury. Explore local springs, the natural environment and sacred places; consider how belief, story, memory and personal experience shape the meaning of a place.	Festivals: how do ancient stories influence modern celebrations? Investigate how stories from the past shape festivals today. Explore how food, symbols, music, rituals and shared activities help communities remember stories and express identity. Somerset local enquiry How does living in Somerset affect how different Hindus live out their faith? Explore the lived experiences of Hindu people in Somerset. Consider how family, local community, access to worship and festivals, and personal interpretation may shape religious practice. Avoid assuming all Hindus believe or practise in the same way. Pesach: how do Jews remember God's covenant? Explore the story of Moses and the Exodus from Egypt and its connection with the covenant between God and the Jewish people. Investigate the Pesach Seder, symbolic foods, questions and retelling, and how these practices help families remember freedom from slavery. Pilgrimage: why might people visit Jerusalem, Makkah or Karbala? Explore why people travel to places regarded as sacred. Compare the significance of Jerusalem, Makkah and Karbala for different religious communities, considering worship, history, remembrance and belonging; recognise that these places have different meanings across traditions. Somerset local enquiry – How do different Muslims in Somerset show submission? Explore how Muslim people in Somerset express submission to Allah through beliefs and practices. Possible examples include prayer, mosque life, the Qur'an, Ramadan, fasting, charity, food choices and community life. Recognise diversity within Muslim communities.

Ways of knowing..	**Learning about...**	
	KS1	**KS2**
Philosophy	Caring: how do stories inspire actions? Explore stories that encourage kindness and care. Discuss characters' choices, the consequences of their actions and how people might put a story's message into practice by helping others Choices: do we need rules to live by? Discuss why communities have rules, what fairness means and how choices affect other people. Consider whether everyone agrees about right and wrong and how beliefs, experiences and shared values can influence decisions. How do different people find different meanings? Explore how people find meaning in different things through their experiences, feelings, beliefs and relationships. Recognise that something special to one person may have a different meaning for someone else, and develop respect for different viewpoints	How do Hindus see Brahman? Explore Hindu understandings of Brahman and how Hindus may understand the divine as ultimate reality. Use stories, images and examples of worship to discuss how beliefs are expressed, recognising diversity within Hindu traditions. Holy Week: what do the stories say and what is their meaning? Explore the Gospel accounts of Palm Sunday, the Last Supper, Jesus' arrest and crucifixion, and the resurrection. Consider why Christians remember these events at Easter and how they connect with beliefs about Jesus, forgiveness, sacrifice, hope and salvation. What does Dharma teach about attitudes towards the planet? Explore dharma as a concept connected with duty, right action and living appropriately. Consider how Hindu beliefs may influence responsibilities towards animals, people and the natural world, while recognising that people interpret beliefs in different ways.