



Crowmarsh Gifford C of E Primary School

Care, Grow, Persevere, Shine

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CGPS Approach to Religious Education & Worldviews

This guidance outlines the teaching, organisation and management of the Religious Education & Worldviews curriculum taught and learnt at CGPS. The implementation of these guidelines is the responsibility of all teaching staff

INTRODUCTION

Our overall aim at Crowmarsh School is for children to enjoy their learning journey. We put children at the centre of everything we do, ensuring they understand learning as an active process in which they play a central role. We are committed to an inclusive approach in which every child is valued, supported and challenged to achieve their potential, with learning adapted where appropriate so that all pupils can access, participate in and succeed within the curriculum. We teach children how to become effective learners by helping them to think about their own learning more explicitly, teaching them specific strategies for planning, monitoring and evaluating. They begin by learning how to be effective learners and, as they progress through the year groups, this develops into a strong work ethic that has a far-reaching impact on their secondary education and beyond.

SCHOOL VISION

'A community supporting children to Care, Grow, Persevere and Shine'

INTENT

Also see:

- Subject Goals
- Subject Progression Map

Subject Intent Statement

The intention of the R.E. curriculum at Crowmarsh is to provide opportunities for all pupils to **see themselves reflected** in the curriculum, but also to be taken **beyond their own experiences**. Religious education (RE) is not part of the National Curriculum but must be taught in schools by law. Oxfordshire County Council is advised on RE and collective worship by Oxfordshire SACRE (Standing Advisory Council on Religious Education).

The syllabus for RE is produced locally and is known as the 'local agreed syllabus'. This is drawn up by an Agreed Syllabus Conference (ASC), which has a similar membership to the SACRE.

We have chosen a Religion and Worldviews curriculum because it teaches pupils about diversity within and between beliefs, cultures and worldviews from across the world, and seeks to teach the skills and knowledge to hold respectful and informed conversations about religion and belief; to be **religiously literate**. There is a conscious inclusion of **vocabulary** and substantive content that recognises the need to **decolonise** teaching materials in a meaningful and accessible way. It adopts a scholarly approach to the core **disciplinary knowledge of theology, philosophy and social sciences**, developing pupils' ability to hold the **types of conversation** and to think like theologians, a sociologists and philosophers. Our curriculum fosters a **curiosity and openminded** approach to the worldviews of others and a **reflective consciousness** of their own worldview.

IMPLEMENTATION

Also see: Appendix 1 RE Non-Negotiables

At Crowmarsh Gifford we use the United Curriculum which meets the Oxfordshire agreed RE Syllabus. Each term, children are presented with a question to which they build knowledge to find the answer to the question. Children are given practical activities and resources to support their developing knowledge of Religions, cultures and views.



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Curriculum Overview Year 1-6 Updates for September 2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	SOCIAL SCIENCES Christianity & Judaism How do people show they belong? Showing belonging through religious artefacts, places and actions	THEOLOGY Christianity Why does Christmas matter to Christians? Christian beliefs about the Nativity story and incarnation	THEOLOGY Christianity & Judaism Who made the world? Religious text as origin of story of Creation The Creator God and humans as stewards	PHILOSOPHY Humanism What questions does the story of creation make us ask? Can we find any answers? Asking questions and suggesting answers Humanist / scientific explanation of creation	SOCIAL SCIENCES Judaism Why are symbols and artefacts important to some Jewish families during Shabbat? Some diverse ways that different Jewish families mark Shabbat	SOCIAL SCIENCES Christianity How do Christians show God is important to them? Prayer, praise and worship
Year 2	SOCIAL SCIENCES Where is religion in our local community? Looking for evidence of lived religion in our local community [Local Choice]	THEOLOGY Christianity The Bible: What does it say about God's Promise? Oak National Academy	THEOLOGY Christianity What do stories from the Bible reveal about what God is like? Interpreting meaning in stories about Jesus and stories told by him (parables)	THEOLOGY Christianity Why does Easter matter to Christians? Beliefs about Jesus' life, death, resurrection and salvation.	PHILOSOPHY Hindu Dharma What do our senses tell us about Hindu worship? Senses in Hindu worship at home and in the Mandir	SOCIAL SCIENCES Hindu Dharma How do celebrations give Hindus a sense of belonging? Celebrations of Jatsakma, Raksha Bandhan and Diwali

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	THEOLOGY Christianity How do people think about the Bible? Origins, content, significance, construction and interpretation of the Bible	THEOLOGY & SOCIAL SCIENCES Christianity What is the Trinity? How have artists used symbolism to express Trinity? One God as Father, Son and Holy Spirit Significance of metaphor and symbolism	PHILOSOPHY Christianity & Humanism How do people make moral decisions? Rules and human choice	THEOLOGY Islam Where do Islamic beliefs come from? History of Prophet Muhammad, revelation of the Qur'an, significance of Meccah	SOCIAL SCIENCES Islam How do Muslims express their beliefs in their daily lives? (1) Expression of beliefs about Allah, Tawhid and lived diversity of the hijab	SOCIAL SCIENCES Islam How do Muslims express their beliefs in their daily lives? (2) Expression of beliefs through the Five Pillars of Sunni Islam Lived diversity
Year 4	PHILOSOPHY What do we mean by truth? Plato's cave, evidence and scientific reasoning	THEOLOGY Christianity Jesus: How does his treatment of outcasts speak to Christians today? Oak National Academy Good Samaritan	PHILOSOPHY Christianity / Islam / Humanism How do people think about poverty, justice and self-sacrifice? To include Oak National Academy: Good Samaritan	THEOLOGY Christianity Holy Week: What do the stories say and what is their meaning? Oak National Academy	THEOLOGY & PHILOSOPHY Sikh How do Sikhs think about equality and service to others? Teachings of Guru Nanak, equality and the oneness of humanity. Sewa as selfless service UC Yr5 Spring 1	SOCIAL SCIENCES How has religion and belief shaped our local area? International, national and local data Lived expression in area

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	SOCIAL SCIENCES Hindu Dharma How are Hindu beliefs expressed in artefacts and worship? One supreme being, Brahman Trimurti, avatars Diverse worship as form of expression	THEOLOGY Hindu Dharma How does sacred text help Hindus understand Dharma? Diverse interpretations of the Ramayana	THEOLOGY & PHILOSOPHY Christianity Forgiveness: Is reconciliation possible? Oak National Academy	THEOLOGY Christianity How have people and events in history shaped Christianity diversity? Great commission, Roman Empire, Nicene Creed, Great Schism, Martin Luther, Henry VIII, present	SOCIAL SCIENCES Christianity How has belief in Jesus as the Messiah impacted art and music? Prophecy (Isaiah), fulfilment, New Testament, Ultimate Sacrifice Global art and Handel's Messiah	PHILOSOPHY Where do I stand? An exploration of pupils' personal worldviews, through artistic expression (NATRE Spirited Arts link)
Year 6	THEOLOGY Christianity Why is the resurrection significant for Christians? Different gospel narratives, truth claims, salvation	THEOLOGY Christianity Are religion and science in conflict? Creation, interpretation, diversity of opinion Science	SOCIAL SCIENCES Hindu Dharma In what diverse ways do Hindus build a sense of community? Festivals and Pilgrimage	PHILOSOPHY Pilgrimage: Why are people still drawn to ancient places? Oak National Academy Only lessons 1, 2, 4 & 5	SOCIAL SCIENCES Christianity / Hindu Dharma / Islam / Humanism How is an understanding of life's purpose reflected in people's lives? Diverse expression of purpose in lived worldviews [Local Choice]	

EYFS

At Crowmarsh we understand the importance of early experiences of Religious Education and Worldviews. These are embedded into our EYFS planning within the Understanding the World and Personal, Social and Emotional area of the curriculum. There are some explicit RE and Worldviews activities taught within the curriculum. These are taken from ODBE EYFS Curriculum.

Subject Planning & Teaching

Through careful stages of planning and 'Quality First Teaching' each teacher differentiates their United Learning planning to meet the needs of the children they teach with the aim of developing independence and the child meeting his/her potential at whichever level they are working at. We acknowledge that children learn in many different ways



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and recognise the need to use a range of different teaching and learning strategies that will allow all children to learn in ways that best suit them.

In each lesson, children are guided towards the learning objectives (WALTs) provided by United Learning through the use of success criteria. The learning objectives and success criteria are shared at the beginning of the lesson and reviewed by children at the end. They are subsequently used by the teacher during the assessment and review work of children's work and are used to identify individual target areas.

CG Schemes

- United Learning
- ODBE EYFS (Reception Only)

CG Supporting resources

- United Learning

Subject Enrichment: See Teaching, Learning & Assessment Policy

Inclusion for all Children: See Teaching, Learning & Assessment Policy

EYFS Statutory Framework:

The EYFS framework promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. Through this curriculum, children will be exposed to aspects of knowledge, skills and understanding that will be built upon once they enter the National Curriculum Programmes of Study.

Religious Education and Worldviews Curriculum Link to EYFS Framework:

Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Standards of pupil work

The subject leader will ensure they monitor the teaching and learning and hence the standard of work across the school, matching the knowledge, skills and understanding to the curriculum overview and age-related expectations of the subject. Each leader will be expected to produce an annual report (Deep Dive) informing the senior leaders and governors of their findings.

Assessment

At CGPS we use the 'United Learning' learning objectives and teacher judgement through AFL for assessment.

The learning objectives and outcomes in each planned lesson show how children might demonstrate what they have learnt. Assessment should inform the adaptations to future planning so that children learn and develop skills appropriate to their abilities and understanding. Methods of assessment can include teacher observations, discussion with pupils, self-assessment and peer assessment.



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At the end of each lesson, teachers are asked to use the Crowmarsh RE assessment tracker to note which children are On track and have met the LO/WALT for that lesson and who is still working towards. This will then provide the RE Leader an overview of each unit which data is collected each half term.

Overall, children's progress in Religious Education & Worldviews is assessed against the age-related expectations. These describe the types and range of performance that the majority of pupils should characteristically demonstrate, having been taught the relevant programmes of study.

Pupil Feedback:

As part of the on-going review and development of our curriculum, the RE Subject Leader will hold learning conversations with children; this will be done in a variety of ways. Our teaching staff value pupil feedback and, within lessons, will informally seek the children's thoughts and ideas about their learning.

Role of RE subject leader

- To ensure a high profile of the subject.
- To produce an agreed curriculum statement that outlines the intent, implementation and impact for maths within the CG curriculum.
- To produce an agreed progression of content and skills within a curriculum overview, that takes account of the EYFS curriculum and National Curriculum.
- To produce and maintain an annual subject action plan.
- To support colleagues by advising them on planning; appropriate resources; teaching strategies; approaches to assessment; changes and developments within the subject.
- To model the teaching of RE
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To monitor the standards of learning, supported by Senior Leaders i.e. through books, lesson observations, learning conversations, data analysis and ensuring that key knowledge is evidenced in outcomes.
- To develop own skills and knowledge through relevant courses; reading; accessing other sources of information and expertise.



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Appendix 1 Science Essentials

Religious Education & Worldviews Essentials				
Year Groups		Year 1 to Year 6		
Time Allocation		1-2 hours per week (cohort driven)		
	Resources	In every unit	In Every Lesson	Where Appropriate
INTENT	- OCC Agreed Syllabus - United Curriculum Scheme and resources	Share Knowledge Organiser	- Learning following the United lesson plans - Range of resources including the use of IT - Focus on handwriting & presentation (in line with English and Maths) - Exposure to and understanding of new and unfamiliar words used in context - Vocabulary shown in a range of contexts - Write for a range of purposes and audiences - Knowledge of Subject related spelling - Children are encouraged to 'Think like a Theologist'	



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IMPLEMENTATION	• OCC Agreed Syllabus • United Curriculum Scheme and resources •	• Learning journey shared with children and displayed in classroom • Sharing and modelling of use of related resources including respect for Religious artifacts. • Modelling thinking like a Theologist • Scaffolding used to develop writing skills, leading to independent writing • Unit specific word banks • End of topic feedback, self-assessment	• WALTs linked to skill/learning being taught. • Success criteria • WALT and date, underlined using pencil. • Discussion about new and unfamiliar words • Key vocabulary, resources and current learning displayed on working wall • Discussions with children • In-lesson feedback, self and peer assessment, as appropriate • Children aware of their next steps	• Thumbs up/down • Choral response • Trio discussions • Think-pair-share (higher order thinking) • Whiteboard responses • Use of dictionary (or IT) to understand new and unfamiliar words (links to English)
IMPACT	• OCC Agreed Syllabus • United Curriculum Scheme and resources • Teachers AFL records/notes	• Children's self-assessment at the end of topic and teacher assessment alongside for children to see.	• Questions to check understanding. (self assessment) • Scanning classrooms • Mini plenaries • Marking/feedback, as appropriate, in accordance with CG policy • Discussions with children. • Adapted planning for the next lesson. • Teachers' AFL records/notes	• Peer evaluation • Self-assessment • Flexible groupings. • Quizzing