



# Religion and Worldviews (R&W) Curriculum Overview



## Vision

At Moorside Primary School, our curriculum lies at the heart of everything we do. It reflects our Mission Statement, Aims, and our school motto: "**Learn, Achieve, Succeed, Together... for a LASTing education at Moorside!**"

We are committed to offering every child a broad, balanced, and knowledge-rich curriculum that inspires curiosity, nurtures individual strengths, and supports all learners to thrive. Whether pupils have specific talents, additional needs, or unique interests, we tailor learning experiences to ensure they are supported and challenged appropriately.

We recognise that every child is different—with their own experiences, skills, and aspirations. That's why we make it a priority to understand each pupil as an individual. By doing so, we can create meaningful learning opportunities that encourage progress, celebrate success, and promote a lifelong love of learning.

Through our inclusive and ambitious curriculum, we ensure that every child at Moorside has the opportunity to **learn, achieve, and succeed—together!**

## The School Curriculum

At Moorside Primary School, our curriculum is thoughtfully designed to ensure that all pupils access the highest quality content. This approach lays a strong foundation for future learning as children progress through school and into Key Stage 3 and beyond. Our curriculum is ambitious and exceeds the expectations set out in the national curriculum.

We place a strong emphasis on understanding the needs of our pupils, ensuring that every child is given the opportunity to achieve their full potential. While academic success is a key priority, we also place equal importance on nurturing pupils' spiritual, moral, social, and cultural development. Our goal is to ensure that every child leaves Moorside as a confident, independent, and successful lifelong learner, ready to make a positive contribution to society.

At Moorside, we've thoughtfully designed our Early Years curriculum to give children the best possible start in their learning. We follow national guidance, including *Birth to 5 Matters*, to make sure every child is well prepared for the next stage of their education, especially the important move into Year 1. Our curriculum supports all areas of development, covering both the **prime areas** (communication and language, physical development, and personal, social and emotional development) and the **specific areas** (literacy, maths, understanding the world, and expressive arts and design). Through a balance of play and more structured activities, we help children build the knowledge, skills, and attitudes they need to grow in confidence and thrive, not just in school, but in life.

In Key Stage 1 and 2, our curriculum aims to provide rich and meaningful learning experiences—both within and beyond the classroom—offering pupils opportunities they may not otherwise encounter. These wider experiences are carefully planned across each key stage.

To support the delivery of a broad and balanced curriculum, we use a range of accredited curriculums to help structure and sequence our **Core** and **Foundation subjects**. This ensures a well-organised, coherent progression of knowledge and skills from year to year, and across

subjects such as English, Reading, History, Geography, Art, Design & Technology, Science, and PSHE.

At the heart of the Moorside curriculum is knowledge. We aim to build a strong foundation of vocabulary and a deep understanding of the world. Our approach to teaching is informed by the latest research into how memory works, helping children retain knowledge over time. For us, progress means learning more and remembering more—pupils make progress as they grow their understanding of the curriculum.

To support this, we use **knowledge organisers** that clearly set out the key information children are expected to learn in each subject. These organisers are shared with families each half term, alongside guidance on the weekly knowledge pupils should commit to memory. Parents are encouraged to support learning through regular quizzing and discussion at home.

Ultimately, our curriculum is designed to help children know and remember more, build strong webs of knowledge, and develop a lasting love of learning.

## The National Curriculum and guidance

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'.

### **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.

#### **Right to withdraw (Section 71)**

Parents have a statutory right to request that their child be withdrawn from all or part of Religious Education lessons in primary school under Section 71 of the School Standards and Framework Act 1998. If a parent wishes to exercise this right, they should contact the headteacher to discuss their request. The school will comply with any such request and make

appropriate arrangements for the pupil during the time they are withdrawn. 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?**

Because the scheme of work fulfils the requirements of the [Curriculum Framework](#), upon which the SACRE has built their Locally Agreed Syllabus (LAS), our school is meeting the requirements laid out in the LAS.

### **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.

### **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.

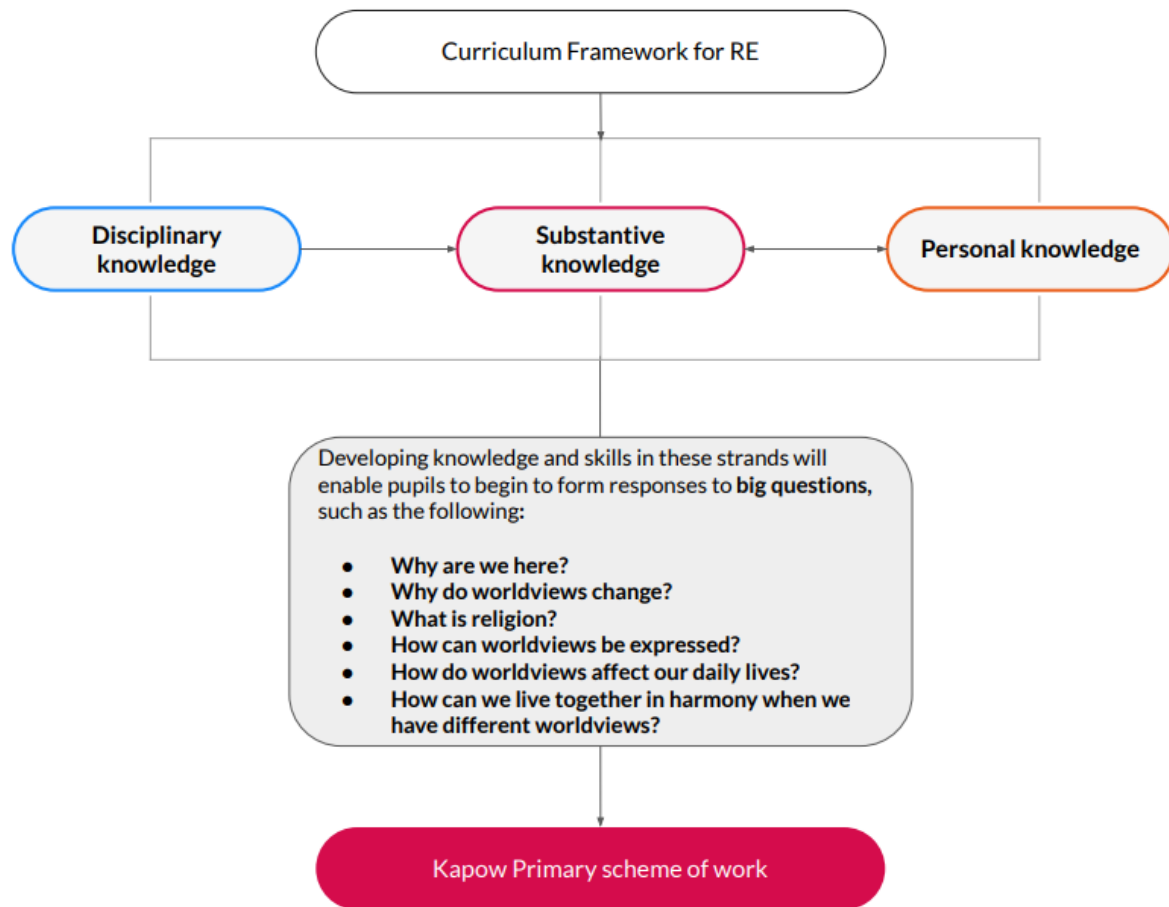
#### **Ofsted Research review series: RE**

- 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 be 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.

## How is the Religion and worldviews scheme of work organised?



## 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:





# R.E At Moorside



## **EARLY YEARS**

- Sparkle & Shine
- Light Up The Sky
- Spring Surprises
- What Makes Us Special?
- What Are Special Times?
- Why Are Some Places Special?
- What Makes The World Special?
- Why Are Some Things Special?
- Why Are Some Stories Special?
- Time To Celebrate

E



## **YEAR 2**

- Why Do We Need To Give Thanks?
- What Do Candles Mean To People?
- How Do We Know Some People Feel A Special Connection To A God?
- What Is A Prophet?
- How Do Some People Talk To God?
- Where Do Some People Talk To God?

1

2



## **YEAR 1**

- How Did The World Begin?
- What Do Some People Believe God Looks Like?
- What Is God's Job?
- Why Should We Care For The World?
- How Do We Know That New Babies Are Special?
- Why Should We Care For Others?



## **YEAR 3**

- What Makes Us Special?
- Where Do Our Morals Come From?
- Is Scripture Central to Religion?
- What Happens If We Do Wrong?
- Why Is Water Symbolic?
- Why Is Fire Used Ceremonially?

3

4



## **YEAR 4**

- Are All Religions Equal?
- What Makes Some Texts Sacred?
- Just How Important Are Our Beliefs?
- Who Was Jesus Really?
- Why Is The Bible The Best-Selling Book Of All Time?
- Does The Language Of Scripture Matter?



## **YEAR 6**

- Why Does Religion Look Different Around The World?
- Why Is It Better To Be There In Person?
- Why Is There Suffering?
- What Place Does Religion Have In Our World Today?

5

6

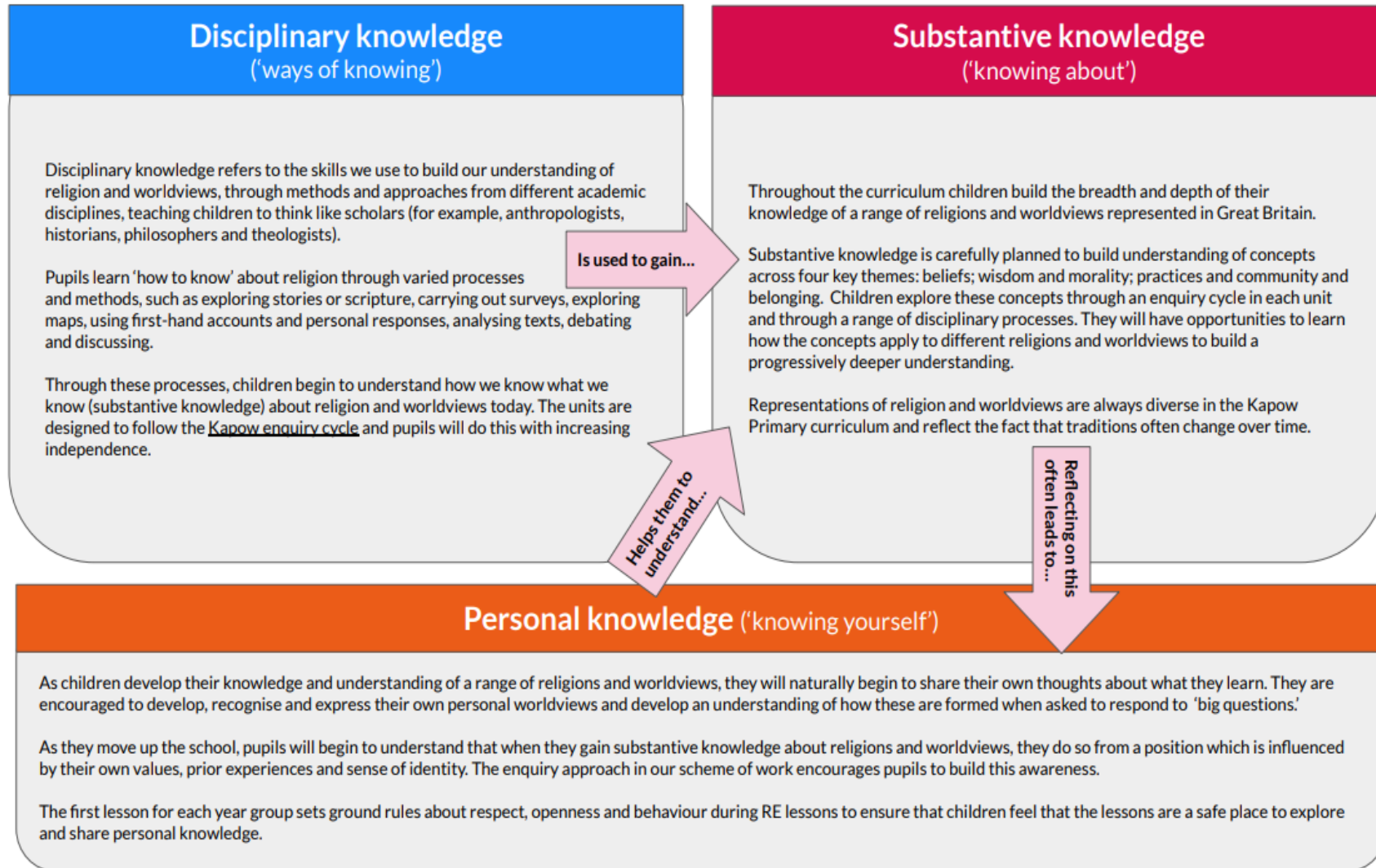


## **YEAR 5**

- 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?
- Who Should Get To Be In Charge?
- Why Are Some Places In The World Significant To Believers?

# Types of Knowledge

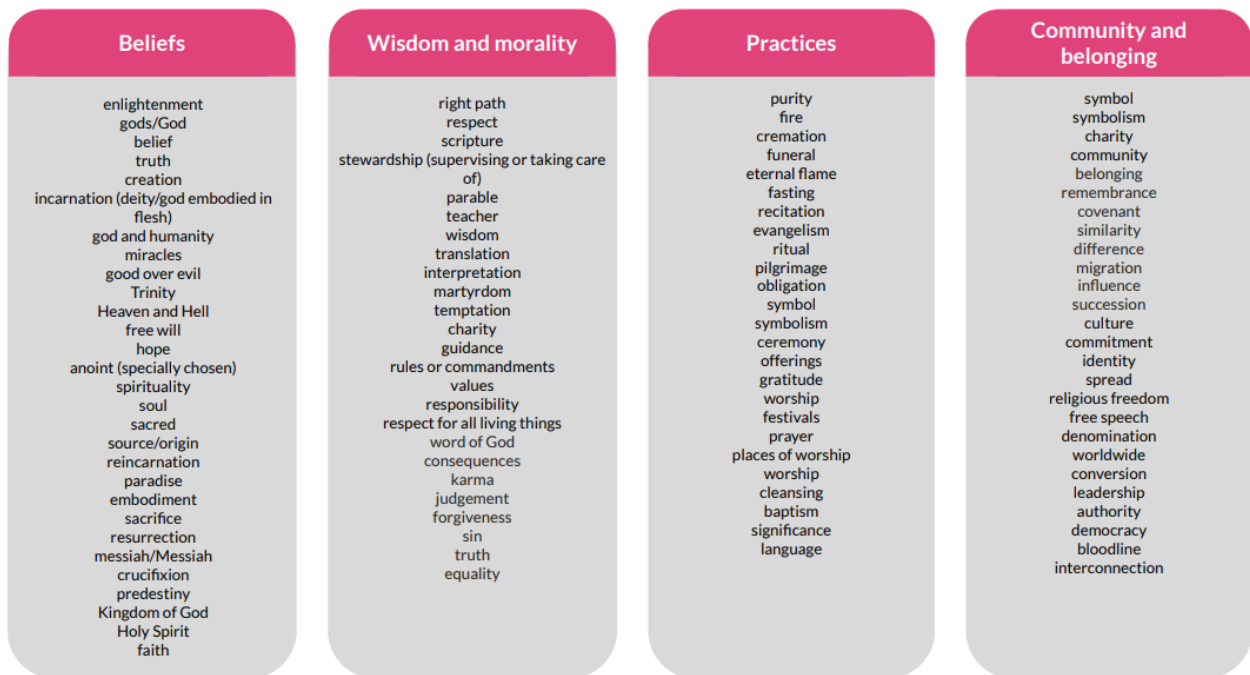
## The interplay between different types of knowledge in RE



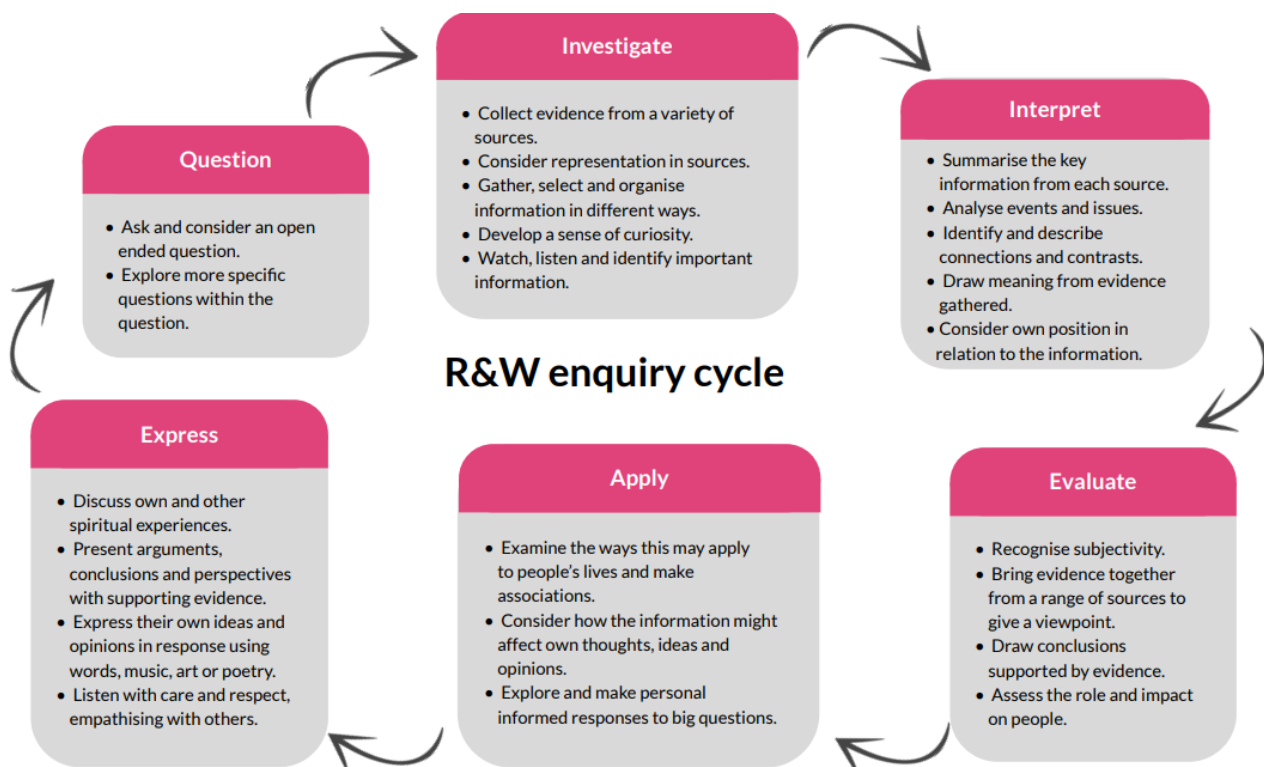
# Curriculum Design and organisation

## 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.

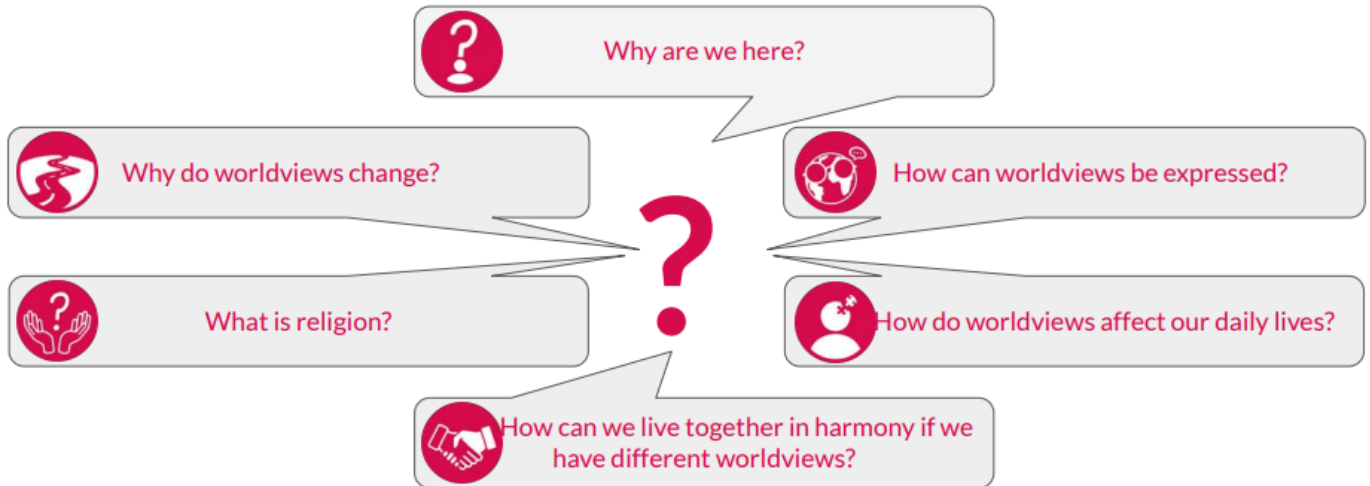


## How will the scheme develop enquiry skills?



## 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 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.

At Moorside, 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.

# Oracy

**‘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 Moorside Primary, we know that talking is a powerful way for children to learn. By thinking aloud, asking questions, and discussing ideas together, pupils can explore their thinking and deepen their understanding.

## **Learning to talk**

Just as importantly, we support pupils to develop their oracy skills so they can communicate confidently in different situations — from classroom conversations to speaking in public, debating, or during sport and games.

**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.

## Intent

At Moorside Primary School our Religion and Worldviews (R&W) curriculum, delivered through the Kapow Primary scheme and checked against the Locally Agreed Syllabus, aims to develop pupils' understanding of religion, belief and worldviews in a respectful, balanced and inclusive way.

The intent of our R&W curriculum is to help pupils make sense of the diverse world they live in by encouraging curiosity, reflection and thoughtful enquiry into different beliefs, values and ways of life. R&W plays a vital role in our school by promoting respect, tolerance and empathy, and by supporting pupils' spiritual, moral, social and cultural development in line with our school's values and ethos.

Through carefully sequenced and progressive learning, pupils build secure knowledge of a range of religious and non-religious worldviews, develop the ability to ask meaningful questions, and learn to express their own ideas thoughtfully while respecting the views of others. The curriculum is designed to ensure clear progression across key stages, beginning in Early Years through *Understanding the World* and developing in depth and complexity through Key Stages 1 and 2, preparing pupils effectively for future learning.

Our R&W curriculum is inclusive and accessible to all pupils, using a range of teaching approaches to meet different learning needs and ensuring that all children, regardless of background or belief, feel valued and represented. Strong cross-curricular links with subjects such as English, History, Geography, PSHE, Art and Music help pupils make meaningful connections in their learning.

Ultimately, our R&W curriculum equips pupils with critical thinking skills, empathy and respect for diversity, preparing them to be reflective learners, responsible citizens and confident participants in a modern, multicultural society.

## Implementation

Our Religion and Worldviews (R&W) curriculum is implemented through the Kapow Primary scheme of work, which has been carefully checked against the Locally Agreed Syllabus to ensure full coverage of statutory requirements and a balanced representation of religions and non-religious worldviews. The curriculum is coherently sequenced so that learning builds progressively from Early Years through to Key Stage 2, allowing pupils to revisit key concepts such as belief, worship, identity, community and values with increasing depth and complexity. This spiral approach ensures that prior knowledge is strengthened and extended, supporting long-term retention and understanding.

R&W lessons are delivered using an enquiry-based approach that places pupils at the centre of learning. Teaching strategies include high-quality discussion, questioning, storytelling, use of artefacts, drama, role play, reflection and creative responses, enabling pupils to engage thoughtfully with religious and worldview content. Lessons are structured to encourage pupils to ask questions, explore different perspectives and express their own ideas respectfully. **Adaptive teaching** strategies are embedded throughout, including differentiated tasks, scaffolded resources, visual prompts, vocabulary support and targeted questioning, ensuring that all pupils, including those with SEND or additional needs, can access and succeed in R&W learning. Technology and multimedia resources, such as videos, images and interactive materials, are used to enhance understanding and engagement.

Religion and Worldviews is timetabled regularly across all year groups to ensure consistent delivery and sufficient time for high-quality teaching and learning. Planning follows the Kapow Primary scheme from Reception to Year 6, ensuring continuity and progression while allowing teachers the flexibility to adapt lessons to meet the needs of their pupils and reflect the local context of the school community. This approach ensures that statutory guidance is met and that pupils receive a broad and balanced R&W curriculum. RE planning in Nursery at Moorside Primary is carefully designed to give children a foundation of knowledge and experiences that will prepare them to access Religion and Worldviews learning in Reception. Activities are aligned with the *Birth to 5 Matters* framework, supporting development in areas such as *Understanding the World* and *Personal, Social and Emotional Development*, and introducing children to special stories, celebrations, beliefs, and values in an age-appropriate and engaging way.

A wide range of high-quality resources supports teaching and learning, including Kapow Primary lesson plans, knowledge organisers, vocabulary lists and assessment guidance. These resources are reviewed and updated regularly to ensure they remain current, accurate and reflective of contemporary religious practice and belief. Learning is further enriched through the use of visitors, guest speakers, virtual encounters and, where possible, visits to places of worship. These experiences provide pupils with authentic insights and help to deepen understanding while promoting respect and appreciation for diversity.

To ensure R&W meets the needs of all pupils, lessons are designed to be inclusive, engaging and reflective, creating a safe environment where children feel confident to share ideas and ask questions. Teachers model respectful language and behaviour, reinforcing the importance of listening to and valuing different viewpoints. Clear expectations are established to ensure that discussions are thoughtful and sensitive, helping pupils develop empathy and understanding.

Teachers are supported in delivering R&W through high-quality planning, clear progression documents and subject knowledge support provided by the Kapow Primary scheme. Professional development opportunities, including CPD videos, staff training and subject leader support, help to build teachers' confidence and expertise in teaching R&W. This ensures consistency in delivery and high standards of teaching across the school, enabling all pupils to access meaningful and well-taught Religion and Worldviews education.

# Adaptive Practise

## **SEND - Adaptive Teaching Strategies For Those Who Need Support and Scaffold**

### **1. Adjusting the Level of Challenge**

Adapt tasks so they are accessible but still stretching – e.g. provide sentence stems, scaffolds, or allow pupils to show learning in different ways such as mind maps or collaborative work.

### **2. Clarifying and Simplifying Instructions**

Break tasks down into clear, manageable steps – e.g. use numbered instructions, visual cues (pictures, symbols, diagrams), or rephrase directions.

### **3. Highlighting Essential Content**

Focus on the key ideas and concepts from the curriculum – e.g. bold or highlight essential knowledge, remove unnecessary detail to reduce overload.

### **4. Re-explaining and Reinforcing Concepts**

Give multiple opportunities to revisit and reframe new learning – e.g. explain in different ways, link to real-life contexts, or use hands-on resources.

### **5. Using Examples and Models**

Show pupils what success looks like – e.g. worked examples, sample answers, modelled writing or problem solving.

### **6. Collaborative and Peer Support**

Build in opportunities for pupils to learn with and from one another – e.g. talk partners, group roles, peer tutoring, or structured team activities.

### **7. Scaffolding with Step-by-Step Guidance**

Guide pupils through learning gradually – e.g. “I do, we do, you do”, sentence starters, checklists, or prompts for each stage of a task.

### **8. Improving Accessibility**

Make content easier to access – e.g. sit pupils close to the teacher, ensure visibility of the board, provide child-friendly texts/media, or read aloud when needed.

### **9. Allowing Additional Processing Time**

Give pupils more time to think, respond, or complete tasks – e.g. extended wait time for answers, chunked activities, or pausing to check understanding.

### **10. Teaching and Reinforcing Vocabulary**

Introduce and revisit key vocabulary explicitly – e.g. word banks, visual images, repetition, or sentence stems to practise using words correctly.

### **11. Checking Understanding and Providing Feedback**

Monitor learning regularly and provide immediate support – e.g. mini-plenaries, quick quizzes, targeted questioning, or verbal feedback.

### **12. Offering Multiple Ways to Record and Present Learning**

Encourage pupils to show understanding in varied ways – e.g. oral responses, drawings, photos, digital recordings, mind maps, or written work.

### **13. Pre-teaching Key Knowledge and Vocabulary**

Prepare pupils ahead of lessons to boost confidence – e.g. introduce new words, concepts, or background knowledge before whole-class teaching.

## **Those Who Need Further Challenge - Adaptive Teaching Strategies to Stretch and Support**

### **1. Building on Prior Knowledge**

More able pupils should be encouraged to share their existing knowledge with peers through peer modelling, presentations, or by tackling enquiry-based questions that extend their understanding.

### **2. Interest-Driven Extension**

Teachers should build on pupils' interests by providing higher-level texts, suggesting independent reading, and assigning home learning projects that deepen engagement with the subject.

### **3. Deepening Conceptual Understanding**

Pupils should be challenged to explore topics in greater depth, use more complex terminology, and make abstract connections to develop a richer understanding.

### **4. Higher-Order Questioning**

Teachers should use open-ended questions that promote critical thinking, interpretation, and inference, encouraging pupils to analyse and evaluate ideas.

### **5. Challenging Learner Roles**

More able pupils should be given roles that require leadership, debate, or tutoring, allowing them to contribute meaningfully and stretch their thinking.

### **6. Mastery and Enrichment Activities**

Teachers should provide opportunities for mastery through intensive teaching, peer-assisted learning, and analytical tasks that require deeper engagement with content.

### **7. Flexible Task Design**

Pupils should be offered a choice of tasks with varying levels of challenge, and success criteria should be adapted to stretch their capabilities.

### **8. Feedback for Growth**

Feedback should be framed to encourage pupils to take responsibility for their learning, using open-ended questions to prompt reflection and improvement.

## Impact

The impact of our Religion and Worldviews (R&W) curriculum at Moorside Primary is measured through a combination of formative and summative assessment opportunities, enabling teachers to track progress and ensure that every child achieves well. Each lesson provides guidance for teachers to assess pupils against key learning objectives, while each unit concludes with a knowledge catcher and unit quiz to provide clear evidence of learning and progression. Pupils are also encouraged to present their own enquiries and reflections, providing opportunities to demonstrate their understanding and application of skills.

As a result of high-quality teaching and the consistent use of the Kapow Primary R&W scheme, children at Moorside will leave school as enquiring learners who are curious about religion and worldviews and confident in asking thoughtful, meaningful questions. They will have developed the ability to reflect critically on beliefs, consider different perspectives with empathy and respect, and express their own ideas with increasing independence.

The expected impact of our curriculum is that pupils will:

- Know and understand a range of religious and non-religious worldviews, recognising similarities, differences and diversity within and between belief systems.
- Develop an understanding of how beliefs influence individuals, communities and cultures, both locally and globally.
- Gain a secure understanding of key substantive concepts such as faith, worship, sacred texts, moral values, identity, community and celebration.
- Be able to form reasoned and reflective responses to questions about belief, meaning and purpose.
- Show an appreciation of how religion and worldviews have shaped societies and human experiences.
- Understand the role of enquiry in exploring beliefs, including the use of discussion, reflection, observation and research to investigate ideas and practices.
- Develop the confidence to articulate their own responses to challenging questions, while respecting the views of others.
- Recognise and evaluate different interpretations of beliefs and worldviews, considering context and perspective.
- Make connections between personal, local, national and global contexts, building a foundation for further learning and understanding in later key stages.
- By the end of each key stage, pupils will have met the relevant expectations set out in the Early Learning Goals (EYFS) and the National Curriculum/Locally Agreed Syllabus for R&W (KS1 and KS2).

Ultimately, our R&W curriculum ensures that children at Moorside Primary develop both a secure body of knowledge about religion and worldviews and the critical skills to think, question and reason thoughtfully about beliefs. They leave us well-prepared for the next stage of their education, with a lasting curiosity, empathy and respect for diversity in the world around them.

### **Assessment**

Assessment is an integral part of the Religion and Worldviews curriculum at Moorside Primary School. At the end of each lesson, teachers assess pupils' learning against statements directly linked to the lesson objectives. This information is then logged on Insights, providing a clear and consistent record of progress.

Over the course of a unit, teachers, subject leaders, and senior leaders are able to monitor both whole-class and individual progress. This system also enables tracking over longer periods of

time, supporting the identification of patterns in attainment and progress across year groups and key stages.

Teachers make use of assessment grids (via Insights) to identify gaps in prior knowledge. By referring to the structure of the Kapow curriculum, staff can identify which previous units are relevant and plan opportunities to revisit and reinforce key concepts, ensuring pupils are supported in securing their learning.

At the end of each unit, a knowledge catcher is used to assess pupils' overall understanding of the topic. In addition, unit quizzes are embedded into teaching to provide regular retrieval practice, strengthening long-term memory and consolidating prior learning.

This approach ensures that assessment is ongoing, purposeful, and used effectively to inform planning, support pupils, and drive improvement in Religion and Worldviews teaching and learning across the school.

### **The Role of Subject Leaders**

Religion and Worldviews subject leaders at Moorside Primary make effective use of assessment data to monitor the quality and impact of Religion and Worldviews across the school. Insights data, knowledge catchers, and assessment grids allow leaders to:

- Evaluate pupil progress and attainment across classes and year groups.
- Identify strengths and areas for development in teaching and learning.
- Monitor curriculum coverage and progression across key stages.
- Support teachers in addressing gaps and ensuring consistency in delivery.

This systematic use of assessment ensures that subject leadership is proactive and evidence-based, driving continuous improvement in Religion and Worldviews teaching and learning.

Subject leaders are given dedicated time to monitor and evaluate their subject effectively. They have access to ongoing CPD to strengthen their subject knowledge and leadership skills. Each term, subject leaders produce a report that is shared with all staff, outlining the impact of the subject on pupil outcomes and identifying clear priorities for further development.

# Overview of Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	What makes us special?	What are special times? Sparkle and Shine: Christmas & Diwali	Why are some places special? Light up the sky: New Year	What makes the world special? Spring Surprises: Easter	Why are some things special?	Why are some stories special?
Year 1	How did the world begin?	What do some people believe God looks like?	What is God's job?	Why should we care for the world?	How do we know that new babies are special?	Why should we care for others?
Year 2	Why do we need to give thanks?	What do candles mean to people?	How do we know some people feel a special connection to a god?	What is a prophet?	How do some people talk to God?	Where do some people talk to God?
Year 3	What makes us human?	Where do our morals come from?	Is scripture central to religion?	What happens if we do wrong?	Why is water symbolic?	Why is fire used ceremonially?
Year 4	Are all religions equal?	What makes some texts sacred?	Just how important are our beliefs?	Who was Jesus really?	Why is the Bible the best-selling book of all time?	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 1)	What happens when we die? (Part 2)	Who should get to be in charge?	Why are some places in the world significant to believers?
Year 6	Why does religion look different around the world? (Part 1)	Why does religion look different around the world? (Part 2)	Why is it better to be there in person?	Why is there suffering? (Part 1)	Why is there suffering? (Part 2)	What place does religion have in our world today?