



Religion and Worldviews at Ashton Gate Primary School



Religion and Worldviews (RW) is the subject where children learn about different religions, beliefs, and ways of life. It covers key practices, stories, celebrations, and values from a variety of cultures. Pupils also explore ideas about meaning, purpose, and morality, helping them understand both their own views and those of others.

Intent

Our intention is to inspire curiosity and teach respect about the world and the diverse beliefs and worldviews that shape it. In Religion and Worldviews, pupils explore major religions and non-religious perspectives. The curriculum provides valuable insights into different beliefs, practices, and opinions, fostering tolerance, empathy, and understanding. Through our lessons, children are encouraged to reflect on their own ideas, consider the perspectives of others, and develop respect for the values and traditions of diverse cultural, religious, and ethical groups.

Our School Drivers

Religion and Worldviews at Ashton Gate primary school develops our school drivers in a range of ways.

Cultural diversity

- Religion and worldviews promote cultural diversity in our school by helping us understand each other, respect differences, celebrate traditions, and grow together as a community.
- The exploration of a wide range of world religions and belief systems builds understanding and respect and encourages children to share and celebrate their own cultural backgrounds and traditions.

Independence

- Religion and worldviews promote independence by encouraging critical thinking, self-reflection, and personal belief development, helping students make informed choices, respect others' views, and grow in confidence and identity.

Equity

- Religion and worldviews promote equity by teaching respect for all beliefs, challenging prejudice, and encouraging inclusive values, helping students treat each other fairly regardless of faith, background, or worldview.

Growth mindset

- Religion and worldviews promote a growth mindset by encouraging reflection, resilience, and learning from challenges, helping students develop purpose, perseverance, and an

open-minded attitude toward personal and moral development.

The Kapow Curriculum

Our RW curriculum is taught using Kapow. This is an evidence-led curriculum, which covers the expectations of the National Curriculum, where knowledge is built cumulatively and is retrieved regularly to increase the chance that it will be stored in long term memory. Schemes of learning are regularly updated to reflect new research. Substantive and disciplinary knowledge is mapped out across the topics taught in each year group, ensuring children are building on their skills cumulatively and this is interwoven with their personal knowledge. This spiral curriculum structure enables lessons to be accessible and memorable.

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



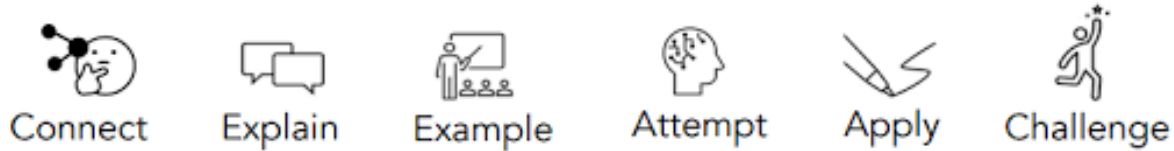
Humanist

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Respectful R&W (1 lesson)	<p><u>Why do people have to stand up for what they believe in?</u></p> <p>Christian, Muslim, Sikh</p>	<p><u>Why doesn't Christianity always look the same?</u></p> <p>Christian</p> <p>Additional celebration lesson: <u>Why do some people use different names for Jesus?</u></p>	<p><u>What happens when we die? (Part 1)</u></p> <p>Jewish, Christian, Muslim Humanist</p>	<p><u>What happens when we die? (Part 2)</u></p> <p>Hindu, Buddhist, Sikh</p> <p>Additional celebration lesson: <u>What might the Easter story suggest about life after death?</u></p>	<p><u>Who should get to be in charge?</u></p> <p>Muslim, Sikh, Christian</p>	<p><u>Why are some places in the world significant to believers?</u></p> <p>Christian, Jewish, Buddhist, Muslim, Sikh and Hindu</p>
Year 6		<p><u>Why does religion look different around the world? (Part 1)</u></p> <p>Jewish, Muslim, Christian</p>	<p><u>Why does religion look different around the world? (Part 2)</u></p> <p>Hindu, Sikh, Buddhist, Jain</p> <p>Additional celebration lesson: <u>Who celebrates Christmas?</u></p>	<p><u>Why is it better to be there in person?</u></p> <p>Muslim, Jewish, Christian, Humanist</p>	<p><u>Why is there suffering? (Part 1)</u></p> <p>Jewish, Christian, Zoroastrianist, Buddhist</p> <p>Additional celebration lesson: <u>Why might some people take part in Easter traditions?</u></p>	<p><u>Why is there suffering? (Part 2)</u></p> <p>Shinto, Buddhist, Sikh Humanist</p>	<p><u>What place does religion have in our world today?</u></p> <p>Multiple worldviews</p>

Implementation

At Ashton Gate, the Kapow Primary RW curriculum is delivered through a carefully sequenced, spiral approach that builds knowledge, understanding, and skills year on year. Lessons are enquiry-based, framed by overarching 'big questions' and unit-specific enquiries, enabling pupils to explore diverse religions and worldviews, make connections, and reflect on their own ideas. Teaching is varied, combining substantive, disciplinary, and personal knowledge to support critical thinking, discussion, and respectful dialogue. Pupils develop conceptual understanding through lessons, enhanced by trips, guest speakers and assemblies. Teachers are supported through CPD to ensure that lessons are accessible, challenging, and meaningful for all pupils.

Teachers will deliver the curriculum using the CEEAAC model of learning. This allows opportunities to retrieve prior knowledge at regular intervals and ensures pupils have the background knowledge that they need for each lesson. Vocabulary is explicitly taught and concepts are explained clearly using examples. Teachers are able to check for understanding when pupils attempt learning, building in learning loops to ensure that pupils are ready to then apply their knowledge independently. All children have the opportunity to be challenged in their RW lessons.



To support vocabulary teaching, dual coding of images and words are used. As well as this, knowledge organisers are used in lessons to aid understanding and support retrieval of prior learning. Teachers are able to use Kapow resources to support their subject knowledge and lesson design, tailoring their lessons to be inclusive for their individual classes.

R&W - Why do people have to stand up for what they believe in?



atheist	A person who does not believe there is a god or gods.	religious freedom	The freedom to choose, change and practise beliefs.
discrimination	Treating someone unfairly or differently because of who they are (including religion, age, or gender).	stereotype	A fixed idea about a group of people that is often not true.
martyr	Someone who accepts suffering or even death for their religious beliefs.	tolerance	Willingness to accept or respect different beliefs, practices, or opinions, even if you disagree with them.
prejudice	Judging someone or something before knowing them well, often leading to unfair treatment.		



Credit: Keith Corrigan / Alamy Stock Photo

Guy Fawkes lived during a time when it was illegal in England to practise Christianity in a certain way. People had to follow the beliefs and practices of the monarch or face punishment. King James was a Christian **Protestant** whereas Guy Fawkes was a Christian **Catholic**: the **divine right of kings** was the belief that a king or queen had been chosen by God so could make all of the country's decisions



The UK's **protected characteristics** make it against the law to treat people unfairly because of their personal qualities like religion, age, gender and race.



Bandi Chhor Divas is a Sikh celebration which celebrates Guru Hargobind's release from prison and the liberation of 52 other prisoners he rescued who held different beliefs to him.

Impact

The Kapow Religion and Worldviews curriculum inspires curiosity and encourages pupils to ask meaningful 'big questions' about the world and its diverse beliefs. Children develop knowledge of different religions and non-religious worldviews, reflect on their own ideas and values, and learn to think critically and discuss respectfully. Through engaging lessons, visits, and experiences, pupils build empathy, tolerance, and cultural understanding, preparing them to contribute positively to society and navigate a diverse, multicultural world.

