



### Knowledge and skills: Introduction

At Polehampton, we first considered the concept of knowing more, doing more and remembering more. Therefore, from our research, we have a shared and consistent understanding of different types of knowledge. Each subject will have a different ratio of distribution for these types of knowledge, and the types of knowledge can (and most often do) intersect.

**1. Knowledge** refers to the body of facts, information, understanding, principles and concepts etc. of a subject. In other words, this could be referred to as the main component knowledge that pupils might learn (e.g. facts about specific religions or worldviews), as well as the understanding that pupils may develop about how those facts were established (aka disciplinary knowledge). Finally, as well as considering how a fact was established, we may also consider its degree of certainty and how it continues to be revised. Pupils need to know information in some form in every subject, even in practical subjects, because there will be an element of theory behind the skill that can be shown/displayed.

**2. Skills** refers to the techniques required to complete a procedure or task. It is the 'know how' of the processes required in a subject (e.g. the actual skill of recognising and expressing one's own views on a particular subject or belief). Skills are often incremental and require regular practice. It is about being able to know how to demonstrate that skill or procedure.



Polehampton's Infographic on Knowledge and Skills

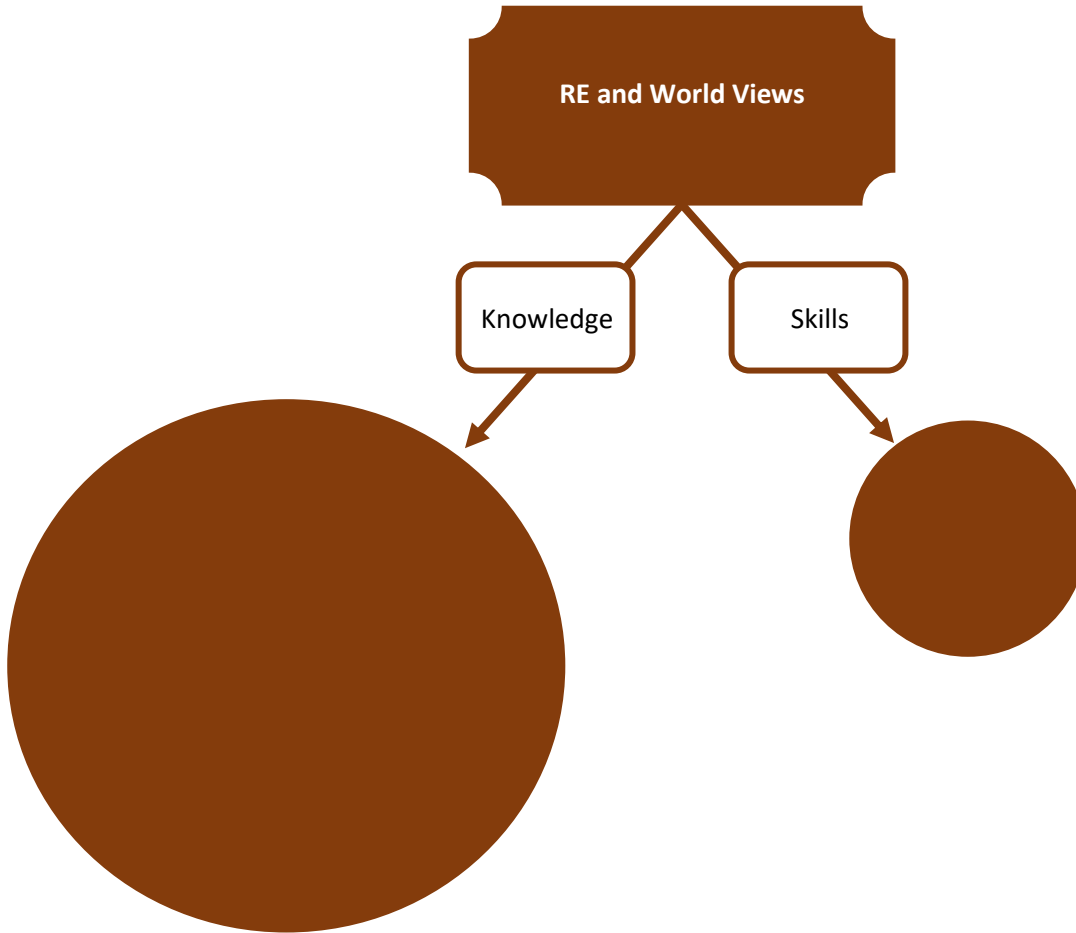
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## Knowledge distribution

We recognise that different subjects have different weightings of knowledge and skills. The infographic below highlights what we consider to be the ratio of each form of knowledge within this subject:



## Our vision

As a Church of England school, RE and Worldviews is an integral part of the curriculum and aims to be meaningful and relevant in a modern and changing world. The aim of RE and Worldviews is as follows:

- Develop critical thinking.
- Increase motivation to learn.
- Develop knowledge and understanding of their own views and beliefs, religious or otherwise.
- Develop an understanding and respect for others' views and beliefs, religious or otherwise.

As the children move through the school, their ability to develop empathy with other people and their beliefs will be enhanced. This approach focuses on the philosophy that children are free to make their own choices and decisions concerning religion and belief. RE and Worldviews is key in engendering knowledge and skills which can lead to tolerance and respect for others and their beliefs. It does not, however, teach children to passively accept, but rather encourages evaluation and critical thinking, equipping pupils to consider the belief positions they encounter.

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# Polehampton CE Infant and Junior Schools

## Curriculum Vision: Religion and World Views V1



Our RE and Worldviews curriculum reflects our school's core values of Love, Courage, Respect, Aspiration and Curiosity, promoting a culture of inclusion, understanding and mutual respect. It empowers all children to understand the beliefs of themselves and others, helping build a supportive, understanding and curious environment for all.

### Early Years Foundation Stage

In the Early Years Foundation Stage (EYFS), RE and Worldviews are explored through helping pupils to make sense of the world around them by encouraging curiosity, empathy and respect for others. Linked closely with the EYFS area of Understanding the World, children begin to explore special people, places, stories, times and objects across a range of religious and non-religious Worldviews. They are encouraged to ask questions, express their thoughts and reflect on their own experiences and those of others, supporting early development in Communication and Language and Personal, Social and Emotional Development (PSED). In line with the Church of England's Statement of Entitlement, RE in the Early Years promotes a safe space for children to engage with ideas of belief, community and celebration, rooted in Christian values but inclusive of other beliefs, faiths and Worldviews. The approach also reflects the guidance in Valuing All God's Children, fostering an environment where diversity is celebrated, all children feel respected and included, and early foundations are laid for living well together in a multi-faith, multi-world view society.

### Key Stage 1

In Key Stage 1 (KS1), pupils deepen their understanding of religious and non-religious Worldviews through an enquiry-based approach. Pupils explore key beliefs, stories, celebrations and practices from Christianity, Judaism, and Islam, developing an awareness of how these are expressed in people's lives. Lessons encourage pupils to reflect on big questions such as: "What makes some places special?", "Why do people celebrate?", and "What can we learn from sacred stories?". This supports early critical thinking and empathy, as children learn to compare beliefs and begin to form their own views respectfully. The curriculum also reinforces key skills in listening, discussion, questioning, and recognising how beliefs shape identity and behaviour.

### Key Stage 2

In Key Stage 2 (KS2), our RE and Worldviews curriculum builds on prior knowledge, and challenges pupils to explore beliefs, values and practices across a wider range of religions and Worldviews, including Christianity, Hinduism, Sikhism, Judaism, Islam and also non-religious perspectives. The curriculum approach continues to use key questions to guide learning, encouraging deeper reflection and evidence-based reasoning. Pupils consider questions such as: "What does it mean to belong?", "Why do some people see life as a journey?" and "How do beliefs influence actions?". They develop their ability to compare beliefs, evaluate different viewpoints and articulate their own responses with increasing confidence and respect. Through RE and Worldviews, Key Stage 2 pupils are equipped to become reflective, informed, and compassionate members of a diverse society.

### Letting our lights shine through experiences

To complement the curriculum, there are visits from faith leaders, themed class events and educational visits, which enhance pupils' understanding and provide varied learning experiences. British Values are a key aspect of our RE and Worldviews offer, and are considered at various planning stages. Our collective worship plans also link with RE and Worldviews and British Values. Finally, our Personal Development Opportunities Map outlines the range of opportunities we deliberately plan out for our pupils in each year group, and this includes opportunities for collective worship and supporting the development of spirituality at Polehampton.

## The curriculum and schemes of work

At Polehampton, we follow the National Curriculum for all our subjects. RE and Worldviews does not fall within the National Curriculum as such, but we treat it as if it is a National Curriculum subject. In RE and Worldviews, we follow the Wokingham-agreed version of the Pan-Berkshire agreed syllabus. We use Discovery RE and Understanding Christianity at Polehampton because it provides a clear, structured and enquiry-based approach to RE and Worldviews

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that aligns with the Church of England's Statement of Entitlement, as well as reflecting our commitment to inclusivity, curiosity and respect.

Discovery RE and Understanding Christianity encourages pupils to engage with challenging, meaningful questions about life, beliefs and values in a way that is age-appropriate, reflective, and academically robust. Each unit follows a consistent four-step enquiry model – Engage, Enquire, Evaluate, and Express – which supports progression in knowledge, critical thinking and personal reflection. This structure helps pupils not only understand a range of religious and non-religious Worldviews but also make connections between their learning and their own lives.

The scheme ensures balanced coverage of Christianity and other world faiths, fostering a respectful understanding of religious diversity while reinforcing our school's Christian ethos. It actively supports our school values (love, courage, respect, aspiration, and curiosity) by nurturing empathy, encouraging open-mindedness and giving pupils the confidence to express their beliefs while listening to others.

Discovery RE and Understanding Christianity also reflects the guidance of Valuing All God's Children by promoting inclusivity and safeguarding, ensuring every pupil feels safe, valued, and heard. Its flexibility, high-quality resources, and focus on real-world relevance make it an effective tool for developing thoughtful, respectful and spiritually aware learners at Polehampton.

Finally, our spirituality statement and collective worship plans ensure RE and Worldviews remains high profile within our school and is visible in our lessons and within the wider school. Our development of spirituality is done in the form of work to support windows, mirrors and doors, and is laid out in detail in our 'Spirituality at Polehampton' document.

### Curriculum structure and planning lessons

RE and Worldviews lessons are taught through the year, with one unit per half term (6 units per year). Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. Christianity is taught in every year group, with Christmas and Easter covered as key topics each year, developing the learning in a progressive way. Hinduism, Islam, Judaism and Sikhism are also covered. Humanist perspectives are added when appropriate in some enquiries, and there is a unit dedicated to Humanism in Year 6.

Each enquiry requires the equivalent of 6 lessons, but teaching time could be blocked or grouped to enhance learning, if this is deemed beneficial to the unit, the learning and the pupils. Teachers are able to choose how they teach each enquiry. Each enquiry has a learning objective which shows the learning over the enquiry. Each enquiry has 4 step approach:

- **Step 1 – ENGAGEMENT:** Introduce pupils to enquiry question and talk about question relating this to their own everyday life. This session may not be religious but will ensure pupils understand the concept.
- **Step 2 – ENQUIRE:** Teacher carefully guides children through the enquiry. In the investigation stage children will gain subject knowledge carefully selected to assist their thinking about the key question. This step may run across 2-3 sessions.
- **Step 3 – EVALUATION:** This session draws together children's learning and their conclusions about the enquiry question.
- **Step 4 – EXPRESSION:** In this session children are taken back to their own experience to reflect on how this enquiry has influenced their own starting points and beliefs.

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### Concepts

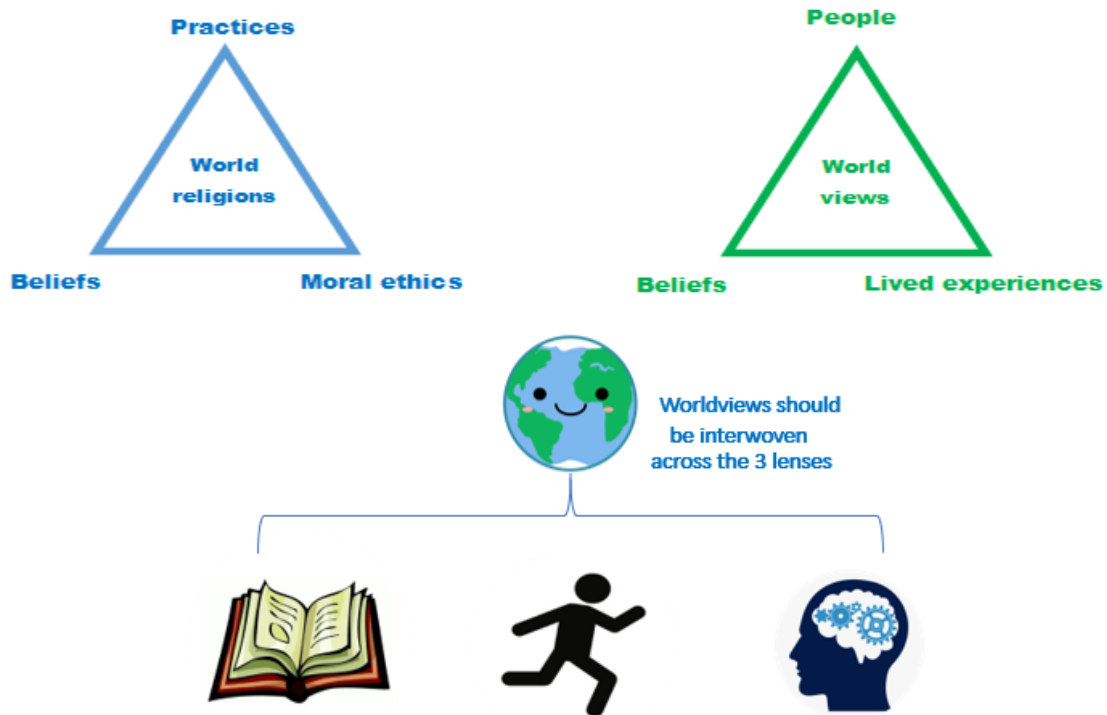
Each subject has concepts which run through every unit and year group. These concepts allow consistency of focus and progression within each concept from unit to unit and year to year. Our key concepts are as follows:

Engage	Enquiry	Evaluate	Express
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We also have 'Lenses' in RE and Worldviews which are not concepts but form an integral part of our teaching structure:

Knowing it	Linking it	Living it
Theology: Thinking through believing	Philosophy: Thinking through thinking	Human/social Sciences: Thinking thorough living

The below diagrams help illustrate our approach to RE and Worldviews, which run through each year group:



### Building on and revisiting learning

Our units rely on a 'spiral curriculum' model, which ensure we can revisit concepts and cumulatively build knowledge and skills. Although we do not use Kapow for RE and Worldviews, this graphic below illustrates our spiral curriculum model:

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### A spiral curriculum

The scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical:** Pupils return to the key knowledge and skills again and again during their time in primary school.
- ✓ **Increasing depth:** Each time a skill is revisited it is covered with greater complexity.
- ✓ **Prior knowledge:** Prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.



*Taken from Kapow Primary's LTP document*

### Vocabulary development and knowledge organisers

As part of our focus on oracy, we utilise Discovery RE and Understanding Christianity's unit plans, which outline the key vocabulary for that lesson or unit, which allows progression in vocabulary development over each unit and year.

A knowledge organiser, in line with our school's format, is shared with pupils from the beginning of the unit and referred to throughout lessons to help embed key concepts and vocabulary.

### Cross curricular links

It is important to understand how subjects can work with each other, so there are specific links to other subjects outlined in a specific document to support the wider curriculum development of each subject. However, it is important to note that this does not detract from the focus we have on teaching each unit as part of a discrete subject.

### Links with our values, spirituality and organisations

The Discovery RE and Understanding Christianity scheme of work is carefully designed to go beyond knowledge acquisition, supporting the personal development of pupils through an inclusive, values-rich curriculum. It links meaningfully with national and international frameworks – such as British Values, United Nations Sustainable Development Goals and OECD Learning Compass 2030 – while also reflecting and reinforcing our school's core values of gratitude, friendship, perseverance, forgiveness, honesty, compassion.

#### British Values

Discovery RE and Understanding Christianity actively promote 'Democracy', 'Rule of Law', 'Individual Liberty' and 'Mutual Respect', but there is a particular focus and alignment with 'Tolerance (understanding) of other faiths and beliefs'. Pupils are encouraged to explore diverse beliefs and practices, develop reasoned opinions and listen to others respectfully. Units are structured around open-ended enquiry questions (such as "Is it better to express your religion in arts and architecture or in charity and generosity?") which help children develop a sense of fairness, responsibility and freedom of belief. Through classroom discussion and reflection, pupils learn to engage with different viewpoints while upholding values of respect and equality.

#### United Nations Sustainable Development Goals

Discovery RE and Understanding Christianity supports several UN goals by fostering inclusive, values-driven education:

- **Goal 4 – Quality Education:** promoting inclusive, thoughtful learning about global faiths and worldviews.
- **Goal 5 – Gender Equality:** challenging stereotypes and recognising shared human values across all people.

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- **Goal 10 – Reduced Inequalities:** exploring the importance of treating everyone with fairness and dignity.
- **Goal 16 – Peace, Justice and Strong Institutions:** encouraging pupils to reflect on justice, morality and peaceful coexistence through moral and philosophical questions rooted in faith and ethics.

### OECD Learning Compass 2030

Discovery RE and Understanding Christianity supports the OECD vision by nurturing knowledge, skills, attitudes and values needed for responsible citizenship. It encourages the following:

- **Reflective thinking:** through evaluating religious and ethical dilemmas;
- **Cultural awareness and global understanding:** by studying diverse religions and worldviews;
- **Agency and responsibility:** by allowing pupils to form and express their own beliefs while understanding those of others;
- **Transformative competencies:** including reconciling tensions and dilemmas, and by taking responsibility for actions, perspectives and the treatment of others.

Through these interwoven frameworks, Discovery RE and Understanding Christianity not only fulfils academic and statutory requirements, but also contributes to the spiritual, moral, social and cultural development of our pupils, preparing them for life in a diverse and interconnected world.

## Assessment opportunities

Assessment in Discovery RE and Understanding Christianity is integral to ensuring that pupils are developing both their knowledge of religions and worldviews and their ability to reflect, respond, and evaluate. The scheme supports both formative and summative assessment in a way that is consistent, manageable and aligned with enquiry-led learning. There are set statements against which teachers can assess, and this allows clear tracking of progress and development.

### Formative assessment

Formative assessment is woven throughout every Discovery RE and Understanding Christianity lesson. Teachers gather insights through the following:

- Observations of discussion and group work, noting pupils' ability to express ideas, ask questions and listen respectfully.
- Questioning to check understanding, challenge thinking and support reflection.
- Monitoring responses in creative tasks, written work, role-play, or art, which reveal how well pupils are engaging with key concepts.
- Class dialogue around the four-step enquiry model (Engage, Investigate, Evaluate, Express), which gives pupils regular opportunities to demonstrate developing understanding.

These ongoing insights allow teachers to adjust their teaching in real time, clarifying, extending, or scaffolding as needed.

### Summative assessment

At the end of each unit, summative assessment focuses on two key aspects:

- Knowledge and understanding of the religion or worldview studied (the "knowledge" strand).
- Critical thinking and personal reflection in response to the enquiry question (the "personal resonance" strand).

Discovery RE and Understanding Christianity provides the following:

- A unit assessment grid, with clear age-related expectations for each enquiry and space to record pupil progress.

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- Optional end-of-unit tasks or reflections, which enable children to show what they've understood and how the unit has influenced their thinking or beliefs.
- Pupil self-assessment opportunities, encouraging children to reflect on their learning journey and personal response.

Importantly, Discovery RE and Understanding Christianity recognises that RE is not about measuring faith but about assessing skills, knowledge, understanding (critical thinking), and thoughtful engagement. Therefore, assessment is both evidence-informed and child-centred, capturing progress in a respectful, values-based context.

### Measuring impact

We measure the effectiveness of our curriculum in the following ways:

- Pupil data tracking (Sonar and other internal tracking methods)
- Work scrutiny
- Monitoring of lessons and planning (including from SLT, governors and external validation, e.g. TKAT)
- Pupil conferencing.

When evaluating our curriculum, we also ask ourselves the following questions:

#### Do we provide a high-quality curriculum and inspires pupils?

- To what extent do our children show independence, resilience and high aspirations in the subject?
- To what extent does our curriculum provide new experiences and challenges?
- To what extent do the children engage with high quality resources?

#### Do we ensure pupils know more, do more and remember more?

- To what extent do children retain the knowledge learnt?
- To what extent does the curriculum build over time?
- To what extent do children make progress against milestones over time?

#### Does our curriculum allow oracy development and the opportunity for pupils to collaborate?

- To what extent does our curriculum use/teach high quality language?
- To what extent does the curriculum provide opportunities to work collaboratively?
- To what extent does the curriculum support children with oracy skills?

#### Is our curriculum inclusive?

- How well is learning broken down, explained and scaffolded/adapted appropriately in the subject?
- How well are assessment forms used to inform planning in the subject?
- To what extent does the curriculum meet the needs of all learners including SEND/ EAL etc?

#### Do we help our pupils become better people in the wider world and prepare them for life in Modern Britain?

- To what extent does the curriculum allow children to take responsibility for their learning?
- To what extent does our curriculum allow for diversity?
- To what extent does the curriculum offer opportunities to present work in creative ways?
- To what extent does the curriculum offer opportunities to discuss content and/or questions and consider them in an open forum?
- To what extent does offer opportunities to utilise the skills of the wider community?

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