LIGHTHOUSE
SCHOOLS PARTNERSHIP



Religion and Worldviews at Lighthouse Schools Partnership

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At Lighthouse Schools Partnership Religion and Worldviews plays a vital role in helping pupils make sense of the world and their place within it. Rooted in the principles of the *Church of England Statement of Entitlement for Religious Education (2026)* and guided by the *RE Council's National Content Standard for RE (2023)*, our curriculum enables pupils to explore questions of meaning, purpose and value in a safe, reflective and intellectually challenging environment.

Aims

The aims of Religion and Worldviews at Lighthouse Schools Partnership are to enable pupils to:

- Know about and understand religion and worldviews, developing knowledge and understanding of Christianity and other principal religions and non-religious worldviews represented in the UK.
- Express ideas and insights about the nature, significance and impact of religion and belief on individuals, communities and society.
- Gain and deploy the skills needed to engage thoughtfully with religious, philosophical and ethical questions, reflecting on their own beliefs, values and experiences in light of their learning.

Our curriculum prepares pupils to navigate the rich diversity of religious and non-religious worldviews they may encounter at school, within their local communities and throughout their lives. Pupils build their understanding of how religion and non-religion shape human experience, exploring beliefs, teachings, traditions, practices and the lived experiences of individuals and communities. Through this learning, they develop an informed understanding of the role religion and worldviews play in contemporary Britain and the wider world.

At Lighthouse Schools Partnership, Christianity is taught in depth as the principal religion of the United Kingdom and as a global faith followed by billions of people across diverse cultures, countries and communities. Pupils explore Christianity not only through its beliefs and practices but also as a diverse and inclusive world religion, expressed in many different ways around the globe. This helps pupils appreciate the breadth of Christian experience and recognise the shared values of dignity, compassion, justice and respect that underpin many Christian traditions.

Alongside Christianity, pupils encounter a range of world faiths and non-religious worldviews, fostering curiosity, empathy and respect for different ways of understanding life. In EYFS, pupils study Christianity and Islam and learn about people of other faiths as part of their growing sense of self, community and belonging. In KS1, pupils study Christianity, Islam, Judaism and Humanism. In KS2, pupils study Christianity, Islam, Judaism, Hinduism and Humanism.



Religion and Worldviews is not about promoting a particular belief system. Rather, it enables pupils to develop religious literacy, equipping them to understand and engage respectfully with the diverse beliefs, values and traditions that shape our society. It provides a space to reflect, question and think critically while developing their own sense of identity, belonging and purpose. Through this learning, pupils are encouraged to value diversity, challenge prejudice and recognise the contribution that religious and non-religious worldviews make to flourishing communities and to life in modern Britain.

An overview of progression through our vertical concepts



Beliefs and Teachings

What do different religions teach about God, people, and the world?

Why are sacred texts like the Bible, Qur'an, and Torah important?

What stories from religions help explain their beliefs?

What can these stories teach us about life and how to live?



Practices and Lifestyles

How do people worship in different religions?

What festivals and celebrations are important to different faiths?

What special rules about food, clothing, or daily life do some religions follow?

How are these practices similar or different across religions?



Identity and Belonging

How does religion help people feel they belong to a group?

What symbols show someone belongs to a faith?

What traditions bring religious communities together?

What makes you feel you belong to your family, school, or community?



Meaning and Purpose

Why do people ask big questions like "Why are we here?" and "What happens after we die?"

What do different religions teach about right and wrong?

How do rules like the Ten Commandments or Five Pillars guide people's lives?

What can we learn from thinking about good and evil?

Beliefs and Teachings	Practices and Lifestyles	Identity and Belonging	Meaning and Purpose
			
EYFS: Why is the word 'God' so important to Christians? In this unit pupils will learn that Christians believe God is the Creator of everything, whose name is holy and deserves respect. They explore creation's beauty, thank God for his gifts, and understand their responsibility to care for the world and its creatures.	**EYFS: Which places are special and why?** In this unit pupils explore places that feel special to them and learn why certain places matter to others. They discover features of churches, mosques and synagogues, use new vocabulary, and reflect on feelings of safety, peace and belonging.	**KS1: How is a new child welcomed?** In this unit, pupils will examine how different Christian and humanist families welcome a new baby. They will make connections between the idea of welcome and dedication - comparing religious and non-religious ceremonies to see similarities and differences.	**EYFS: What is special about our world?** In this unit pupils explore the beauty and wonder of nature, hear creation stories from different faiths, and discuss caring for the Earth. They reflect on why the world is precious and consider ways to protect and respect it.
EYFS: Why do Christians perform Nativity at Christmas? In this unit pupils will learn the nativity story from the Bible, explore why Christians celebrate Jesus' birth, and understand that Christians believe Jesus is God come to earth. They will act out the story and discover its meaning for Christmas celebrations.	**KS1: What makes places of worship sacred?** In this unit pupils build on their understanding of belonging to investigate similarities and differences between churches, synagogues and mosques. They will explore how there is diversity within religious buildings as well as between worldviews.	**KS1: What does it mean to belong?** In this unit pupils will explore the idea of belonging to a religious community through case studies of Jewish and Christian families. They will hear from different Jews to see that Shabbat can be marked in diverse ways and understand that churches can take many forms in Christianity.	**KS1: How do stories inspire actions?** In this unit pupils will examine the idea of care through a focus on two worldviews: Christianity and Islam. Pupils will investigate two stories that they will return to later in the curriculum. They will see how Christians and Muslims have interpreted these stories to care for others today.
EYFS: Why do Christians put a cross in an Easter Garden? In this unit pupils will explore the Easter story, including Palm Sunday, Jesus' death and resurrection, and its meaning for Christians. They will learn why the cross is a key symbol of forgiveness and	**KS1: How do festivals celebrate the natural world?** In this unit pupils will investigate how Christians and Jews celebrate the natural world. They will examine case studies that to understand that there may be similarities and differences	**UKS2: How does remembering maintain Jewish identity?** In this unit pupils will study three Jewish festivals and the stories connected to them: Rosh Hashanah, Purim and Chanukah. They will make links between the stories of Esther and Judas	**LKS2: What does dharma teach about attitudes to the planet?** In this unit pupils will deepen their understanding of the concept of dharma by how Hindus see the world. Through stories and case studies they will learn how dharma describes the world as one

new life, and how Christians celebrate Easter.	around the world. They will examine the concept of stewardship in Christianity and Jewish idea of tikkun olam.	Maccabee and the continuing survival of Jews. They will examine diversity within these festivals.	family and how this interconnection between humans and nature has inspired activism.
EYFS: Which stories are special and why? In this unit pupils explore favourite stories, including religious ones, learning why they are special to different people. They discover Bible stories and others, talk about characters and meanings, and reflect on values like kindness, promises, and thankfulness through play and discussion.	**KS1: Is it possible to speak to God?** In this unit, pupils will focus on the concept of prayer. They will gain an understanding of diversity in Christian prayer and consider the Lord's Prayer. From this they will examine the importance of prayer in Islam. Finally, they will consider humanist responses to prayer.	**UKS2: What are the joys and challenges of being Muslim in Britain?** In this unit pupils will examine contemporary Muslim life in Britain. They will analyse the history of the Muslim community and the fact that this relationship stretches over centuries. They will learn that Islam in the UK is diverse, multi-faceted but also suffers from prejudice.	**LKS2: What kind of world did Jesus want?'** In this unit pupils will learn that the Gospel tells the life and teachings of Jesus, explore his call to discipleship, parables like the Good Samaritan, and understand how Christians show love, forgiveness, and follow Jesus' example to build a better world.
KS1: Why does Christmas matter to Christians? In this unit pupils will learn the nativity story, understand that Christians believe Jesus is God on Earth, explore why his birth is important, and discover how Christians celebrate Christmas through traditions like Advent, carols, and nativity scenes.	**LKS2: How does prayer and fasting help Muslims find harmony?** This unit allows a deep study of Islam through the concept of harmony. Pupils will know that, for Muslims, Allah has created a world designed to be in harmony. Prayer and fasting are key pillars that enable a Muslim to achieve that harmony with God.		**UKS2: How can you lead a happy and meaningful life?** In this unit pupils will learn about the main beliefs of humanism. They will understand that humanists focus on reason and empathy to make moral decisions. Case studies will enable them to explore how humanists aim to live their one life as well and as meaningfully as they can.
KS1: What do Christians believe God is like? In this unit pupils will learn that Christians believe God is loving, kind, fair and forgiving. They will explore the parable of the Lost Son, discover its meaning for Christians, and see how these beliefs are expressed in worship and daily life.	**LKS2: How do ancient stories influence modern celebrations?** In this unit pupils investigate two festivals: Diwali and Christmas. They make links between the concept of dharma and the celebrations at Diwali. They investigate how Diwali is changing in recent times. In addition, they analyse how Christmas has changed in its meaning in the UK today.		**UKS2: What would Jesus do?** In this unit pupils will study Gospel texts, explore Jesus' teachings and parables, and consider their meanings and impact. They will learn how Christians apply Jesus' example to issues like forgiveness, generosity, prayer, and justice, reflecting on relevance for today's world.

KS1: What is the good news Jesus brings? In this unit, pupils will learn that Christians believe Jesus brings good news of God's love, forgiveness, and peace. They will explore Bible stories, understand Jesus' teachings on friendship and forgiveness, and discover how Christians live out these beliefs in worship and community.	**LKS2: How do Jews remember God's covenant?** In this unit pupils will investigate the concept of covenant through a depth study of Pesach (Passover). They will revisit the story of Abraham before learning the Exodus narrative. They will how Pesach is the most significant Jewish festival and what has changed and what has stayed the same.		**UKS2: Creation and science, conflicting or complementary?** In this unit pupils will explore Genesis 1 and Psalm 8, examine Christian beliefs about God as Creator, and compare these with scientific accounts of cosmology and evolution. They will consider whether faith and science conflict or complement each other.
KS1: How do different people find deeper meanings? In this unit pupils will explore the idea that stories in religious and non-religious traditions often have a deeper meaning beyond the simple narrative. They will examine stories from Christianity, Islam and Humanism and act as interpreters to find these hidden meanings.	**LKS2: Why might some people visit Jerusalem, Karbala or Makkah?** Pupils will analyse why Jerusalem is a sacred place for many Jews, Christians and Muslims. From this they will explain what the experience of visiting sacred places might mean. Investigating case studies of Makkah and the Shi'a shrine of Karbala will deepen their sense of diversity in Islam.		**UKS2: How can following God bring freedom and justice?** In this unit pupils will explore the story of Moses and the Exodus, linking themes of freedom, justice, and covenant to Christian beliefs. They will examine commandments, Jesus' teachings, and how Christians act today to bring justice and serve others.
KS1: Why does Easter matter to Christians? In this unit pupils will learn that Easter is central to the Bible's 'big story', explore Jesus' death and resurrection as bringing hope and new life, hear Holy Week stories, and discover how Christians celebrate and express these beliefs at Easter.	**UKS2: Why are people still drawn to ancient places?** In this unit pupils will revisit the idea of pilgrimage. They will investigate case studies of the sites of Iona, the Ganges and Glastonbury. From this they will learn that there has been a Christian or Hindu presence there for centuries. They will note how there is both continuity and change.		
KS1: Who made the world?			

In this unit pupils will learn the Genesis creation story, understand that Christians believe God made and cares for the world, explore what this teaches about God, and discover how Christians show thankfulness and care for creation.			
LKS2: Why do Christians call the day Jesus died 'Good Friday'? In this unit pupils will explore Holy Week as the climax of Jesus' life, learn about Palm Sunday, Good Friday and Easter Sunday, understand why Christians believe Jesus died and rose again, and discover how these events are remembered and celebrated in worship.			
LKS2: What is the Trinity? In this unit pupils will learn that Christians believe God is Trinity—Father, Son and Holy Spirit—explore Bible texts like Jesus' baptism and the Grace, understand symbols and meanings, and discover how Christians express these beliefs in worship and daily life.			
LKS2: What do Christians learn from the creation story?' In this unit pupils will learn the Genesis creation story, explore what it teaches Christians about God as Creator and caring for the world, understand human			

responsibility, and discover how Christians respond through worship, thankfulness, and stewardship.			
LKS2: When Jesus left what was the impact of Pentecost? In this unit pupils will learn about the Day of Pentecost, its meaning for Christians, and how it marks the beginning of the Church. They will explore the Holy Spirit's role, the Kingdom of God, and how Christians live out these beliefs today.			
LKS2: What is it like to follow God? In this unit pupils learn that the Old Testament tells the story of the People of God and their covenant with God. They will explore Noah's story, promises, and symbols, and discover how Christians express trust, obedience, and forgiveness today.			
LKS2: How does Prophet Muhammad inspire Muslims today? In this unit pupils will deepen their understanding of Islam through a study of the Prophet Muhammad. They will examine the context in which he grew up, and how his message challenged the society around him. They will explore how, for many Muslims, he is an inspiring role model for them today.			

UKS2: What does it mean if God is holy and loving? In this unit pupils will explore Christian beliefs about God as holy and loving, study biblical texts, learn theological terms, and consider how these ideas influence worship, forgiveness, justice, and personal guidelines for living in today's world.			
UKS2: What did Jesus do to save human beings? In this unit pupils will explore Christian beliefs about Jesus' resurrection, its role in the Bible's 'big story', and its links to salvation, hope, and life after death, considering how these beliefs influence worship, funerals, and responses to life's challenges.			
UKS2: How do Hindus see Brahman? In this unit pupils will investigate ideas of the divine in Hindu dharma. The story of Svetaketu will help them understand the idea of Brahman in all things. They will examine deities and mandirs to see Hindu dharma is pluralist and the divine can be perceived in many ways.			
UKS2: Was Jesus the Messiah?' In this unit pupils explore the Bible's big story, examine prophecies about a Messiah, and investigate Gospel evidence about Jesus. They will learn			

Christian beliefs about Incarnation, how these shape Christmas celebrations, and consider Jesus' significance as Saviour today.			
UKS2: Kingdom of God: What kind of king is Jesus? In this unit pupils learn that Jesus' parables teach about the Kingdom of God as a way of life shaped by love, forgiveness, justice and inclusion, beginning with Jesus and continuing through Christians today. They also explore what kind of king Jesus is, and how Christian beliefs about God's Kingdom can inspire people to make the world fairer and more compassionate.			

Curriculum Long-term Overview

Year group and term	Substantive Knowledge	Enquiry Question	Vertical Concepts	Disciplinary Knowledge	Religion and worldviews
EYFS Autumn Term 1	• The word God is a name • Christians believe God is the creator of the universe. • Christians believe God made our wonderful world and so we should look after it	Why is the word 'God' so important to Christians? In this unit pupils will learn that Christians believe God is the Creator of everything, whose name is holy and deserves respect. They explore creation's beauty, thank God for his gifts, and understand their responsibility to care for the world and its creatures.	Beliefs and Teachings Focus on Christian belief about God as Creator and responsibility for creation.	Theology (Beliefs)	Christianity
EYFS Autumn Term 2	• Christians believe God came to Earth in human form as Jesus	Why do Christians perform Nativity at Christmas?	Beliefs and Teachings	Theology (Beliefs)	Christianity

	• Christians believe Jesus came to show that all people are precious and special to God	In this unit pupils will learn the nativity story from the Bible, explore why Christians celebrate Jesus' birth, and understand that Christians believe Jesus is God come to earth. They will act out the story and discover its meaning for Christmas celebrations.	Explores Incarnation and Jesus as God come to Earth.		
EYFS Spring Term 3	• talk about somewhere that is special to themselves, saying why • know some similarities and differences between religious communities in Britain • be aware that some religious people have places which have special meaning for them • hold conversations about the things that are special and valued in a place of worship • identify some significant features of sacred places using recently acquired vocabulary • recognise two different places of worship using new vocabulary	Which places are special and why? In this unit pupils explore places that feel special to them and learn why certain places matter to others. They discover features of churches, mosques and synagogues, use new vocabulary, and reflect on feelings of safety, peace and belonging.	Practices and Lifestyles Investigates places of worship and their significance.	Social Sciences (Living)	Christianity Islam
EYFS Spring Term 4	• Christians remember Jesus' last week at Easter • Jesus' name means 'He saves' • Christians believe Jesus came to show God's love • Christians try to show love to others	Why do Christians put a cross in an Easter Garden? In this unit pupils will explore the Easter story, including Palm Sunday, Jesus' death and resurrection, and its meaning for Christians. They will learn why the cross is a key symbol of forgiveness and new life, and how Christians celebrate Easter.	Beliefs and Teachings Focus on Jesus' death and resurrection and its meaning for Christians.	Theology (Beliefs)	Christianity
EYFS Summer Term 5	• talk about things they find interesting, puzzling or	What is special about our world?	Meaning and Purpose	Philosophy (Thinking)	Christianity

	wonderful and also about their own experiences and feelings about the world • re-tell stories about creation and nature, talking about what they say about the world, God, human beings • respond imaginatively and expressively to the beauty and delight of the natural world • think about the wonders of the natural world, expressing ideas and feelings • express ideas about how to look after animals and plants • talk about what people do to harm the world and what they do to look after it	In this unit pupils explore the beauty and wonder of nature, hear creation stories from different faiths, and discuss caring for the Earth. They reflect on why the world is precious and consider ways to protect and respect it.	Encourages reflection on caring for the world and human responsibility.		
EYFS Summer Term 6	• talk about some religious stories using new vocabulary • recognise some religious words, e.g. about God, holy books or places of worship • identify some of their own feelings in the stories they hear • identify a sacred text e.g. Bible, Qur'an	Which stories are special and why? In this unit pupils explore favourite stories, including religious ones, learning why they are special to different people. They discover Bible stories and others, talk about characters and meanings, and reflect on values like kindness, promises, and thankfulness through play and discussion.	Beliefs and Teachings Explores stories from sacred texts and their meanings	Theology (Beliefs)	Christianity Islam
KS1 Cycle A Term 1	• Welcoming new life • Christian baptism of a baby • Christians dedicate a child to God • Humanists celebrate new life • Welcoming a foster child into the family	How is a new child welcomed? In this unit, pupils will examine how different Christian and humanist families welcome a new baby. They will make connections between the idea of welcome and dedication -	Identity and Belonging Examines ceremonies and belonging in religious and non-	Social Sciences (Living)	Christianity Humanism

	• Welcoming a new family member with or without God	comparing religious and non-religious ceremonies to see similarities and differences.	religious communities.		
KS1 Cycle A Term 2	• Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that his birth showed he was extraordinary (e.g. he is worshipped as a king, in Matthew) and that he came to bring good news (e.g. to the poor, in Luke). • Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming.	Why does Christmas matter to Christians? In this unit pupils will learn the nativity story, understand that Christians believe Jesus is God on Earth, explore why his birth is important, and discover how Christians celebrate Christmas through traditions like Advent, carols, and nativity scenes.	Beliefs and Teachings Focus on Incarnation and Jesus' birth.	Theology (Beliefs)	Christianity
KS1 Cycle A Term 3	• The idea of belonging • Symbols of belonging • Christians and their faith family • Shabbat: belonging to a Jewish family • Belonging as a humanist • What does it mean to belong?	What does it mean to belong? In this unit pupils will explore the idea of belonging to a religious community through case studies of Jewish and Christian families. They will hear from different Jews to see that Shabbat can be marked in diverse ways and understand that churches can take many forms in Christianity.	Identity and Belonging Explores what it means to belong to a faith community.	Social Sciences (Living)	Christianity Judaism Humanism
KS1 Cycle A Term 4	• Thought experiment: the idea of care • The story of the Good Samaritan • The Good Samaritan: Christian caring today • The story of Muhammad and The Hungry Stranger • The Hungry Stranger: Muslim caring today	How do stories inspire actions? In this unit pupils will examine the idea of care through a focus on two worldviews: Christianity and Islam. Pupils will investigate two stories that they will return to later in the curriculum. They will see how Christians and Muslims have	Meaning and Purpose Looks at moral lessons and how stories inspire caring actions.	Philosophy (Thinking)	Christianity Islam

	• How faith can inspire others to care	interpreted these stories to care for others today.			
KS1 Cycle A Term 5	• Christians believe in God, and that they find out about God in the Bible. • Christians believe God is loving, kind, fair, and also Lord and King; and there are some stories that show this. • Christians worship God, and try to live in ways that please him.	What do Christians believe God is like? In this unit pupils will learn that Christians believe God is loving, kind, fair and forgiving. They will explore the parable of the Lost Son, discover its meaning for Christians, and see how these beliefs are expressed in worship and daily life.	Beliefs and Teachings Investigates Christian beliefs about God's character.	Theology (Beliefs)	Christianity
KS1 Cycle A Term 6	• Belonging to a church • How churches differ • Belonging to a mosque • How mosques differ • Belonging to an Orthodox synagogue • How synagogues differ	What makes places of worship sacred? In this unit pupils build on their understanding of belonging to investigate similarities and differences between churches, synagogues and mosques. They will explore how there is diversity within religious buildings as well as between worldviews.	Practices and Lifestyles Compares sacred spaces and their significance.	Social Sciences (Living)	Christianity Islam Judaism
KS1 Cycle B Term 1	• Harvest festival in UK • Harvest festival around the world • The Jewish festival of Sukkot • The festival of trees • The story of Holi • The celebration of Holi	How do festivals celebrate the natural world? In this unit pupils will investigate how Christians and Jews celebrate the natural world. They will examine case studies that to understand that there may be similarities and differences around the world. They will examine the concept of stewardship in Christianity and Jewish idea of Tikkun Olam.	Practices and Lifestyles Focus on celebrations and stewardship of the natural world.	Social Sciences (Living)	Christianity Judaism Hinduism

KS1 Cycle B Term 1	• Christians believe Jesus brings good news for all people • For Christians, this good news includes being loved by God, and being forgiven for bad things • Christians believe Jesus is a friend to the poor and friendless • Christians believe Jesus' teachings make people think hard about how to live and show them the right way	What is the good news Jesus brings? In this unit, pupils will learn that Christians believe Jesus brings good news of God's love, forgiveness, and peace. They will explore Bible stories, understand Jesus' teachings on friendship and forgiveness, and discover how Christians live out these beliefs in worship and community.	Beliefs and Teachings Explores Jesus' teachings and their meaning for Christians.	Theology (Beliefs)	Christianity
KS1 Cycle B Term 3	• Stories and deeper meanings • The story of the Lost Son • The Parable of the Lost Son: hidden meanings • Muslim stories: the Crying Camel • Muslim stories: The Ants • The story of the Starfish Thrower	How do different people find deeper meanings? In this unit pupils will explore the idea that stories in religious and non-religious traditions often have a deeper meaning beyond the simple narrative. They will examine stories from Christianity, Islam and Humanism and act as interpreters to find these hidden meanings.	Beliefs and Teachings Investigates deeper meanings in religious and non-religious stories.	Philosophy (Thinking)	Christianity Islam Humanism
KS1 Cycle B Term 4	• Easter is very important in the 'big story' of the Bible • Jesus showed that he was willing to forgive all people, even for putting him on the cross. • Christians believe Jesus builds a bridge between God and humans • Christians believe Jesus rose from the dead, giving people hope of a new life	Why does Easter matter to Christians? In this unit pupils will learn that Easter is central to the Bible's 'big story', explore Jesus' death and resurrection as bringing hope and new life, hear Holy Week stories, and discover how Christians celebrate and express these beliefs at Easter.	Beliefs and Teachings Focus on salvation and resurrection.	Theology (Beliefs)	Christianity
KS1 Cycle B Term 5	• Christians believe God created the universe	Who made the world?	Beliefs and Teachings	Theology (Beliefs)	Christianity

	• Christians believe the Earth and everything in it are important to God • Christians believe God has a unique relationship with human beings as their Creator and Sustainer • Christians believe humans should care for the world because it belongs to God	In this unit pupils will learn the Genesis creation story, understand that Christians believe God made and cares for the world, explore what this teaches about God, and discover how Christians show thankfulness and care for creation.	Explores Christian beliefs about creation and responsibility.		
KS1 Cycle B Term 6	• Introducing prayer • The Lord's Prayer • Different Christian prayers • Different Muslim prayers • Humanist reflection • Comparing prayer and reflection	Is it possible to speak to God? In this unit, pupils will focus on the concept of prayer. They will gain an understanding of diversity in Christian prayer and consider the Lord's Prayer. From this they will examine the importance of prayer in Islam. Finally they will consider humanist responses to prayer.	Practices and Lifestyles Compares prayer and reflection across worldviews	Social Sciences (Living)	Christianity Islam Humanism
LKS2 Cycle A Term 1	• Allah and harmony • The Shahadah: harmony through faith • Salat: finding harmony through daily prayer • Mosque: finding harmony through praying together • Sawm: finding harmony through fasting • Ramadan and harmony	How does prayer and fasting help Muslims find harmony? This unit allows a deep study of Islam through the concept of harmony. Pupils will know that, for Muslims, Allah has created a world designed to be in harmony. Prayer and fasting are key pillars that enable a Muslim to achieve that harmony with God.	Practices and Lifestyles Focus on prayer, fasting, and worship as expressions of faith.	Social Sciences (Living)	Islam
LKS2 Cycle A Term 2	• The story of Rama and Sita • The Ramayana: deeper meanings • Diwali in India and the UK • Learning from data about Christmas in the UK • The changing nature of Christmas in the UK	How do ancient stories influence modern celebrations? In this unit pupils investigate two festivals: Diwali and Christmas. They make links between the concept of dharma and the celebrations at Diwali. They investigate how Diwali is	Practices and Lifestyles Explores how stories influence celebrations today	Social Sciences (Living)	Christianity Hinduism

	• Celebrating seasons: Winter solstice	changing in recent times. In addition, they analyse how Christmas has changed in its meaning in the UK today.			
LKS2 Cycle A Term 3	• The Jewish people and the covenant • Moses and the Exodus • The deeper meaning of the Exodus story • Preparing for Pesach • The Seder meal • Celebrating Pesach in Britain today	How do Jews remember God's covenant? In this unit pupils will investigate the concept of covenant through a depth study of Pesach (Passover). They will revisit the story of Abraham before learning the Exodus narrative. They will how Pesach is the most significant Jewish festival and what has changed and what has stayed the same.	Practices and Lifestyles Investigates Jewish festival and its meaning	Social Sciences (Living)	Judaism
LKS2 Cycle A Term 4	• Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection • The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do • Christians today trust that Jesus really did rise from the dead, and so is still alive today • Christians remember and celebrate Jesus' last week, death and resurrection	Why do Christians call the day Jesus died 'Good Friday'? In this unit pupils will explore Holy Week as the climax of Jesus' life, learn about Palm Sunday, Good Friday and Easter Sunday, understand why Christians believe Jesus died and rose again, and discover how these events are remembered and celebrated in worship.	Beliefs and Teachings Focus on Jesus' death and resurrection	Theology (Beliefs)	Christianity
LKS2 Cycle A Term 5	• Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit • Christians believe the Father creates; he sends the Son who	What is the Trinity? In this unit pupils will learn that Christians believe God is Trinity—Father, Son and Holy Spirit—explore Bible texts like Jesus' baptism and the Grace, understand symbols and	Beliefs and Teachings Explores Christian belief in God as Trinity	Theology (Beliefs)	Christianity

	saves his people; the Son sends the Holy Spirit to his followers • Christians worship God as Trinity. It is a huge idea to grasp, and artists have created art to help to express this belief • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus	meanings, and discover how Christians express these beliefs in worship and daily life.			
LKS2 Cycle A Term 6	• Christians believe God the Creator cares for the creation, including human beings • Christians believe as human beings are part of God's good creation, they do best when they listen to God • Christians believe the Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). • Christians believe this means that humans cannot get close to God without God's help • Christians believe the Bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short	What do Christians learn from the creation story? In this unit pupils will learn the Genesis creation story, explore what it teaches Christians about God as Creator and caring for the world, understand human responsibility, and discover how Christians respond through worship, thankfulness, and stewardship.	Beliefs and Teachings Looks at Genesis and human responsibility.	Theology (Beliefs)	Christianity

	• Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short				
LKS2 Cycle B Term 1	• Hindu stories of creation • All are one: the Earth as mother • Dharma: Yudhishthira and the dog • Dharma as love for all beings • Krishna: reverence and gratitude for the earth • Dharma: taking action for the wellbeing of the world	What does Dharma teach about attitudes to the planet? In this unit pupils will deepen their understanding of the concept of dharma by how Hindus see the world. Through stories and case studies they will learn how dharma describes the world as one family and how this interconnection between humans and nature has inspired activism.	Meaning and Purpose Explores moral responsibility and care for the planet	Philosophy (Thinking)	Hinduism
LKS2 Cycle B Term 2	• Christians believe that Jesus inaugurated the 'Kingdom of God' – i.e. Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven') • Christians believe Jesus is still alive, and rules in their hearts and lives through the Holy Spirit, if they let him • Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible kingdom visible by living lives that reflect the love of God	When Jesus left what was the impact of Pentecost? In this unit pupils will learn about the Day of Pentecost, its meaning for Christians, and how it marks the beginning of the Church. They will explore the Holy Spirit's role, the Kingdom of God, and how Christians live out these beliefs today.	Beliefs and Teachings Focus on Holy Spirit and Kingdom of God.	Theology (Beliefs)	Christianity

	• Christians celebrate Pentecost as the beginning of the Church. • Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians				
LKS2 Cycle B Term 3	• The Old Testament tells the story of a particular group of people, the children of Israel – the People of God – and their relationship with God • The People of God try to live in the way God wants, following his commands and worshipping him • They believe he promises to stay with them, and Bible stories show how God keeps his promises • The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God, and to attract all other nations to worshipping God • Christians believe that, through Jesus, all people can become the People of God	What is it like to follow God? In this unit pupils learn that the Old Testament tells the story of the People of God and their covenant with God. They will explore Noah's story, promises, and symbols, and discover how Christians express trust, obedience, and forgiveness today.	Beliefs and Teachings Explores covenant and following God.	Theology (Beliefs)	Christianity
LKS2 Cycle B Term 4	• The childhood of Prophet Muhammad • The early life of Prophet Muhammad • Prophet Muhammad's challenges • Prophet Muhammad the leader	How does Prophet Muhammad inspire Muslims today? In this unit pupils will deepen their understanding of Islam through a study of the Prophet Muhammad. They will examine the context in which he grew up, and how his	Beliefs and Teachings Focus on Muhammad's life and teachings.	Theology (Beliefs)	Islam

	• The words of Prophet Muhammad today • Prophet Muhammad and care for the world	message challenged the society around him. They will explore how, for many Muslims, he is an inspiring role model for them today.			
LKS2 Cycle B Term 5	• The idea of pilgrimage • Hajj: a sacred duty for Muslims • Hajj: the impact on believers • Karbala: a Shi'a place of pilgrimage • Jerusalem: the site of the Jewish temple • Jerusalem: a place of Christian pilgrimage	Why might some people visit Jerusalem, Karbala or Makkah? Pupils will analyse why Jerusalem is a sacred place for many Jews, Christians and Muslims. From this they will explain what the experience of visiting sacred places might mean. Investigating case studies of Makkah and the Shi'a shrine of Karbala will deepen their sense of diversity in Islam.	Practices and Lifestyles Investigates sacred journeys and their significance.	Social Sciences (Living)	Christianity Judaism Islam
LKS2 Cycle B Term 6	• Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first • Christians believe Jesus challenges people who pretend to be good (hypocrisy), and shows love and forgiveness to unlikely people • Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour • Christians try to be like Jesus – they want to know him better and better. • Christians try to put his teaching and example into practice in lots of ways, from	What kind of world did Jesus want? In this unit pupils will learn that the Gospel tells the life and teachings of Jesus, explore his call to discipleship, parables like the Good Samaritan, and understand how Christians show love, forgiveness, and follow Jesus' example to build a better world.	Meaning and Purpose Explores Jesus' vision for a just and loving world.	Philosophy (Thinking)	Christianity

	church worship to social justice				
UKS2 Cycle A Term 1	• Rosh Hashanah: diverse Jewish celebrations • Rosh Hashanah and Yom Kippur • The story of Esther and Haman • How Jews mark Purim today • The story of Hanukkah • Hanukkah and Jewish identity today	How does remembering maintain Jewish identity? In this unit pupils will study three Jewish festivals and the stories connected to them: Rosh Hashanah, Purim and Chanukah. They will make links between the stories of Esther and Judas Maccabee and the continuing survival of Jews. They will examine diversity within these festivals.	Identity and Belonging Shows how remembering maintains Jewish identity.	Social Sciences (Living)	Judaism
UKS2 Cycle A Term 2	• Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping • Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving, and full of grace • Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love • Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching • Christians believe getting to know God is like getting to know a person rather than learning information	What does it mean if God is holy and loving? In this unit pupils will explore Christian beliefs about God as holy and loving, study biblical texts, learn theological terms, and consider how these ideas influence worship, forgiveness, justice, and personal guidelines for living in today's world.	Beliefs and Teachings Explores Christian beliefs about God's nature	Theology (Beliefs)	Christianity

UKS2 Cycle A Term 3	• Muslims in Britain today • Diversity in the Muslim community today • Belonging to a Muslim family • Dress and modesty for Muslims today • Charity and generosity • Contributions and challenges	What are the joys and challenges of being Muslim in Britain? In this unit pupils will examine contemporary Muslim life in Britain. They will analyse the history of the Muslim community and the fact that this relationship stretches over centuries. They will learn that Islam in the UK is diverse, multi-faceted but also suffers from prejudice.	Identity and Belonging Examines joys and challenges of belonging in a diverse society.	Social Sciences (Living)	Islam
UKS2 Cycle A Term 4	• Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God • The Gospels give accounts of Jesus' death and resurrection • The New Testament says that Jesus' death was somehow 'for us' • Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the Devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom • Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass)	What difference does the resurrection make to Christians? In this unit pupils will explore Christian beliefs about Jesus' resurrection, its role in the Bible's 'big story', and its links to salvation, hope, and life after death, considering how these beliefs influence worship, funerals, and responses to life's challenges.	Beliefs and Teachings Focus on Jesus' death and resurrection	Theology (Beliefs)	Christianity

	• Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end • This belief gives Christians hope for life with God, starting now and continuing in a new life (Heaven) • Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith				
UKS2 Cycle A Term 5	• Humanist beliefs • The one life • Humanism: a natural origin and a precious planet • Humanism: deciding right from wrong • Humanist ceremonies • Humanism around the world	How can humanists lead a happy and meaningful life? In this unit pupils will learn about the main beliefs of humanism. They will understand that humanists focus on reason and empathy to make moral decisions. Case studies will enable them to explore how humanists aim to live their one life as well and as meaningfully as they can.	Meaning and Purpose Explores how humanists find meaning and make moral choices.	Philosophy (Thinking)	Humanism
UKS2 Cycle A Term 6	• Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin. • Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus'	What would Jesus do? In this unit pupils will study Gospel texts, explore Jesus' teachings and parables, and consider their meanings and impact. They will learn how Christians apply Jesus' example to issues like forgiveness, generosity, prayer, and justice, reflecting on relevance for today's world.	Meaning and Purpose Looks at applying Jesus' teachings to life today.	Philosophy (Thinking)	Christianity

	values favour serving the weak and vulnerable, not making people comfortable. • Christians believe that Jesus' good news transforms lives now, but also points towards a restored, transformed life in the future (see Salvation and Kingdom of God). • Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community				
UKS2 Cycle B Term 1	• Brahman: The story of Svetaketu • Brahman: the role of deities • Puja: different Hindu expressions • Murtis and how they are used in puja • Dharma: living the Hindu life • Karma, samsara and moksha	How do Hindus see Brahman? In this unit pupils will investigate ideas of the divine in Hindu dharma. The story of Svetaketu will help them understand the idea of Brahman in all things. They will examine deities and mandirs to see Hindu dharma is pluralist and the divine can be perceived in many ways.	Beliefs and Teachings Explores Brahman, deities, and Hindu worldview.	Theology (Beliefs)	Hinduism
UKS2 Cycle B Term 2	• Jesus was Jewish • Christians believe Jesus is God in the flesh • They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God	Was Jesus the Messiah?' In this unit pupils explore the Bible's big story, examine prophecies about a Messiah, and investigate Gospel evidence about Jesus. They will learn Christian beliefs about Incarnation, how these shape Christmas celebrations, and consider Jesus' significance as Saviour today.	Beliefs and Teachings Investigates Christian belief about Jesus as Messiah.	Theology (Beliefs)	Christianity

	• The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like • Christians believe that Jesus fulfilled these expectations, and that he is the Messiah (Jewish people do not think Jesus is the Messiah.) • Christians see Jesus as their Saviour				
UKS2 Cycle B Term 3	• Iona: a historic Christian pilgrimage • Iona: a contemporary Christian pilgrimage • The River Ganges: a sacred Hindu pilgrimage site • Kumbh Mela: a Hindu place of pilgrimage • Glastonbury: a historical site for Christians • Glastonbury: a contemporary spiritual place	Why are people still drawn to ancient places? In this unit pupils will revisit the idea of pilgrimage. They will investigate case studies of the sites of Iona, the Ganges and Glastonbury. From this they will learn that there has been a Christian or Hindu presence there for centuries. They will note how there is both continuity and change.	Practices and Lifestyles Compares sacred journeys across faiths	Social Sciences (Living)	Christianity Hinduism
UKS2 Cycle B Term 4	• There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts • These debates and controversies relate to the purpose and interpretation of the texts: for example, does reading Genesis as a poetic account conflict with scientific accounts?	Creation and science, conflicting or complementary? In this unit pupils will explore Genesis 1 and Psalm 8, examine Christian beliefs about God as Creator, and compare these with scientific accounts of cosmology and evolution. They will consider whether faith and science conflict or complement each other.	Meaning and Purpose Explores big questions about faith and science.	Philosophy (Thinking)	Christianity

	• There are many scientists through history and now who are Christians • The discoveries of science make Christians wonder even more about the power and majesty of the Creator				
UKS2 Cycle B Term 5	• The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God • The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin • Christians apply this idea to living today by trying to serve God and to bring freedom to others, for example by loving others, caring for them, bringing health, food, justice, and telling the story of Jesus • Christians see the Christian Church as part of the ongoing story of the People of God	How can following God bring freedom and justice? In this unit pupils will explore the story of Moses and the Exodus, linking themes of freedom, justice, and covenant to Christian beliefs. They will examine commandments, Jesus' teachings, and how Christians act today to bring justice and serve others.	Meaning and Purpose Links biblical stories to justice and ethics today	Philosophy (Thinking)	Christianity
UKS2 Cycle B Term 6	• Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life,	What kind of king is Jesus? In this unit pupils learn that Jesus' parables teach about the Kingdom of	Belief and teaching Jesus' parables, Christian beliefs	Theology (Beliefs)	All religions and worldviews

	teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God • The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so • The parables suggest that there will be a future kingdom, where God's reign will be complete • Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world	God as a way of life shaped by love, forgiveness, justice and inclusion, beginning with Jesus and continuing through Christians today. They also explore what kind of king Jesus is, and how Christian beliefs about God's Kingdom can inspire people to make the world fairer and more compassionate.	about the Kingdom of God, and what kind of king Jesus is.		

Disciplinary Knowledge within the curriculum: Ways of knowing

Religion & Worldviews is a multidisciplinary subject touching on many academic disciplines. In the LSP Curriculum for Religion and Worldviews, we focus on developing our disciplinary skills through the types of conversation and methods and processes required to be scholarly in the studies of Theology, Philosophy and Social Sciences. The curriculum has been sequenced so that the disciplinary content is also reviewed in subsequent units and developed as scholarly tools to access a wide range of substantive content.

Theology (Beliefs) Theologians	Philosophy (Thinking) Philosophers	Social Sciences (Living) Social Scientists
		
Theologians deal with types of conversation that consider: • Where beliefs come from • How beliefs change over time • How beliefs relate to each other • How beliefs shape the way believers see the world and each other **Methods and processes used by theologians:** • Interpretation of story & text • Consideration of reliability of sources • Considering unity & diversity within and between worldviews • Considering how beliefs change over time Considering impact of belief on practice	**Philosophers deal with types of conversation that consider:** • The nature of knowledge, meaning and existence • How and whether things make sense • Issues of right & wrong, good & bad **Methods and processes used by philosophers:** • Analysis of the validity of "truth" claims (doubt) • Development and use of coherent questioning • Development of and analysis of coherent argument • Understanding of the human quest for knowledge and meaning	**Social Scientists deal with types of conversation that consider:** • The diverse nature of religion • The diverse ways in which people practice and express beliefs • The ways in which beliefs shape individual identity, and impact on communities and society **Methods and processes used by social scientists:** • Seek evidence of belief in human behaviour and forms of expression • Recognise similarities and differences within and between groups

	• Connecting belief (motivation) with behaviour	• Consider forms of evidence and its reliability (e.g. data) • Consider individual, local, national and global evidence of lived experience

Theology		
	EYFS	**KS1**
Knowledge	• Recognise Christian belief in God as Creator and Jesus as God come to earth • Explore stories from sacred texts (Creation, Nativity, Easter) • Identify sacred words and texts (Bible, Qur'an)	• Understand Christian beliefs about God's nature and Jesus as God incarnate • Explore parables and Islamic stories for meaning • Learn about salvation and incarnation
Methods and Processes	• Interpret simple stories and symbols • Notice key words and ideas • Recognise diversity in belief • Begin to consider reliability of stories as sources	• Interpret texts and stories for meaning • Compare beliefs across traditions • Consider reliability of sources • Identify unity and diversity within worldviews

Theology		
	LKS2	**UKS2**
Knowledge	• Deepen understanding of Trinity, Holy Week, Pentecost • Explore covenant in Judaism and dharma in Hinduism • Study Prophet Muhammad's life	• Analyse complex Christian beliefs (Incarnation, salvation, holiness) • Explore Hindu concepts of Brahman • Investigate prophecies and Jesus as Messiah
Methods and Processes	• Analyse texts for theological ideas • Consider unity and diversity within traditions • Trace change over time in beliefs • Evaluate impact of belief on practice	• Critical interpretation of texts • Evaluate sources for authority and bias • Synthesise theological ideas across traditions • Consider historical and cultural context

Philosophy		
	EYFS	**KS1**
Knowledge	• Reflect on questions like 'Why is our world special?' and 'How should we care for it?' • Express ideas about beauty and responsibility	• Ask questions about right and wrong, care, and meaning • Interpret stories for moral lessons

	• Begin to think about fairness and kindness	• Reflect on how beliefs influence actions
Methods and Processes	• Ask simple questions about meaning • Express wonder and curiosity • Link ideas to personal experience • Begin to reason about choices and consequences	• Develop coherent questions • Analyse meaning in stories • Connect belief to behaviour • Begin to construct simple arguments

Philosophy		
	LKS2	**UKS2**
Knowledge	• Reflect on moral responsibility (care for planet) • Explore Jesus' vision for justice • Consider big questions about life and purpose	• Debate science and faith (Genesis vs cosmology) • Explore freedom, justice, and ethics • Consider moral choices in contemporary life
Methods and Processes	• Construct arguments about ethical issues • Question assumptions behind beliefs • Evaluate principles of right and wrong • Analyse coherence of reasoning	• Analyse validity of truth claims • Construct and critique arguments • Assess evidence for philosophical positions • Connect belief systems to ethical behaviour

Social Sciences		
	EYFS	**KS1**
Knowledge	• Notice similarities and differences between communities • Explore places of worship and their features • Understand belonging and celebrations	• Investigate belonging and identity in communities • Compare practices like baptism, Shabbat, and prayer • Explore festivals and places of worship
Methods and Processes	• Observe and describe practices • Compare features of places • Use evidence from lived experience • Begin to recognise patterns in behaviour	• Gather evidence from case studies • Recognise diversity within practices • Compare data and observations • Begin to evaluate reliability of evidence

Social Sciences		
	LKS2	**UKS2**
Knowledge	• Investigate pilgrimage and festivals (Diwali, Pesach) • Examine diversity within traditions • Understand how beliefs shape identity and social action	• Examine religion in society using census data • Investigate joys and challenges of Muslim life in Britain • Explore continuity and change in pilgrimage
Methods and Processes	• Use case studies and interviews • Analyse cultural evidence • Compare global and local practices	• Analyse quantitative and qualitative data • Evaluate reliability of evidence • Recognise patterns and trends in society

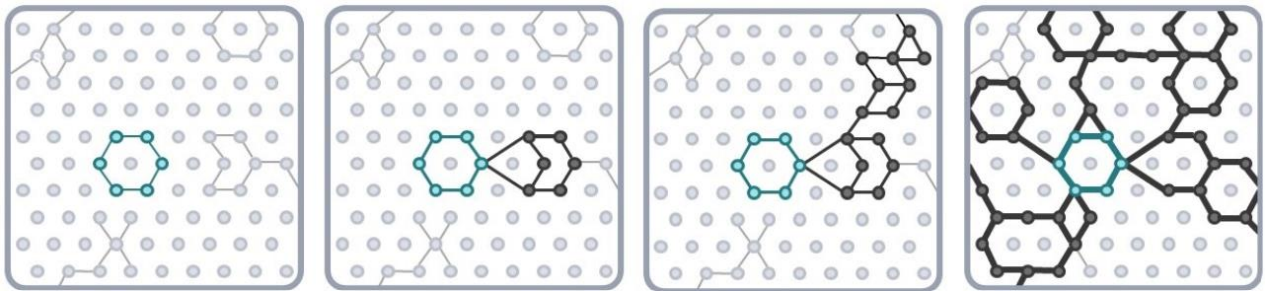
	• Evaluate reliability and bias in sources	• Consider global and local perspectives

Planning and delivering the curriculum

All units within the curriculum are planned around an enquiry question that pupils will answer by the end of the unit of work as a result of direct instruction, guided practice and independent application. All lessons have been intentionally chosen and sequenced to support pupils to develop a rich schema within the unit being taught and the overall concept over time. This means that sequences of learning are carefully designed to ensure that the identified knowledge is focussed within the Religion and Worldviews concept being taught and stops us from teaching a surface level fact file on the rainforest or teaching a meaningless collection of facts about Hinduism.

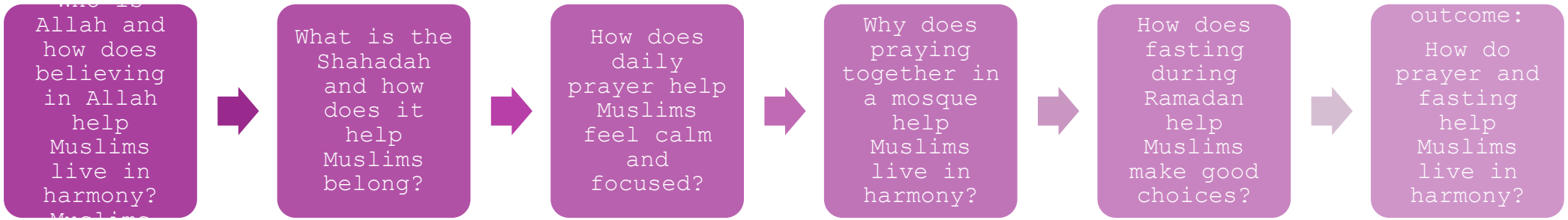
The aim of every unit within our Religion and Worldviews Curriculum is to produce a final outcome that answers the enquiry question. This final piece enables pupils to showcase what they know and have learnt through the unit of work, using their own words. Final outcomes may be: a discussion or debate, a presentation or a written outcome.

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An illustration of how knowledge and understanding builds across a unit and over time through our units of work

A journey through the LKS2 unit ' How does prayer and fasting help Muslims find harmony?'



Applying the LSP pedagogy to Religion and Worldviews

At LSP our pedagogical approach is based on Barak Rosenshine's Principles of Instruction. All lessons in the Religion and Worldviews Curriculum are designed to be taught using this approach because when skilfully applied this will ensure that every pupil receives high quality, evidence informed teaching in every lesson, every day.

Our core pedagogical approach includes but is not limited to:

- A rigorous and sequential approach to the curriculum with a long-term approach to learning over time.
- All staff demonstrating through actions a culture of belief that everyone can achieve, succeed and master the taught programme of study.
- Teaching and learning which draws on cognitive learning theory and is demonstrated through action.
- An explicit instruction approach to teaching and learning which is implemented consistently and reflectively by all members of staff to enable mastery of the taught programme of study
- Use of 'I do, we do, you do'. This will ensure that children are clear what they need to do; have been shown how to do it; have appropriate scaffolds when needed and receive effective feedback to keep on track.
- Carefully planned adaptations to teaching and learning for those who need this.
- Regular, reflective, purposeful use of assessment for learning to ensure that teaching is effective so that children are successful.
- Active engagement and participation of all pupil throughout the learning journey.
- A collective approach to ensuring that children 'keep-up' with their learning as a result of well-planned and strategically implemented high-quality instruction.



LSP Assessment Principle	LSP Assessment Procedures to Support this Principle
Daily/last lesson review	Learning from the previous lessons can be resurfaced. This is a powerful technique for building fluency and confidence and is important when we are about to introduce new learning.
Weekly /monthly/ termly review	Previously learned material is not forgotten and frequent revisiting of a range of materials forms a more extensive schemas in our students.
Questioning and checking for understanding	**We ask more questions, to more students, in more depth so that...**
Ask questions	Effective questioning lies at the heart of great teaching and is a highly interactive, dynamic and responsive process.
Checking for understanding	To give us feedback about how well the material we've taught has been understood, and to ensure misconceptions are flushed out and tackled.
Sequencing concepts; modelling and scaffolding	**We plan these elements of instruction before we get into the classroom so that ...**
Present new materials using small steps	Practice with each stage by breaking down our concepts and procedures into small steps so that each can be practised.
Provide models	Models are a central feature of providing good explanations and help students to learn to solve problems faster.
Provide scaffolds for difficult tasks	Students develop expertise so scaffolds can be gradually withdrawn.
Stages of practice	**We present new material in small steps with student practice after each step so that...**
Guide student practice	We closely supervise students' initial attempts to build confidence and make sure they don't make too many errors.
Obtain a high success rate	We set tasks that, with sufficient practice, allow students a high success rate. Tasks with high success rates allow students to reinforce error free, secure learning, improving fluency.
Independent practice	We make time for students to do the things they've been taught (when they are ready!)

Retrieval practice

In LSP Religion and Worldviews lessons every lesson begins with a 5-10 minutes (including feedback) 'Do Now' activity. This is a retrieval practice starter based on the current and previous units of work. The principle of this is based on practicing what we did yesterday, earlier this week, last week and in the last unit.
Pupils complete these activities on whiteboards before moving on to the main session.

Knowledge organisers

Every unit of work has a pupil knowledge organiser, this is one of the resources which teachers use deliberately with pupils as part of the approach to practice and retrieval. It is recommended that the knowledge organiser is stuck into the Religion and Worldviews book at the beginning of a unit. These demarcates the beginning of the unit and means it is an accessible document for pupils during the unit. Knowledge organisers contain key information that children should have learnt by the end of a learning sequence, and contain key images; therefore, they act as a tool in supporting pupils to retain and retrieve knowledge and build a secure schema. They are designed to be quizzable (to build connections across knowledge rather than facts in isolation) and should be used with pupils during the unit particularly as part of 'Do Now's' and during assessments at the end of the unit.

Assessment within Religion and Worldviews

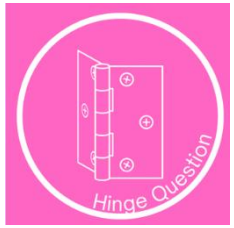
Assessment should check that curriculum content is learnt and committed to long-term memory. Pupils should be able to demonstrate that they know more, remember more and are able to do more as a result of the explicit teaching they have encountered. Teachers should use formative and summative assessment to build an understanding of pupil's prior knowledge and performance to help draw out common misconceptions or gaps which can be addressed in future curriculum planning and delivery.

When assessment and feedback is sharply focused on the curriculum, and used as a tool of good pedagogy, teachers can maximise its value to improve the responsiveness of their teaching. This is important because we need to capture information on pupil achievement of the range of historical knowledge and skills that pupils will have been taught and have learnt within the context and concept being studied.











Regular formative assessment

Throughout units it is essential that teachers regularly check for understanding using a range of strategies. This enables teachers to identify gaps in pupils' knowledge and understanding so they can respond in an appropriate way to secure achievement of core concepts, knowledge and skills. Lessons across units have been intentionally designed so that:

- pupils engage in regular low stakes testing of knowledge and deliberate practise of skills taught to date. This takes place at the beginning of each lesson through 'do now' tasks. These tasks have been crafted so that pupils retrieve knowledge from previous lessons and units; as a result, knowledge is more likely to embed in pupils' long-term memory.
- teachers use a variety of ways to make sure that pupils are keeping up with the learning through opportunities for cold calling, think, pair, share, hinge questions and white board work etc. Teachers use the information gained to make in the moment decisions about next steps so that learning sequences can be adapted appropriately.
- pupils engage in 'exit tickets' based on knowledge gained during the session. This is another way to engage in low stakes quizzes or to make links in learning within and across sessions.

At the end of each session teachers review learning including outcomes produced by individuals, groups and the class as a whole and use this information to inform future sessions to ensure that pupils stay 'on track' throughout the unit.

Summative assessment

Summative assessment in Religion and Worldviews allows teachers to identify whether curriculum goals have been achieved. When a unit of learning is completed, teachers collect and connect the information and evidence gained from: outcomes produced in sessions over time; active engagement and demonstration of understanding in lessons to assess whether pupils have achieved the defined knowledge and skills within the concept for the taught unit.

In Religion and Worldviews, pupils also work to produce a final outcome which allows them to demonstrate to what extent they have achieved the specified knowledge and skills set out in the medium term plan for the unit.

Information gained from these sources is used by the teacher to record using the assessment tracking grids pupils who are working at or above the age related expectations.

Adapting the curriculum for pupils with SEND in Religion and Worldviews

We believe that all pupils should be able to access a full curriculum offer. Teachers make adaptions for pupils with SEND based on knowledge of the pupils needs and in line with individual target plans. Examples of adaptions which may be taken include but are not limited to:

- Adaptive teaching takes place.
- For sensory or physically impaired pupils, Religion and Worldviews learning may necessitate enlarging texts, using clear fonts, using visual overlays, or audio description of images.
- Dyslexic pupils may benefit from well-spaced print.

- Teachers identify and break down the components of the subject curriculum into manageable chunks for pupils who find learning more difficult, particularly those with cognition and learning needs. These may be smaller ‘steps’ than those taken by other pupils to avoid overloading the working memory.
- A variety of additional scaffolds may be used in lessons, such vocabulary banks, additional visual stimuli or adult support.