

RE

THE FOXTON CURRICULUM



Foxton
Primary School

2025/26



Gallow Field Road. Foxton
Leicestershire, LE16 7QZ

01858 545 328
www.foxton.leics.sch.uk

Tolerance isn't about not having beliefs. It's about how your beliefs lead you to treat people who disagree with you.
– Timothy Keller

At Foxtton Primary School, we aim to develop children's knowledge and understanding of world religions and worldviews, while fostering respect for people of all faiths and those of none.



Our Religious Education Curriculum

From August 2025, we will follow Kapow's Religious Education (Religion & Worldviews) scheme - a spiral, enquiry-based curriculum designed to develop pupils' substantive knowledge of the world's religions alongside disciplinary skills and personal reflection. While Foxtton is not a faith-based school, we place high value on Religious Education as a powerful vehicle for developing SMSC, promoting British Values, and nurturing an ethos of tolerance, kindness, and mutual respect.

Our intent is to equip pupils with the ability to:

- Reflect on big questions relating to identity, belonging, purpose, and ethics.

- Gain a secure understanding of the beliefs, practices, and traditions of major world religions and non-religious worldviews.
- Develop critical thinking, personal insight, and respectful dialogue about religious and moral issues.
- Recognise and value difference, while identifying shared human values and experiences.

Pupils explore thematic units such as *Beliefs and Faith*, *Wisdom and Morality*, *Community and Belonging*, and *Practices and Celebrations*. These units are revisited with increasing depth and complexity across the key stages. Each unit includes multi-faith exploration and ensures coverage of Christianity and at least two other major world religions, as required by the Agreed Syllabus.

Learning is enriched through visits to places of worship, artefact handling, storytelling, and pupil-led presentations, all rooted in Kapow's cross-referenced disciplinary strands. Structured retrieval activities and enquiry tasks promote deep understanding while developing enquiry, interpretation, and reflection skills.

Safeguarding, SMSC & British Values

Our RE curriculum contributes meaningfully to whole-school safeguarding, wellbeing, and citizenship education. Kapow's RE scheme is mapped directly to OFSTED's SMSC framework and the Prevent duty, helping us demonstrate breadth, depth, and impact in pupils' personal development.

- **Spiritual:** Pupils reflect on their beliefs and sense of identity through enquiry.
- **Moral:** They investigate ethical dilemmas and compare religious perspectives.
- **Social:** Pupils explore how communities live out values, promoting cooperation and empathy.
- **Cultural:** The curriculum introduces diverse traditions, histories, and expressions of faith around the world.

British Values are embedded throughout:

- **Democracy:** Expressing ideas, listening to others, and voting on key questions.
- **Rule of Law:** Comparing religious laws and moral codes.
- **Individual Liberty:** Exploring personal beliefs and choices.
- **Mutual Respect and Tolerance:** Understanding and valuing diverse faiths and worldviews.

This ensures pupils are not only knowledgeable but also confident, reflective, and resilient individuals who are well-prepared for life in modern Britain.

EYFS Overview

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS (Rec)	<u>Time to celebrate*</u>	<u>What makes us special?</u>	<u>What are special times?</u>	<u>Why are some places special?</u>	<u>What makes the world special?</u>	<u>Why are some things special?</u>	<u>Why are some stories special?</u>
	Adaptable	Christian	Hindu, Christian	Christian, Muslim	Christian, Muslim	Christian, Muslim, Hindu, Jewish	Christian, Hindu

Cycle A Overview

<i>Cycle A</i>	Year 1/2	Year 3/4	Year 5/6
Autumn 1	<p><u>Introductory lesson: Respectful R&W</u></p> <p><u>What do some people believe God looks like?</u></p>	<p><u>Introductory lesson: Respectful R&W</u></p> <p><u>What makes us human?</u></p>	<p><u>Introductory lesson: Respectful R&W</u></p> <p><u>Why do people have to stand up for what they believe in?</u></p>
Autumn 2	<p><u>How did the world begin?</u></p> <p>Additional celebration lesson: <u>Why is Christmas important to many Christians?</u></p>	<p><u>Why is water symbolic?</u></p> <p>Additional celebration lesson: <u>Why do many Christians think that Christmas is good news?</u></p>	<p><u>Why do Dharmic religions look different around the world?</u></p> <p>Additional celebration lesson: <u>Why do some people use different names for Jesus?</u></p>
Spring 1	<p><u>Why should we care for the world?</u></p>	<p><u>What makes some texts sacred?</u></p>	<p><u>What happens when we die? (Part 1)</u></p>
Spring 2	<p><u>Why do we need to give thanks?</u></p> <p>Additional celebration lesson: <u>Why is Easter special to many Christians?</u></p>	<p><u>Who was Jesus really?</u></p> <p>Additional celebration lesson: <u>What can Easter teach about forgiveness?</u></p>	<p><u>What place does religion have in our world today?</u></p> <p>Additional celebration lesson: <u>What might the Easter story suggest about life after death?</u></p>
Summer 1	<p><u>How do we know some people feel a special connection to a god?</u></p>	<p><u>Why is fire used ceremonially?</u></p>	<p><u>What happens when we die? (Part 2)</u></p>
Summer 2	<p><u>What is a prophet?</u></p>	<p><u>Why is the Bible the best-selling book of all time?</u></p>	<p><u>Who should get to be in charge?</u></p>

Cycle B Overview

<i>Cycle B</i>	Year 1/2	Year 3/4	Year 5/6
Autumn 1	Introductory lesson: Respectful R&W What is God's job?	Introductory lesson: Respectful R&W Is scripture central to religion?	<u>Introductory lesson: Respectful R&W</u> <u>Why doesn't Christianity always look the same?</u>
Autumn 2	Why should we care for others? Additional celebration lesson: <u>What can light mean at Christmas?</u>	Where do we get our morals from? Additional celebration lesson: <u>How is Christmas part of a bigger story?</u>	Why are some places in the world significant to believers? Additional celebration lesson: <u>Who celebrates Christmas?</u>
Spring 1	How do we know that new babies are special?	Are all religions equal?	Why do Abrahamic religions look different around the world?
Spring 2	What do candles mean to people? Additional celebration lesson: <u>Why does Easter bring hope to many Christians?</u>	What happens if we do wrong? Additional celebration lesson: <u>How is Easter celebrated around the world?</u>	Why is there suffering? (Part 1) Additional celebration lesson: <u>Why might some people take part in Easter traditions?</u>
Summer 1	How do some people talk to God?	Just how important are our beliefs?	Why is it better to be there in person?
Summer 2	Where do some people talk to God?	Does the language of scripture matter?	Why is there suffering? (Part 2)

Knowing more and remembering more

Lessons follow Kapow's enquiry cycle:

- Pose an open question (e.g., "What makes a building sacred?")
- Explore through case studies, artefacts, and texts.
- Reflect from three perspectives: substantive (knowledge), disciplinary (ways of knowing), and personal (beliefs).

Evidence of learning is captured in class floorbooks, which include photographs, pupil voice, annotated examples, and reflections from each phase of the enquiry cycle. Retrieval practice is woven into the scheme, reinforcing key ideas and vocabulary regularly to ensure knowledge sticks and connections deepen over time.

Assessment includes a mix of formative checks, unit quizzes, annotated floorbook entries, and summative judgments to ensure clear progression.

By the end of each unit, pupils will be able to:

- Articulate key beliefs and practices using appropriate subject vocabulary.
- Demonstrate the ability to engage thoughtfully in discussions about religion, ethics, and belief.
- Reflect on their own views and how these may be shaped by learning.
- Show empathy, open-mindedness, and appreciation for diverse perspectives.

A Global Curriculum

RE at Foxton forms an important part of our global curriculum. Not only does it promote the spiritual, moral, cultural, and social development of pupils and society, but it also provides a positive context within which the diversity of cultures, beliefs, and values can be celebrated and explored - both within the UK and globally.

Underpinned by our school and British values, our curriculum also aligns with several UN Global Goals, including:

- **Goal 5: Gender Equality**
- **Goal 10: Reduced Inequalities**
- **Goal 16: Peace, Justice and Strong Institutions**

These connections reinforce our commitment to nurturing compassionate, outward-looking global citizens who understand their place in and responsibility to the wider world.