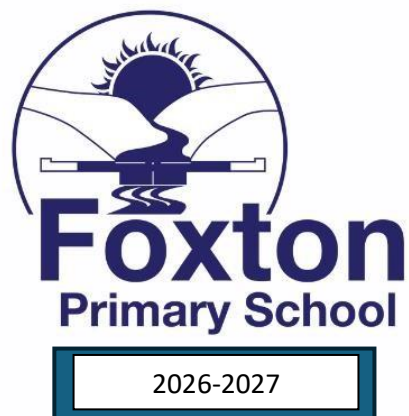


RE

THE FOXTON CURRICULUM



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 Foxton 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 Foxton 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 crossreferenced 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.

Protected Characteristics are also embedded as part of our Safeguarding Curriculum. These are explicitly taught and are:



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

Rabbit Class

Autumn Term

Themes	Key Questions	Units
How did the world begin? What do some people believe God looks like? Judaism, Hinduism, Islam, Christianity	What might some Jewish and Christian people think about creation? What do some Hindu people believe about creation? What do some Muslim people believe about God? What do some Hindu people believe God looks like? What do some Christian people believe God looks like?	Year 1 Unit 1 & 2

Spring Term

Themes	Key Question	Units
Why do we need to give thanks? Christianity	How and why do some people show thanks? Why is harvest an important time for giving thanks? Why do some people thank God? How can puja express thanks? How do some people thank God? How do some Christians use music to express gratitude?	Year 2 Unit 1

Summer Term

Themes	Key Questions	Units
What is a prophet? Sikhism, Christianity	What characteristics did some prophets have? How might it feel to be a prophet? What promises do some people believe God made to some prophets? How do we know that Muhammad was the last prophet in the Muslim worldview? Why is Jesus important to some religious people? Why might some Sikhs believe Guru Nanak is special?	Year 2 Unit 4

Otter Class

Autumn Term

Theme	Key Questions	Units
What makes us human? Judaism, Hinduism, Islam, Christianity, Buddhism, World Views	What is special about being human? What is a soul and do we all have one? What do some people think makes us human? What is spirituality? What do some Buddhists do to focus on their inner self? Does anyone know what makes us human?	Year 3 Unit 1

Spring Term

Themes	Key Questions	Units
Are all religions equal? What makes some texts sacred? Judaism, Hinduism, Islam, Christianity, Buddhism, World Views	How are different religious worldviews connected? How can people from different worldviews live in harmony? What can we find out about scripture? How do some people demonstrate the value of scripture? How do sacred texts play a part in some people's lives?	Year 4 Unit 1 & 2

Summer Term

Themes	Key Questions	Units
Is scripture central to religion? Why is water symbolic? Why is fire used ceremonially? Judaism, Hinduism, Islam, Christianity	What's the difference between a scroll and a book? What does the Bible mean to some Christians? How is water used in some rituals? What is baptism? What can fire symbolise? What is an eternal flame?	Year 3 Units 3, 5 & 6

Badger Class RE Long Term Plan

Autumn Term

Theme	Key Questions	Unit Link
Why do people have to stand up for what they believe in? Judaism, Hinduism, Islam, Christianity, Buddhism, World Views	What does freedom look like? How have beliefs been challenged in the past? How can light represent standing up for what you believe? Should we celebrate bonfire night? What can inspire people to stand up for their beliefs? How can we stand up for what we believe in?	Year 5 Unit 1

Spring Term

Theme	Key Questions	Unit Link
Why does religion look different around the world? Judaism, Hinduism, Islam, Christianity, Buddhism, World Views	How might a Jewish person observe Shabbat? What can a head covering tell us about identity? Why might someone want to cover their hair? How can God be linked to a place? What can it be like as a Hindu in the UK? Why are festivals of light important in different worldviews?	Year 6 Units 1 & 2

Summer Term

Theme	Key Questions	Unit Link
What happens when we die? Judaism, Hinduism, Islam, Christianity, Buddhism, World Views	If there is a soul, where does it go? What is samsara? How might someone reach moksha? How can people find comfort after death? What is nirvana? What does enlightenment look like?	Year 5 Unit 4

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.