



Wolston St Margaret's C of E Primary School

LEARNING, BELIEVING AND ACHIEVING TOGETHER

RELIGIONS AND WORLDVIEWS POLICY



Vision and Values

In our school, our Christian vision shapes all that we do: ***Learning, Believing and Achieving together to "Let your Light Shine" Matthew 5:16.***

The route to our vision is guided by our Christian values of ***Thankfulness, Forgiveness, Courage, Respect, Friendship and Truthfulness.***

We are stimulated and inspired to flourish by the guiding words of Jesus in Matthew 5:16 "Let your Light Shine". He explained that no one lights a lamp just to hide it under a basket. A lamp is meant to be placed on a stand to give light to everything around it. Whether you're timid or outgoing, you're called to be a light to the people around you. Our vision encourages children and adults of all faiths and those of no faith to live, grow and learn together by using the words from Matthew to show the world how wonderful they are.

Aims

Our aim at Wolston St Margaret's C of E Primary School is for all children to "Let their Light Shine". We want them to develop their talents, reach their potential and be happy during their time with us. We aim for each child to grow in the love of God and one another. At Wolston St Margaret's, our ethos is centred on our Christian values. We want our children to feel safe, secure and enjoy learning. We want to make learning exciting and interesting so that each child is eager to succeed. We celebrate each child's successes and encourage the development of their confidence and their self-esteem, so that on leaving our School they are well prepared to face the challenges ahead and, hopefully, carry with them very fond memories of our School.

The Term Worldview

A worldview is understood to be the inhabited way in which a person encounters and interprets the world, understands it and engages with it. Worldviews may change over time. Individuals may be very aware of their worldview, having considered all aspects of it in a conscious and deliberate way, but others may be largely unaware of their own worldview, what shapes and influences it and how and why it has changed over time. Pupils will naturally fall on a spectrum from unconscious to well-considered worldview and this curriculum gives them the opportunity to acknowledge, explore and interrogate their own worldview as well as the worldviews of others.

Legal Requirements

The 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils' as it is a necessary part of a broad and balanced curriculum. Parents have the right to withdraw their child on the grounds that they wish to provide their own Religious Education (section 71 of the School Standards Framework Act, 1998). However, in view of the distinctive Christian character of our School, we hope that all children admitted will participate fully in R.E. Our R.E. curriculum forms an important part of our School's Spiritual, Moral, Social and Cultural teaching. It also promotes education for citizenship and British Values. It is our practice to talk with parents to ensure that they fully understand the aims and value of R.E. to enable them to make an informed decision before we honour the right of withdrawal. Any parent wishing to withdraw their child should consult the Headteacher. Teachers may also withdraw from the teaching of R.E. but only after they have given due notice of their intention to the Governing Body.

By law, each Local Authority is required to have a Locally Agreed Religious Education Syllabus with the establishment of a Statutory Advisory Council for Religious Education (SACRE). Currently, Coventry and Warwickshire SACREs work together in creating an R.E. curriculum that will promote 'good, effective and thought provoking R.E. across the city and county.' (2017-2022). Schools, however, do have the right to choose a Local Authority curriculum which they feel best suits the requirements of their school. R.E. is multi-faith. The curriculum drawn up by the SACRE 'shall reflect the fact that the religious traditions in Great Britain are, in the main, Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain'.

Wolston St Margaret's Foundation

Wolston St Margaret's Primary School is a Church of England Voluntary Controlled School. A high-quality RE curriculum is essential to meet the statutory requirement for all schools to teach a broad and balanced curriculum. At the heart of RE in church schools is the teaching of Christianity, rooted in the person and work of Jesus Christ. There is also a clear expectation that as inclusive communities, church schools encourage learning about other religions and worldviews, fostering respect for them.

Following advice from the diocese, Wolston St Margaret's Primary School to adopt the Locally Agreed Syllabus and to supplement this with a Christian based scheme which reflects the religious character of our foundation.

The curriculum we provide is based on the Coventry and Warwickshire Religion and Worldviews Agreed Syllabus for Religious Education along with the National Society's Understanding Christianity (Text, Impact, Connections) Project.

Aims - Church of England

According to the Church of England Religious Education Statement of Entitlement the aims for pupils are:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways of living, believing and thinking.

Aims - Understanding Christianity Scheme

1. To enable pupils to know about and understand Christianity as a living world faith, by exploring key theological concepts.
2. To enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact on the lives of Christians.
3. To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human existence.

Aims - Coventry and Warwickshire Religion and Worldviews Agreed Syllabus

The main aims of this syllabus are for pupils:

- To know about and understand a range of worldviews, both religious and non-religious, recognising both similarities and differences as part of study.
- To be familiar with possible answers to deep questions about self, others, the world and the possibility of a deity, drawn from a range of case studies from religion and worldviews.
- To become increasingly confident in the main disciplines of theology, philosophy and human and social sciences, and their associated tools and methods, to allow for rich academic study of religion and worldviews to take place.
- To have the time and space to reflect upon their own personal worldview and the personal knowledge they bring to RE lessons, considering what they might learn from religion and worldviews encountered and how these, in turn, might shape their own worldview.

Our Philosophy

At Wolston St Margaret's C of E Primary School, we believe that Religious Education is of fundamental importance in helping children to learn about the foundations of our Christian ethos that underpin all aspects of our Church School life and the Christian values and ethos that are woven through all aspects of our curriculum.

We strongly believe that Religious Education enables children to investigate and reflect on some of the most fundamental questions people can ask, whilst developing the children's knowledge and understanding of Christianity and the other major world religions. We believe that our R.E. curriculum helps our children to gain a deep awareness and understanding of their own and others' unique identities as they explore and consider the answers to 'big questions' that are presented through Christianity and by a wide variety of world religions and belief systems. Indeed, such deep learning is the principal goal of our R.E. curriculum.

Through R.E. our children can become literate and articulate about religion and beliefs in order to become caring and compassionate members of society. The subject encourages children to demonstrate curiosity about faith and recognise how it impacts upon the lives of individuals, society and culture. Through R.E. children reflect on their own beliefs and values in the light of their learning, and in doing so their respect for themselves and others develops and they feel drawn to imagine and to contribute towards a better world for all. We believe that Religion and Worldviews is of fundamental

importance in helping children to learn about the foundations of our **Christian ethos** that underpin all aspects of our church school life and the **Christian values** that are woven through all aspects of our curriculum.

Our Intent for Religion and Worldviews

It is our intent that Religion and Worldviews enables our children to **investigate and reflect** on some of the most **fundamental questions** people can ask, whilst developing their **knowledge and understanding of Christianity, other major world religions and non-religious views**. We believe that our curriculum helps our children to gain a deep awareness and understanding of their own and others' unique identities as they explore life's big mysteries and consider the answers to 'big questions' that are presented through a wide variety of world religions and belief systems. With love and open minds, we will achieve such **deep learning**, which is indeed the principal goal of our curriculum.

Through Religion and Worldviews children can become literate and articulate about religion and beliefs in order to become caring and compassionate members of society. The subject encourages children to demonstrate curiosity about faith and recognise how it impacts upon the lives of individuals, society and culture. Through Religion and Worldviews children reflect on their own beliefs and values in the light of their learning, and in doing so their respect for themselves and others develops and they feel drawn to imagine and to contribute towards a better world for all.

Our Religion and Worldviews curriculum aims to equip our children with the knowledge and **Cultural Capital** they need to succeed in life. It encompasses the three dimensions to **cultural humility**: life-long learning and critical self-reflection; recognising and challenging power imbalances; respectful partnerships and institutional accountability. We see Religion and Worldviews as key in offering the best that has been thought and said. For example, when studying sacred texts and learning about the legacy of inspirational people who make a way out of no way from generation to generation.

Religion and Worldviews and S.M.S.C. Development

Support for pupils' S.M.S.C. development is intrinsic to our Religion and Worldviews curriculum. It can be seen as the 'golden thread' which has a significant impact on learners. We aim to support:

- **Spiritual development** by developing pupils' knowledge of, and respect for, different people's faiths, feelings and values and their sense of fascination in learning about themselves and others.
- **Moral development** by developing pupils' interest in investigating and offering reasoned views about moral and ethical issues and ability to understand the viewpoints of others on these issues.
- **Social development** by pupils working and socialising with those from different religious backgrounds and by them developing mutual respect / tolerance of those with different beliefs.
- **Cultural development** by developing pupils' understanding and appreciation of the range of cultural influences that have shaped their heritage and others and the range of different cultures in school and further afield, whilst also recognising and valuing the things we share in common.

Religion and Worldviews and British Values

Religion and Worldviews plays a fundamental part in promoting **British Values**. Our learning will help our children to recognise that religions are committed to morality, social justice, a deepening of personal development and stewardship of the world. Our children will explore British Values in relation to religions and belief, through lessons in school, visits to places of worship and by meeting people from a diverse range of religious and belief societies. In doing so, they will become better informed and more empathetic, which will in turn promote cohesion and integration in society.

Religious Education and Cultural Capital

Our R.E. curriculum aims to equip our children with the knowledge and Cultural Capital they need to succeed in life. At Wolston St Margaret's Primary School, we define 'cultural capital' in a way that celebrates and embraces the different backgrounds, heritage, knowledge, understanding, language and traditions that all of our children bring to our school community. We recognise that for students to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital. It is our job to identify any gaps or barriers and then help to provide opportunities to fill them, to enable our children to reach their full potential.

Please see our additional Cultural Capital Statement and information.

Religious Education and S.M.S.C. Development

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Please see our additional SMSC Policy and documents.

Religious Education and British Values

R.E. plays an important part in promoting British Values. Learning in R.E. will help our children to recognise that religions are committed to morality, social justice, a deepening of personal development and stewardship of the world. Our children will explore British Values in relation to religions and belief, through lessons in school, visits to places of worship and by meeting people from a diverse range of belief societies. In doing so, they will become better informed and more empathetic, which will in turn promote cohesion and integration in society.

Aims and Objectives (Church of England)

As stated in the Church of England Religious Education Statement of Entitlement, the aims of Religious Education in this school for pupils are:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways of living, believing and thinking.

Aims of the Coventry and Warwickshire Agreed Syllabus

The curriculum aims of Religious Education are to ensure that all children:

1. Know about and understand a range of religions and world views so that they can:

- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
- Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and world views;
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

2. Express ideas and insights about the nature, significance and impact of religions and worldviews so they can:

- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.
- Appreciate and appraise various dimensions of religion.

3. Gain and deploy the skills needed to engage seriously with religion and worldviews so that they can:

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
- Articulate beliefs, values and communities clearly in order to explain why they might be important in their own and other people's lives.

Our R.E. Curriculum

Planning and Delivery

Units of work from the Understanding Christianity Scheme and from the Coventry and Warwickshire Agreed Syllabus form the basis of our planning at Clifton. Teachers use the example plans and resources to create relevant, stimulating and creative learning opportunities for their pupils, ensuring that the principles and processes that support quality learning within a unit are not compromised. Teachers adapt the plans and resources to ensure that their lessons meet the needs of all of their pupils, enabling them to learn more effectively. This includes pupils with SEND, EAL and those who are Gifted and Talented. For further details, see separate policies.

Understanding Christianity Scheme

Understanding Christianity weaves approaches to teaching about Christianity that build upon the children's encounters with biblical concepts. Units of work address a key Christian concept through key questions and exploration of key biblical texts, the impact that they have on Christians and possible implications on the pupils themselves. Each unit incorporates the elements of:

Making Sense of the Text:

Developing skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of the meanings of texts for Christians.

Making Connections:

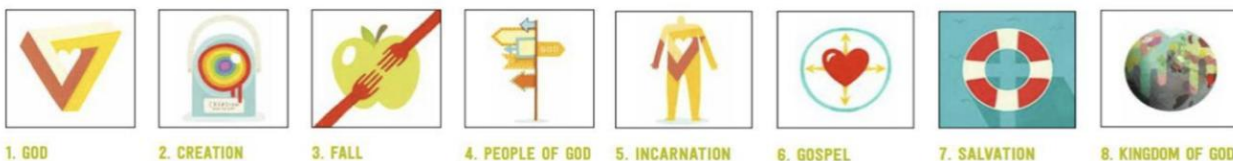
Examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world.

Understanding the Impact:

Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupil's own lives and ways of understanding the world.

The teaching materials use a variety of strategies and activities within each element, in order to engage pupils and develop their skills in RE and learning.








The following core concepts are explored in the Understanding Christianity approach, as part of the 'big story' of salvation:



The core concepts fit into a spiral curriculum, whereby concepts are revisited and explored in more depth as pupils move through the school. These are explored through key questions, however, and so are not applied exclusively — links and connections will be made between concepts during units.

Coventry and Warwickshire Religion and Worldviews Agreed Syllabus

This syllabus is structured around seven core concepts. These are:

	Belonging & Believing		Authority & Power
	Disciplines: Theo HSS		Disciplines: Theo Phil HSS
	Wisdom and Guidance		Changes
	Disciplines: Theo Phil HSS		Disciplines: HSS Hist Theo
	Personal Responsibility		Grand Narratives
	Disciplines: Phil HSS Theo		Disciplines: Theo Phil HSS Hist
	Living Well		
	Disciplines: Theo Phil HSS		

The concepts are repeatedly encountered as part of a spiral curriculum where these concepts are revisited from the different angles provided by a) case studies from a range of religions and worldviews, b) different ‘ways of knowing’ about religion and worldviews through the methods and tools of disciplines of study, c) the additional perspectives that come with age and maturity as pupils move through the education system. Each of the concepts are linked with specific disciplines so that the concept can be approached through nuanced and varied enquiry built around the different ‘ways of knowing’ about religion and worldviews. The main disciplines of study are:



Theology: Beliefs about God, life, the world.



Philosophy: Ways of thinking about ourselves, our existence, the meaning of life and big questions.



Human and Social Sciences: Practices and ways of living.



History is also a key discipline for some units of study.

The syllabus combines three essential aspects to create a comprehensive learning journey for pupils:

Explore (substantive knowledge content drawn from religion and worldviews, explored as case studies in response to each enquiry question)- *What?*

Route (disciplinary lenses and their associated methods and tools, dialogue and debate around worldviews and lived experience and embodiment of worldviews)- *How?*

Perspective (personal knowledge: the positionality, reflexivity, reflectivity and metacognition of the pupil as learner and worldview explorer in RE) – *Who?*

Reflections, Feedback and Marking

There are reflective opportunities throughout each lesson and particular emphasis is given to self-reflection at the end of each lesson with opportunities for ‘Reflection’. Pupils think about their own lives and experiences and consider relevant spiritual, moral, social and cultural issues in reflective and empathetic ways. They also identify roles and responsibilities they have within their school, community, country and the wider world. Pupils are encouraged to consider the knowledge, understanding and skills they have developed and possible next steps / areas for future improvement.

Teachers provide verbal feedback within lessons, which pupils respond to at the time. Teachers give written feedback after lessons, which pupils respond to at the start of their next R.E. lesson, when their work is given back to them. All of this supports pupils with their learning journey and facilitates self-improvement. For further details, see separate Feedback and Marking Policy.

Assessment, Recording and Reporting

R.E. is assessed in accordance with statutory requirements and our school’s Assessment Policy. Assessment in Religious Education will:

- Involve identifying suitable opportunities for assessment in schemes of work.
- Be directly related to the expectations of the SACRE Syllabus unit of work.
- Seek to identify development in the different areas of learning not only in the acquisition of factual knowledge.
- Recognise the range of skills and attitudes which the subject seeks to develop.
- Include pupil self-assessment, e.g. at the end of lessons and the end of units of work.
- Enable effective tracking of pupil progress to identify areas for development in a pupil's knowledge and understanding, as well as whole school areas for development.
- Enable effective reporting to parents.

Teachers make a summary judgement about each pupil's achievement. Teachers use end of unit learning outcome descriptions from the SACRE Syllabus to make 'best fit' judgements on pupils' attainment of knowledge and their application and understanding of the matters, skills and processes specified in the unit. An end of unit Assessment Record Sheet is completed. Pupils are judged as: emerging (an emerging level of understanding), expected (the expected level of understanding) or exceeding (exceeding the expected level of understanding). Brief written notes can also be added to justify judgements and / or identify pupils' next steps.

Teachers share their end of unit assessments with the R.E. Subject Leader, who extrapolates the information to ensure that ALL pupils are attaining well and making good progress. Assessment information from the RE units covered are combined and summarised to formulate annual reports for parents / carers on the attainment and progress of their child in R.E. At the end of the year, pupils are given an overall judgement in R.E. as: emerging, expected or exceeding expectations.

Assessment, Recording and Reporting

Religion and Worldviews is assessed in accordance with statutory requirements and our school's Assessment Policy. Assessment in Religion and Worldviews will:

- Involve identifying suitable opportunities in units of work.
- Be directly related to the expectations of the Understanding Christianity Scheme and the Coventry and Warwickshire Religion and Worldviews Agreed Syllabus.
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.
- Recognise the range of skills and attitudes which the subject seeks to develop.
- Include pupil self-assessment, e.g. at the end of lessons and at key points during units of work.
- Enable effective tracking of pupil progress to identify areas for development in a pupil's knowledge, understanding and skills, as well as whole school areas for development.
- Enable effective reporting to parents.

Teachers make a summary judgement about each pupil's achievement. Teachers use end of unit learning outcome descriptions from the Understanding Christianity Scheme and the Coventry and Warwickshire Religion and Worldviews Agreed Syllabus to make 'best fit' judgements on pupils' attainment of knowledge and their application and understanding of the matters, skills and processes specified in the unit. Judgements are recorded using the computerised assessment system INSIGHT.

Assessment information from both the Understanding Christianity Units and the Coventry and Warwickshire Agreed Syllabus units are combined and summarised to formulate annual reports for parents / carers on the attainment and progress of their child in Religion and Worldviews.

A well-constructed, well taught curriculum leads to **good results**. We can show this through class data for each unit taught and through progression in children's work. Having said that, the impact of what we do and what the children achieve in Religion and Worldviews cannot always be measured in data and numbers, so we try to look holistically at the **whole child**. Truly learning to 'Love your neighbour as yourself' (Luke 10:27) and to be Good Samaritans is an important

impact of our Religion and Worldviews curriculum, but this is best evidenced in how our children conduct themselves within our school community and in wider community contexts.

Resources for Religion and Worldviews

Both the Understanding Christianity Scheme and the Coventry and Warwickshire Religion and Worldviews Agreed Syllabus are stored on the 'Staff Shared Area' of the school's computer system. Folders of these (hard copies) are kept in the Subject Leader cupboard in the Staff Room. Subject Leader files are also kept here, along with samples of children's books from previous academic years.

Religious artefacts and other resources can be found in the Religion and Worldviews resource cupboards in the Staff Room. Each major world religion has a designated cupboard. **We have recently purchased many new artefacts for each of the main world faiths and we have also received many donations of artefacts from our families and the wider community.** All have been carefully labelled and stored. Out of respect, the Qur'an (in its cover) has been placed above the cupboards, with nothing on top of it. Further Christian artefacts and Bibles can be found in prayer spaces in each classroom and in other prayer spaces around the school. Books linked to the current units being taught are also placed near to the prayer spaces in each classroom for children to read. The school library has a selection of books to support children's individual research and a good supply of Bibles.

For online material, the following are recommended to supplement teaching and learning:

- R.E. Today (School Support: Publications, Professional Development Courses, NATRE Membership, Resources, Understanding Christianity and Consultancy. Also the shop!)
- R.E. Online (Subject Knowledge; Teaching Resources e.g. festivals calendar, R.E. definitions, email a believer; Assessing R.E.; Leading R.E.)
- NATRE (Primary: Primary Courses, Spirited Arts and Children Talking)
- BBC Teach (My Life, My Religion: series of short films for each major world religion; Religions of the World: collection of animated films exploring the origins and stories of various religions)
- BBC Bitesize (Primary – KS1 or KS2 - Religious Education – choose from a range of topics concerning major world religions and children can watch the Class Clips)
- True Tube (award winning resources for R.E., P.S.H.E. and Citizenship).
- Coventry SACRE You Tube Channel
- NATRE You Tube Channel
- The R.E. Definitions APP which enables teachers to search for the pronunciation and meaning of more than 200 key terms.

We have tight links with Reverend Peter Bone and St. Mary's Church (in the village of Clifton-Upon-Dunsmore). The church is used throughout the year to support pupils' learning and Reverend Peter Bone comes in to school to support with lessons too. We also have two members of our Governing Body, who are Link Governors for Religion and Worldviews, who regularly meet with and support the work of the Head Teacher and the Subject Leader, and they also participate in lessons.

Role of the Religion and Worldviews Subject Leader

- Writing and reviewing the policy to ensure it represents the values and practice of the school.
- Monitoring and reviewing curriculum provision.
- Planning, teaching and assessing weekly lessons across the whole school.
- Monitoring and reviewing the standards children achieve.
- Ensuring training needs of teachers are met and professional development opportunities are taken advantage of, in light of current developments.
- Ensuring that resources are well organised, cared for and kept up-to-date.

Evidence is collected through learning walks, lesson observations, drop-ins, book looks, pupil voice, parental feedback, displays, formative and summative assessments and data analysis.

Professional development opportunities for the Subject Leader are felt to be of great importance to ensure good subject knowledge and effective leadership and management. Training opportunities for the teachers are necessary to ensure high standards of teaching and learning, across the school. The Subject Leader leads focused R.E. Days where teachers and children can improve their understanding of religious concepts and develop their skills, by engaging more thoughtfully, creatively and deeper in R.E. over a sustained period of time.

The Subject Leader also plans and supports the organisation of visits to places of worship for each year group. Places visited directly link to the units being studied. The Subject Leader and Head Teacher collaborate to ensure that we regularly have suitable visitors in school (from different religious and non-religious backgrounds) and that opportunities for a range of R.E. based workshops are carefully sourced and fully utilised. All of this provides engaging and enriching experiences for our children. Guidelines in the school's Health and Safety Policy and Educational Visits Policy are adhered to.

Date adopted by Governing Body:

Date of next review: