

Religion & Worldviews Policy

Bushmead Primary School



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1. Curriculum Intent & Aims

Religion and Worldviews Education enables pupils to investigate and reflect on some of the most fundamental questions asked by people. At Bushmead Primary School we develop the pupils' knowledge and understanding of the major world faiths, and we address the fundamental questions in life. We enable pupils to develop a sound knowledge of world religions, especially those that are the main faiths of pupils within our school. Pupils reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the pupils learn from religions as well as about religions. Throughout our RE curriculum pupils will be encouraged to explore religions, engage with their knowledge, and reflect on their learning and their lives.

Our Religion and Worldviews (RWV) policy aims to:

- To develop religious literacy.
- To acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented locally, nationally, and globally.
- To develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures.
- To develop attitudes of respect towards other people who hold views and beliefs different from their own.
- To develop an awareness of spiritual and moral issues in life experiences.
- To develop an understanding of religious traditions and to appreciate the cultural differences in Britain today.
- To develop investigative and research skills and to enable them to make reasoned judgements about religious issues.
- To have respect for other peoples' views and to celebrate the diversity in society.
- To develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally, nationally, and globally.

2. Legislation and guidance

2.1 Our school curriculum for Religion and Worldviews meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that Religion and Worldviews is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents to withdraw their child from Religion and Worldviews classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The ERA also allows teachers to refuse to teach Religion and Worldviews, but only after they have given due notice of their intention to the school governors. The Religion and Worldviews curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RVW curriculum is based on the Cambridgeshire County Council Agreed Syllabus SACRE Agreed Syllabus and it meets all the requirements set out in that document. The ERA states that the Religion and Worldviews syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

3. Definitions

3.1 Religious Literacy

Religious literacy is the knowledge of, and ability to understand, religion, beliefs, practices, spiritual insights and secular world views. It plays an important part in preparing pupils for life in modern Britain. Its importance is increasing as globalisation has created greater links and migration between societies of different faiths and cultures. Someone who is religiously literate is able to talk with fluency and understanding about religion and belief. It is firmly rooted within educational practice. A crucial aspect of religious literacy is through school RE.

3.2 Worldviews

'Worldview' describes the way in which a person encounters, interprets, understands and engages with the world.

4. Roles and responsibilities

4.1 The Head teacher

The Head teacher will work with staff, parents and governors to determine the strategic development of the Religion and World Views Policy and provision in the school.

4.2 The Governor/s

The governors will work with the head teacher and subject leader to determine the strategic development of the Religion and World Views policy and provision in the school. The Governing Body will review this policy in line with the Policy review schedule at the FGB / FPP / C&S committee meetings.

5. Teaching and Learning Style

- 5.1** We base our teaching and learning style in Religion and Worldviews on the key principle that good teaching in RWV allows pupils both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables pupils to extend their own sense of values and promotes their spiritual growth and development. We encourage pupils to think about their own views and values in relation to the themes and topics studied in the Religion and Worldviews curriculum.
- 5.2** Our teaching and learning styles in RWV enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Eid, Diwali and Passover (amongst many others) to develop their religious thinking. We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the pupils.
- 5.3** Through our use of the Cambridgeshire County Council SACRE RE scheme of work, pupils learn about a wide range of religious topics. They study "Big Questions" within religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Pupils discuss religious and moral issues using computers and working individually or in groups.
- 5.4** We recognise the fact that all classes in our school have pupils of widely differing abilities, and so we provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the pupil. We achieve this in a variety of ways, for example, by:
 - Setting common tasks which are open-ended and can have a variety of responses.
 - Setting tasks of increasing difficulty (we do not expect all pupils to complete all tasks).

- Grouping the pupils by ability in the room and setting different tasks for each ability group.
- Providing resources of different complexity, adapted to the ability of the pupil.
- Using Learning Support Assistants to support the work of individuals or groups of pupils and extend that of other pupils.

6. Curriculum Planning in Religion and Worldviews

- 6.1** We plan our Religion and Worldviews curriculum in accordance with the Cambridgeshire County Council's Agreed Syllabus (2023-2028). We ensure that the topics studied in Religion and Worldviews build upon prior learning. We offer opportunities for pupils of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the pupils an increasing challenge as they move through the school.
- 6.2** We carry out the curriculum planning in Religion and Worldviews in two phases (long-term, and medium-term). The long-term plan maps the Religion and Worldviews topics studied in each term during each key stage. Our medium-term plans give details of each unit of work for each term. The RWV subject leader keeps and reviews these plans on a regular basis. The class teacher writes the plans for each lesson and lists the specific learning objectives for that lesson. S/he keeps these individual plans and often discusses them on an informal basis with the RWV subject leader.

7. Early Years Foundation Stage

- 7.1** We teach Religion and Worldview to all pupils in the school, including those in EYFS.
- 7.2** Religion and Worldview is an integral part of the topic work covered during the year. We relate the Religion and Worldviews aspects of the pupil's work to the objectives set out in the EYFS Curriculum, Development Matters which underpin the curriculum planning for pupils aged three to five.

8. Contribution of Religion and Worldviews to the Teaching of other Subjects

8.1 English

Religion and Worldviews contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use encourage discussion, and this is our way of promoting the skills of speaking and listening. We also encourage the pupils to write letters and record information in order to develop their writing ability.

8.2 Information and communication technology (ICT)

We use ICT where appropriate in religion and Worldviews. The pupils find, select and analyse information, using the internet. They also use ICT to review, modify and evaluate their work and to improve its presentation.

8.3 Personal, social and health education (PSHE) and citizenship

Through our Religion and Worldviews lessons, we teach the pupils about the values and moral beliefs that underpin individual choices of behaviour. For example, we facilitate discussions on the topics of smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable pupils to appreciate what it means to be positive members of our pluralistic society.

8.4 Spiritual, moral, social and cultural development

Through teaching Religion and Worldviews in our school, we provide opportunities for spiritual development. Pupils consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Pupils explore issues of religious faith and values and, in so doing; they develop their knowledge and understanding of the cultural context of their own lives.

9. Teaching Religion and Worldviews to Pupils with Special Educational Needs

- 9.1** At our school we teach Religion and Worldviews to all pupils, whatever their ability. Religion and Worldviews forms part of the school curriculum policy to provide a broad and balanced education to all pupils. Through our Religion and Worldviews teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each pupil's different needs. Assessment against the National Curriculum allows us to consider each pupil's attainment and progress against expected levels.
- 9.2** When progress falls significantly outside the expected range; the pupil may have special educational needs. Our assessment process looks at a range of factors –classroom organisation, teaching materials, teaching style, and differentiation–so that we can take some additional or different action to enable the pupil to learn more effectively. This ensures that our teaching is matched to the pupil's needs.
- 9.3** We enable pupils to have access to the full range of activities involved in learning Religion and Worldviews. Where pupils are to participate in activities outside the classroom, for example, a visit to a Sikh temple, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

10. Assessment and Recording

- 10.1** We assess children's work in Religion and Worldviews by making informal judgements as we observe them during lessons. We mark a piece of work once it has been completed and we comment as necessary. On completion of a unit of work, we make a summary judgement about the work of each pupil in relation to the national curriculum levels of attainment. We record the attainment levels which we use as a basis for assessing the progress of each child, for setting new goals, and for passing information on to the next teacher at the end of the year.

- 10.2** The RWV subject leader keeps samples of children’s work in a portfolio. This demonstrates what the expected level of achievement is in RE in each year of the school.

11. Resources

- 11.1** We have sufficient resources in our school to be able to teach all our Religion and Worldviews teaching units. We keep resources for Religion and Worldviews in a central store where the resources can be found to enhance the teaching and learning. There is a set of bibles and a collection of religious artefacts which we use to enrich teaching in Religion and Worldviews. The school library has a good supply of RE topic books to support the children’s individual research.

12. Monitoring and Review

- 12.1** The RWV subject leader is responsible for monitoring the standards of the children’s work and the quality of the teaching in Religion and Worldviews. S/he is also responsible for supporting colleagues in the teaching of Religion and Worldviews, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The RWV subject leader presents the Head teacher with an action plan which identifies the intents, how these are to be implemented and the impact – this is updated termly.

13. Monitoring Arrangements

- 13.1** This policy and information report will be reviewed by the Head teacher and the Governing Body every 3 years.
- 13.2** It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

14. Links with Other Policies and Documents

- 14.1** This policy links to our policies on:
- English
 - Information and communication technology (ICT)
 - Personal, social and health education (PSHE) and citizenship

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