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# Religious Education and World Views Policy

December 2024

*Version 2.2*

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## 1 Aims and objectives

- 1.1 Religious education should enable children to investigate and reflect on some of the most fundamental questions. At Sonning Common Primary School, we aim to develop deep, critical thinkers, who are open-minded about religion and worldviews. Our teaching of religion should reflect diversity and prepare children for life in modern Britain.
- 1.2 Religious education should enable children to:
- *to have a deep understanding of concepts to make connections.*
  - *understand the nature, role and influence of different religions, traditions, beliefs and lifestyles in the world*
  - *Ask and respond to fundamental questions*
  - *Respect and appreciate views that are different to their own*
  - *Learn about preconceptions and use factual knowledge to quash stereotypes*
  - *Develop understanding of and respect for different beliefs and lifestyles.*

## 2 The legal requirements for Religious Education

- 2.1 The legal requirements concerning the provision of Religious Education are from the Education Act 1996 (S. 375), the School Standards and Framework Act 1998 (SS. 69 and 71 and Schedule 19) , the Education Act 2002 (S. 80), [A Curriculum framework for Religious Education in England](#), as well as the [Ofsted Research review series: religious education \(May 2021\)](#).
- 2.2 Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request.
- 2.3 Parents may request that their child be wholly or partly excused from receiving religious education, although this should only be done once the parents have given written notice to the Head and school governors in advance of the unit of work to be covered.
- 2.4 Our school's Religious Education is based on Kapow's Religions and World Views Curriculum. Kapow's Religion and Worldview scheme of work meets government guidance, which states that RE must reflect that 'the religious traditions in Great Britain are, in the main, Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'.

### 3 The intent of Religious Education to the whole-school curriculum

- 3.1 Children will build their conceptual knowledge through studying religions and worldviews locally, nationally, and globally in this progressive curriculum, enabling them to make links and connections between worldviews, develop disciplinary skills and build on their understanding of their positionality in relation to their learning. By revisiting key 'big questions' and building on prior knowledge, children will learn about how religion and worldviews are lived experiences across the world, consider the impact of worldviews on society and have opportunities to consider their personal worldviews.
- 3.2 We all play a part in creating the world and society we live in. What we believe, whether religious or not, contributes significantly to this. RE helps pupils (and the school as a whole) to reflect on the ways in which beliefs influence how individuals and communities live their lives.

### 4 Teaching and learning

- 4.1 Kapow Primary's Religion and Worldviews scheme has the following three strands running through it: ***substantive knowledge (conceptual and worldviews related), disciplinary knowledge, and personal knowledge.***
- 4.2 These strands are interwoven across all units to create lessons that build children's conceptual knowledge and understanding of religion and worldviews (substantive knowledge) and use a range of disciplinary lenses. Children will also be equipped to explore and express their preconceptions, personal worldviews and positionality (personal knowledge) through varied and engaged learning experiences.
- 4.3 In EYFS, children begin to talk about the beliefs of their immediate family and community, recognising that people have different beliefs and celebrate special times in different ways. They listen to religious and modern-day stories and compare and contrast characters, including figures from the past.
- 4.4 Children develop their awareness of religion and worldviews in Key stage 1, focusing on conceptual knowledge through the study of a limited range of religions and worldviews represented in the UK, including Christianity.
- 4.5 This will support children in building knowledge they can refer to throughout their learning in Key stage 2 while encountering a greater range of religions and worldviews and considering further the diverse nature of religious and non-religious lived experience.
- 4.6 Each unit includes overarching 'big questions' which will be revisited throughout key stage 1, lower key stage 2 and upper key Stage 2, allowing children to apply the breadth and depth of their learning across various concepts. These 'big questions' are: **Why are we**

**here? Why do worldviews change? What is religion? How can worldviews be expressed? How do worldviews affect our daily lives? How can we live together in harmony if we have different worldviews?**

4.7 Visitors are welcomed to our school to talk about their faith and beliefs; we also arrange visits to places of worship and celebrate a range of significant religious festivals. Resources including digital media, drama, music and art is used to support teaching and learning.

## **5 Assessment**

5.1 Our religious education and world views curriculum is monitored through both formative and summative assessment opportunities. Each lesson has guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a unit quiz and a knowledge catcher, which can be used at the end of the unit to provide a summative assessment.

## **6 Literacy**

6.1 We expect pupils to apply a consistently high standard of English throughout their reading, writing and speaking across all curriculum areas. Pupils will receive scaffolding where necessary and modelling will be used as a teaching tool to exemplify expectations.

## **7 Inclusion**

7.1 The Religion and World Views is the RE entitlement of all pupils in maintained schools and therefore supports the principles of inclusion as set out in the National Curriculum:

- *setting suitable learning challenges;*
- *responding to pupils' diverse learning needs;*
- *overcoming potential barriers to learning and assessment for individuals and groups of pupils.*

7.2 As the subject matter of RE sometimes raises sensitive issues, it is important that teachers are aware of, and are sensitive to, the background and personal circumstances of their pupils.

7.3 It is expected that teachers of pupils with special educational needs will adapt the RE provision according to their own situation, meeting the needs of the children in the most appropriate way. This also includes meeting the needs and challenges of the most able pupils.

7.4 We ensure that the RE curriculum is available to all pupils, with equal appropriate access regardless of gender, race, religion or ability.

## **8 Role of the Subject Leader**

8.1 The Subject Leader is responsible for the monitoring and development of the subject throughout the school as well as organising relevant CPD for staff to improve knowledge and understanding.

This includes:

- *attending cluster group meetings and relevant courses*
- *working alongside colleagues at both key stages*
- *updating resources/resource boxes*
- *checking medium term plans and advising on best practice*
- *monitoring progression*
- *looking at RE books and talking to pupils about their work*

## **9 Dissemination**

9.1 The Policy is available on the school website and a paper copy is available from the school administration office on request.

## **10 Reviewing the Policy**

10.1 This policy will be reviewed bi-annually by the Subject Leader and monitored by the Link Governor to ensure that the Policy is relevant and up to date.