

Weston CE Primary & Nursery School



Religious Education and World Views **Policy**

Created by DHT Alison Gooderson using the
model Diocese policy

Approved by the Governing Body:

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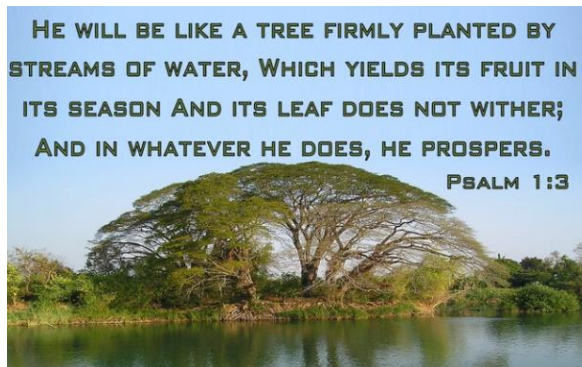
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Vision:

In school, we have also spent time gathering the opinions of children, staff and Governors about what they feel is special about our school. We have put all of this feedback together to compose the following as our School's Christian Vision.

A Community, Learning and Growing

- *Our school's strong community includes our pupils, staff, parents, governors and others.*
- *All members of this community are growing, learning and flourishing alongside one another.*
- *To do this, we need strong roots to support our growth as individuals.*
- *Our Christian Vision is based on Psalm 1 which compares people to trees, growing and flourishing.*
- *We also learn about a range of Christian Values to help us understand the life and teachings of Jesus.*
- *Our school logo reflects this vision, and also our rural location.*



Our vision is realised through this policy by affirming and valuing every member of our rural school community. We recognise each child and adult as unique and special to God and have a commitment and responsibility to provide the best possible learning opportunities within our R.E education (and the rest of our curriculum). We want our children to grow within a caring Christian community where they can flourish in a world which inspires and supports them and to give them the knowledge to question and develop their own views. We help them to learn and live Christian values and to understand and develop mutual respect and tolerance towards people of other faiths and people of no faith.

Aims of school:

Learn, Achieve, Enjoy

At Weston (CofE) Primary and Nursery School we strive to provide an education of the highest quality;

- welcoming all into our safe, friendly school
- nurturing each child to achieve their full potential and develop self-confidence
- preparing children for the rest of their lives
- promoting Christian and British Values
- working as a team with close links to the rest of the community
- with high expectations of everyone.

RE Policy Statement

Religious education is unique in the curriculum in that it is neither a core subject nor a foundation subject but 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. It forms part of a broad and balanced curriculum.

Families in Weston and the surrounding areas who send their children to this school are, in the main 'nominally' Christian, some children are from practising Christian families, there are also children who are from religions other than Christianity and some from non-religious backgrounds. Our school is committed to valuing the opinions, beliefs and practices of all and to showing sensitivity to all.

Religious Education and World View Aims

The broad aims of religious education are set out within the locally agreed Herts syllabus and the Church of England Education Office Statement of Entitlement (2019). The primary purpose of religious education is to promote religious literacy. By this we mean that pupils are able to hold balanced and well-informed conversations about religion and belief.

A world view approach is defined as: "a person's way of understanding, experiencing and responding to the world", alongside this "worldviews" includes: secularism and atheism. It can be broken down into seven areas:

- View of human nature.
- View of the good life.
- Equality with others.
- Responsibilities to others.
- Relationship between the individual and the state (government and society)
- Relationship of humans with nature.
- Sources of ethical wisdom.

Intent and Purpose of Study

“Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together.” Within our school and wider community. (from A Statement of Entitlement -Church of England 2019)

We believe that RE both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos, our vision and the Christian values, which we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually, is reflected in the RE curriculum.

RE provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

At Weston school we aim:

- to achieve high quality RE for all pupils to build up their substantive knowledge and understanding about Christianity as a diverse global living faith, which give life value faith through the exploration of core beliefs using an approach that critically engages with biblical text;

- to achieve high quality RE for all pupils to build up their substantive knowledge and of other faiths, principal religions and worldviews, appreciating diversity, continuity and change within the religions and worldviews studied;
- build their disciplinary knowledge; “ways of knowing”. By this we mean to develop the children’s understanding that we may be learning how people believe (theology), think (philosophy) or live their religion (sociology) as we explore the substantive knowledge;
- build their personal knowledge – understanding that when our children study the RE content they do it from their own viewpoint, which is influenced by their own values, prior experience and sense of identity;
- to enable pupils to become religiously and theologically literate so they can engage in life in an increasingly diverse society. It is not about telling pupils what religious views they should have but rather assists them in gaining shared human understanding and respect, developing personal identity and searching for meaning in the context of evaluating different viewpoints.
- to ensure that all pupils develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses.
- To engage with challenging questions of meaning and purpose raised by human experience and existence;

In achieving these aims, religious education contributes in a significant way to the flourishing of all children, allowing them to live life in all its fullness (John 10:10).

Curriculum

The curriculum for religious education is designed to ensure religious literacy lies at the heart. A multi-disciplinary approach to curriculum design provides a balance between theology, philosophy and the human/social sciences.

Theology: This examines where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other.

Philosophy: This is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously questions about reality, knowledge and existence.

Human/Social Sciences: This explores the diverse ways in which people practice their beliefs, both now and in the past. It engages with the impact of beliefs on individuals, communities and societies.

A sequential curriculum map has been designed in order to allow pupils to become religiously literate through developing, year on year, their knowledge and skills. The three disciplines detailed above provide lenses through which each enquiry question is approached.

As RE is not nationally determined, a locally agreed syllabus of RE is prepared by a local Standing Advisory Council on Religious Education (SACRE) and adopted by a local authority. It is this Hertfordshire Agreed Syllabus of Religious Education 2023-28, which we have used as the basis of our planning and delivery of RE. This Agreed syllabus outlines the eight key areas that should be covered within each phase/key stage.

Belief and practices	Sources of wisdom	Symbols and actions	Prayer, worship and refection
Identity and belonging	Ultimate questions	Human responsibility and values	Justice and fairness

Time Allocation for RE

-In line with the requirements of the Hertfordshire Agreed Syllabus of Religious Education 2023 -2028:

In accordance with the Statement of Entitlement (2019), at least 50% of curriculum time is allocated to the teaching of Christianity. This entitlement is met both through the weekly teaching of religious education.

EYFS	RE delivered flexibly according to the statutory requirements of the EYFS Framework and to help meet the Early Learning Goals
KS1	60 hours over 2 years (approximately 10 hours per term)
KS2	156 hours over 4 years (approximately 13 hours per term)

These minimum time requirements include visits and RE curriculum days but not school productions related to festivals, assembly or collective worship time.

Teaching RE/ Implementation

Religious education uses an enquiry-based approach to learning. In Weston, this is based on the best practice framework in Understanding Christianity, Emmanuel Project and Hertfordshire Agreed Syllabus. This approach enables pupils to focus on an enquiry question which explores aspects of the theological, philosophical and human/social sciences. A range of teaching strategies are used to ensure learning is challenging and relevant including the use of art, music, thinking skills, artefacts and stories. The use of the resource *Understanding Christianity* particularly supports the development of the theological perspective.

Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visit from members of local faith communities. We take every opportunity to share our thoughts regularly through our prayers in our local church services and within our weekly worship assemblies.

Impact – Assessment, recording and reporting

Teachers make summative assessments at the end of each term as to whether the children are working towards age related expectations (WTS), are at expected level (EXS) or are working above expected level (GDS). To help build this picture staff use a variety of formative assessment methods (for example, discussion with pupils, group activities, marking and guiding their work, observing, questioning). Staff may highlight against the WALT to help inform their summative assessments at termly assessment points. Staff may also use the Hertfordshire Agreed Syllabus for

Religious Education 2023-28 structure as a guide of what an age-appropriate expectations are.

School reports are sent home in the summer term of each year which report on the content covered in the class and the attainment achieved by the child.

The curriculum leader also regular monitors the subject through regular work scrutiny, gathering of pupil voice, observations and learning walks.

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. We assess the children in order to ensure that they make good progress in this subject and to plan future work.

In addition, pupils are encouraged to use self-assessment to evaluate their own knowledge and understanding. A comment about their progress is made in the annual report to parents.

Monitoring and Evaluation

The curriculum leader will monitor provision and standards within the school through observation, looking at work, talking to children and reviewing the curriculum with staff.

The curriculum leader is responsible for contributing to the school's self-evaluation process. In addition, the governing body monitor the role of religious education in upholding the Trust Deed of the school and its contribution to the Christian vision of the school.

Responsibilities for RE within each school (Headteachers and Governors)

As well as fulfilling their legal obligations, the local governing body and Headteacher should also make sure that:

- all pupils make progress in achieving the aims of the RE and Worldview curriculum;
- the subject is well-led and effectively managed;
- standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation;
- those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD;
- clear information is provided on the school website about the RE curriculum;
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils can make good progress;

The Right of Withdrawal From RE

Our school is an inclusive community but recognises that parents have the legal right to withdraw their children from religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship. We would ask any parent considering this to contact the Headteacher to discuss any concerns or anxieties about the policy, provision and practice of religious education.

Managing the right of withdrawal

- Our school will ensure that parents who want to withdraw their children from religious education are aware of the syllabus and that it is relevant to all pupils and respects their own personal beliefs;
- Parents should be made aware of its learning objectives and what is covered in the religious education curriculum and should be given the opportunity to discuss this, if they wish;
- The school review such a request each year, in discussion with the parents;

- The use of the right to withdraw should be at the instigation of parents, and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given;
- Parents have the right to choose whether or not to withdraw their child from religious education without influence from the school, although the school should ensure that parents or carers are informed of this right and are aware of the educational objectives and content of the syllabus. In this way, parents can make an informed decision;
- Where parents have requested that their child is withdrawn, their right must be respected, and where religious education is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated;
- If pupils are withdrawn from religious education, the school has a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on the premises;
- Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for religious education of the kind the parent wants the pupil to receive. This religious education could be provided at the school in question, or the pupil could be sent to another school where suitable religious education is provided if this is reasonably convenient;
- If neither approach is practicable, outside arrangements can be made to provide the pupil with the kind of religious education that the parent wants, and the pupil may be withdrawn from the school for a reasonable period of time to allow them to attend this external religious education;
- Outside arrangements for RE are allowed as long as the local authority is satisfied that any interference with the pupil's attendance at the school resulting from the withdrawal will affect only the start or end of a school session.

Role of the RE Curriculum Leader

- To ensure that the RE policy is implemented and to keep up to date with reviews;

- To have oversight of the RE curriculum and keep up to date with local and national changes;
- To monitor, review and update resources;
- To monitor pupil progress and achievement;
- To maintain and build priorities set by the school;
- To develop links with the Church and Diocese;
- To coach, mentor and support teachers in developing their strengths in teaching RE, including planning, arranging and delivering CPD as appropriate; and
- To liaise with parents to ensure all children receive their entitlement.

Entitlement and Inclusion - EAL, SEN, More Able

All children are entitled to access a broad and balanced curriculum at an appropriate level. Teachers should include a range of teaching styles and groupings to allow all children to make progress. Every child should be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

Parental and Community Involvement

Parents are encouraged to involve themselves in RE within each school. Parents are invited into the school look at their children's work, and a report on their child's standard and progress in religious education is given out annually. The community is encouraged to support the teaching of the subject through visits and visitors.

Professional Development

Whole staff and individual training needs will be identified through the school's self-evaluation process and staff appraisal.

The contribution RE makes to other curriculum aims

Spiritual, moral, social and cultural development

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares

pupils for the opportunities, responsibilities and experiences of later life'. Examining and exploring religions and beliefs, through the distinct knowledge, understanding and skills contained in religious education, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

Personal development and well-being

Religious education plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

Community cohesion

Religious education makes an important contribution promoting community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination. Effective religious education will promote community cohesion at each of these four levels.

The school community

Religious education provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.

The community within which the school is located

Religious education provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area.

The UK community

A major focus of religious education is the study of diversity of religion and belief in the UK and how this influences national life.

The global community

Religious education involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues.

Religious education subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive academy ethos that champions democratic values and human rights.

Monitoring and Review

The implementation and impact of the policy will be evaluated through the school's self-evaluation processes. The policy will be reviewed every three years.