

St Lawrence C of E Primary School

Religion and Worldviews Policy

Children develop their understanding of Christianity and other world faiths through meaningful and real experiences, research and discussion. Thereby equipping them with the knowledge and spiritual awareness so that they can 'soar on wings like eagles' .

At St Lawrences, we believe every child should thrive and flourish so that they can 'soar on wings like eagles' . Religion and culture are so interconnected, it is important to be religiously literate. Religious literacy includes knowledge of religious beliefs and practice, as well as an appreciation of faith and belief within society. Our enquiry-based learning provided by the RE curriculum offers children rich and varied knowledge and understanding opportunities to learn about Christianity as well as other religions and world views. We ensure that this is through the use of special texts, beliefs, rituals and practices. Children have the opportunity to develop their skills of analysis, interpretation, evaluation and reflection during RE lessons, in a safe space where they can each explore in their own way. Through the 'Understanding Christianity' program, we aim for children to develop religious conversation throughout the school, in the spiral curriculum format. This means that themes are revisited and investigated more deeply in different year groups, 'Digging Deeper' . World Faith teaching and learning is based upon the Coventry and Warwickshire Agreed Syllabus. Again, this program of work ensures that knowledge is built upon from year group to year group by revisiting different World Faiths throughout the school. Our curriculum details the key questions and knowledge that the children will investigate throughout their time with us at St Lawrences.

The Legal Requirements

The 1988 Education Act states that 'Religious Education (RE) 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.

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). As has become a historic tradition, Coventry and Warwickshire SACREs have come together to create and agree on a syllabus that promotes good, effective and thought-provoking RE, takes full advantage of the local context and is written in keeping with national developments with regards to the subject. This syllabus has also been supported by the Coventry Diocesan Board of Education. In the spirit of reconciliation, which is at the heart of this syllabus, this collaborative working builds bridges in the name of great education. Pupils are invited, through the syllabus, to explore matters of faith, spirituality, peace, reconciliation, community and morality.

Withdrawal From RE

Parents have a right to request their children are withdrawn from RE and to request that alternative arrangements be made, so long as it does not incur any additional cost to the school or the local authority. This is a law that is still in place from a time when RE was of a more confessional, Anglican nature and RE today should be non-confessional and inclusive for all pupils. It is our practice to talk with parents to ensure that they fully understand the aims and value of this subject 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 Head Teacher.

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.

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.

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.

Our Religion and Worldviews Curriculum

At St Lawrence C of E Primary School, we are passionate about the fundamental importance of Religion and Worldviews both in the curriculum and in the lives of our children. Religion and Worldviews has a high profile within our school. **Each year group engages with a minimum of a weekly one-hour Religion and Worldviews lesson.**

We have created a bespoke Religion and Worldviews curriculum which provides creative, challenging and thought-provoking education, where children can develop their knowledge, understanding and skills in this subject and are prepared for life in a modern, diverse Britain.

Our Religion and Worldviews curriculum is supported by **two schemes**. Teachers use the Coventry and Warwickshire Religion and Worldviews Agreed Syllabus along with Understanding Christianity. By carefully combining the two schemes, we have ensured a coherent and comprehensive curriculum with a clear outline of core learning. We can also provide high quality, engaging and inspiring learning experiences, which reflect both the Christian nature of our school and the range of backgrounds (religious and non-religious) of our families. Therefore, we can meet the needs of ALL our children.

Our long-term plan for Religion and Worldviews has been designed to ensure **depth, breadth, balance and progression** in terms of:

- The religious and non-religious worldviews studied.
- The key concepts encountered
- The disciplinary knowledge and disciplinary skills gained (theology, philosophy, human and social sciences, history)

Skills and knowledge endpoints for each unit of work are developed during various learning opportunities. Through puzzling, looking closely, asking questions, exploring, interpreting, comparing, evaluating, interviewing, applying, analysing, challenging, questioning, appreciating, appraising, empathising, weighing up ideas, arguing, reflecting and imagining children can deepen their knowledge and understanding of Religion and Worldviews.

We ensure that disadvantaged children and children with SEND acquire the knowledge and cultural capital they need to succeed in life. Our Religion and Worldviews curriculum is **appropriately demanding**. Children have regular opportunities to extend and apply their English, Maths, Science, I.T., Geography and History skills. We work creatively, often using Art, Music and Drama as a way of

exploring themes and key questions. Children work in a variety of ways and produce a variety of outcomes (intellectual, practical, personal and social).

Throughout every lesson, we encourage independent, thoughtful and **reflective practice** upon a range of questions about spirituality and identity, morality, values and commitments. Children carefully consider their developing understanding of the world and become passionate about and learn to take responsibility for their place within their school, community, country and the wider world. They understand what it means to 'Love your neighbour as yourself' (Luke 10:27) but more importantly they learn to live by it, like Good Samaritans.

Whenever possible, we have **visitors** from a range of religious and non-religious beliefs into school. Year groups also enjoy **trips to different places of worship**. By doing so, we enrich the children's learning, knowing that first hand experiences really do help to cement and develop their understanding of concepts and help them to make connections between religious and non-religious beliefs and how these are lived out through different communities.

As a school, we now enjoy **three whole days for Religion and Worldviews each year** (one in Autumn, one in Spring and one in Summer). Such special days enable us to focus on a concept or line of enquiry in greater depth and to develop our knowledge, understanding and skills in this area. These special days also help to unite the whole school through shared themes and content during the day and a closing assembly where successes can be celebrated.

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. From these, we have developed our own enquiry rich curriculum with identified key skills and learning endpoints. Teachers are able to adapt the plans and resources to ensure that their lessons meet the needs of all of their pupils, enabling them to learn more effectively.

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.