

Woodlands Primary School

R E and Religious and Non- Religious World Views



Woodlands Primary School

This policy/document was reviewed by:

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Next Review: September 2025

Religious Education and World Views Policy

Aims/Objectives:

We see Religious Education and World Views as a fundamental part of the curriculum making a distinct contribution to pupil's learning. Through our teaching of Religious Education and World Views, we aim to ensure that all pupils have opportunities to:

- Learn essential knowledge of other religions and world views
- Develop skills and attitudes of critical thinking and empathy
- Reflect on and develop their own personal world view
- Reflect on, express, and justify their own opinions in light of their learning about and from religion and their study of religious, philosophical, moral and spiritual questions
- Develop their own values and attitudes in order to recognise their rights and responsibilities in light of their learning about and from religions and beliefs
- Relate their learning to the wider world, gaining a sense of personal autonomy in preparation for adult life
- Develop skills that are useful in a wide range of careers in adult life generally, especially skills of critical enquiry, creative problem solving, and communication in a variety of media
- Explore issues within and between faiths to help them understand and respect different religions beliefs, values, and traditions, and understand the influence of these on individuals, societies, communities, and cultures

Promoting spiritual, moral, social & cultural development & British values through RE

Religious Education provides opportunities to promote *spiritual development* through:

- Finding meaning and purpose when looking at the world; discussing and reflecting on key questions of meaning and truth such as the origins of the universe, life after death, good and evil, beliefs about God and values such as justice, honesty, and truth.
- Puzzling over 'ultimate questions of the meaning of life' e.g., life and death.
- Considering how religions and other world views perceive the value of human beings, and their relationships with one another, with the natural world and with God.
- Valuing relationships and developing a sense of belonging and self-awareness.
- developing their own views and ideas on religious and spiritual issues.
- Learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and world views.
- Considering how beliefs and concepts in religion may be expressed through the creative and expressive arts.
- Reflecting on personal beliefs and values which form a perspective of life with respect to different religions and world views.

Religious Education provides opportunities to promote *moral development* through:

- Enhancing the values identified within the National Curriculum, particularly valuing diversity and engaging in issues of truth, justice, and trust.
- Exploring the influence of family, friends, and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders and world views.
- Considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy about values and ethical codes of practice and in so doing understanding and appreciating the viewpoints of others.
- Studying a range of ethical issues, including those that focus on justice, to promote racial and religious tolerance and personal integrity and in so doing respect the civil and criminal law of England
- Gaining an understanding of and respect for the range of religious and world views and developing an opinion.

Religious Education provides opportunities to promote *social development* through:

- Considering how religious and other beliefs lead to particular actions and concerns.
- Investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions and other world views as well as the common ground between them.
- Developing the skills and personal qualities necessary for living and working together as part of a wider community, for example through discussion around key beliefs and ideas from religious and other world views.
- Articulating pupils' own and others' ideas on a range of contemporary social issues.
- Acceptance and engagement with the British values of democracy; rule of law; individual liberty; mutual respect and tolerance in relation to those of different faiths and beliefs.

Religious Education provides opportunities to promote *cultural development* through:

- Promoting a sense of enjoyment and fascination when encountering people, literature, the creative and expressive arts, and resources from differing cultures including their own and those of others.
- Considering the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices.
- Celebrating diversity by promoting racial and interfaith harmony and respect for all; combating prejudice and discrimination; contributing positively to community cohesion and promoting awareness of how interfaith cooperation can support the pursuit of the common good.

Religious Education provides opportunities to promote *British values* through:

- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and respected and should not be the cause of prejudicial or discriminatory behaviour.
- Encouraging tolerance, mutual respect, and positive attitudes towards diversity.
- Exploring different religious codes for human life and comparing these with the rule of British law, e.g., how the Decalogue was the basis for British law.
- Develop an understanding of the importance of individual liberty (which is protected in law) to choose and hold a religious or non-religious world view.
- Understanding religious teachings on the rights and value of the individual and exploring the importance of fairness and democracy; the rule of law & justice.

(Based on 'Promoting fundamental British values as part of SMSC in schools' DfE, Nov 2014, pp.5-6 and Ofsted's definition School Inspection Handbook September 2015)

RE and Prevent

The Prevent duty within schools is to protect children from the risk of radicalisation. SMSC and British Values, along with RE, are key to every school's implementation of the Prevent duty.

RE enables children to develop an understanding of different faith's core beliefs and practices. This understanding, and the tolerance and mutual respect it engenders, is an integral part of every school's Prevent duty.

Teaching /Teaching strategies

The Scheme of Work has been developed using the Agreed Syllabus for Religious Education (Cheshire West and Chester) 2024.

In the Early Years, RE and World Views begins with the child and allows for opportunities to explore their personal experiences and questions which they have about the world around them. The children will encounter RE and World Views through stories, special books, special places, objects, and events.

In Key Stage 1 the children are introduced to Christianity, Judaism, Islam and Humanism as well as exploring worldviews based on opinions about how we should look after the world.

Please note, when there is a mixed year group a rolling program will be developed to account for this. This can be viewed on the RE and World Views Overview.

1	What does it mean to belong? 12	Why is Christmas celebrated by Christians? How will Christians celebrate Christmas in our local churches? 9, 12, 13	How do people with different and similar worldviews believe the world began and how should we look after it? 11, 29, 30, 31	Free Choice Unit What is respect?	What do Muslims believe about Allah and Muhammad (PBUH)? 15,16,17	How do Muslims express new beginnings in their lives? 18,19
2	What do Jewish people believe about God? 20, 21, 22	How do Jewish people live their faith through practices and celebrations? 21, 22, 23	Why is the Bible a special book for Christians? 14	Who was Jesus, why did he teach through stories and why is he important to Christians today? (Includes Easter) 10,13	What do Humanists think a good life is about? 24,25,26,27,28	Free Choice Unit Special books

In Key Stage 2 the children continue their study of religions and world views through Christianity, Hinduism, Islam, Judaism, Sikhism, Humanism and the Baha'i faith. The children also explore diversity in religions and world views.

Please note, when there is a mixed year group a rolling program will be developed to account for this. This can be viewed on the RE and World Views Overview.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	What does a Hindu believe about God and how is Diwali celebrated? 38, 39, 40, 41	Free Choice What is the Baha'i faith?	How can the Bible help a Christian with their way of life? 34, 36, 37	What do I think about Jesus and how is he portrayed in art from around the world? Why is the cross important for Christians? 32, 33, 34	What is my point of view about God and why do people have faith? 32	What do Muslims believe happened on 'The Night of Power' and how do they worship? 43, 44, 45, 46, 47
4	How do Jewish people demonstrate their faith through their communities? 48, 49, 50, 51	Why do Christians think about Incarnation at Christmas? What is the Trinity? 32, 33, 34	Free Choice Identity and belonging	What can I learn from Christian art about Christian beliefs about Easter, Salvation and the Trinity? 33, 34, 35	How do Humanists arrive at their views about the world? 52, 53, 54, 55	How do Hindus worship in their daily lives? 38, 40, 42
5	Why are the Five Pillars important to Muslims for their daily lives? 62, 64, 66	How is a Muslim way of life expressed at home and in the community? 63, 65, 66	How are the values of community and equality shown through the Sikh way of life? 67, 68, 69, 70, 71	Which beliefs do we find hard to understand in Christianity? 56, 57, 58	How and why do Christians worship? What are the benefits for believers? 60, 61	Free Choice Unit Expressing Faith through the arts
6	What does it mean to live in a religiously diverse world? 73, 74, 75	What do religious and non-religious world views believe about equality, justice and fairness? 81, 82, 83, 84, 85, 86	Are Humanist and Christian ideas about science, conflicting or complementary? Does the Big Bang Theory disprove the Genesis account on Creation? 59, 76, 77, 78, 79, 80	How do Sikhs worship? 69, 72	What are some of the differences and similarities within Christianity locally and globally? What can we learn from Christian religious buildings and music? 58, 61	Free Choice Unit What is Eternity?

Each Year group also has a 'Free Choice Unit' to further develop the understanding of a religion(s) or world view through a given theme.

The Scheme of work meets the requirements of the locally agreed syllabus and is aligned to the non-statutory guidance (Research Review Series: religious education May 2021, RE: in English Schools: Non-statutory guidance 2010, RE: realising the potential Ofsted 2013, A Curriculum Framework for RE in England, REC 2013.)

Assessment/Record Keeping/Monitoring and Evaluation

Assessment at Woodlands is based on the 'Progression in Skills' and the 'Essential Content for Religious Education in CWAC Primary Schools 2024' documents. Assessments are inputted termly onto Insight (online assessment tracker) by class teachers and HLTA's.

Ongoing assessment may take the form of observation, evaluating the lesson and looking at children's work. Constructive comments will be given to the children either verbally or in writing.

Reporting within the school takes the form of parent's evenings and yearly reviews in the form of a school report at the end of an academic year.

Resources

Planning is saved on the Google Drive-Staff Share. Assessments are stored on Insight. All resources/artefacts are kept in a central location (currently in the KS1 building).

ICT

Links will be used where appropriate opportunities arise and will be noted in the teachers weekly planning.

Special needs

All pupils, including those with Special Educational needs, will be given access to the whole curriculum regardless of gender, race, or physical ability.

Individual religious practises will be observed with discretion and empathy. Tasks will be differentiated accordingly.

Provision for More-able and Talented Pupils

All tasks within RE are differentiated accordingly. To support more-able and talented pupils at Woodlands we aim to:

- Encourage the children to take part in discussions, debates, music, writing, drama, visual arts, and ICT.
- Provide opportunities for pupils to reflect, to explore beliefs and values, to ask their own questions, to investigate, research and respond personally.

Rights of withdrawal from Religious Education

All parents have the right to withdrawal their child from RE and this must be clearly expressed to the **Head Teacher** and the **class teacher**.