

Religion and World Views Curriculum Policy DRAFT



Approved by: [Name]

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What is Religious Education?

Religious Education (RE), now known as Religion and Worldviews (2023), is about something fundamental – a space for serious critical exploration of the meanings and values by which we live. It is about making sense of the world and ourselves. Simply put, RW is about helping children to interpret the world in which they live and to handle life's big questions.

Introduction

- The legal requirements relating to RE are set out in the Education Act 1996 and the Education Standards and Framework Act 1998.
- The most recent, Non-Statutory guidance 2010 has been referred to, to ensure accurate delivery, and close links to the new Religious Education Agreed Syllabus, for Peterborough, 2023.
- Our teaching of RW at Nova Primary Academy is based on the Peterborough agreed syllabus – this reflects the main religions which are represented in Britain and that the main traditional religion of this country is Christian.
- The Head Teacher, academy committee and LA have a joint responsibility to ensure that all registered pupils are provided with RW.
- The school brochure and website includes information about RW taught in school and the right of parents to withdraw their children from RW lessons
- An objective approach to the teaching of all religions is adopted, regardless of personal belief.

What value does RW have for children?

- Develop an understanding of the major religions represented in this country and the world.
- Develop an understanding of the influence of beliefs on individuals and communities.
- Develop informed responses to religious and moral issues.
- Enhance children's own spiritual, moral, social and cultural development as they explore and reflect on their own experiences and those of others.
- Work towards becoming informed and responsible citizens living in a diverse society.
- Encourage positive attitudes towards religion and beliefs:
 1. Confidence in their own belief and value systems
 2. Respect for others and their beliefs
 3. Willingness to learn and gain new understanding
 4. Develop appreciation and wonder at the world in which we live.

1. Aims

Our curriculum aims to ensure our pupils:

- Acquire, apply and retain powerful and essential knowledge and skills which they are able to transfer and use across their lives.
- Participate in opportunities offered to build the cultural capital needed to succeed in life.
- Acquire leadership skills that are transferable to the next stage of their education and beyond.
- Be self-aware learners who understand the need to take care of their mental and physical well being
- Have equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of academy committees set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The Academy Committee

The academy committee will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The academy committee will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

3.2 Head teacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the academy committee
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements

- The academy committee is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The academy committee is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Role of RW Coordinator

To facilitate the teaching of RW throughout the school by:

- Assisting colleagues with their knowledge and understanding of Religion and Worldviews
- During coordinator release time, monitor the teaching of RW through the following: observation; discussions with staff and children; book scrutiny and assessment criteria.
- Monitoring resources: ensuring they are kept up to date and in good repair, and the up-keep of a coordinator folder.
- Attending available relevant courses, SACRE meetings and other training/meetings to keep up to date with developments in RW teaching.
- Supporting and assisting staff to arrange visits to places of worship and inviting visitors into school to enhance the provision of RW.
- Being available for staff members who teach RW to discuss difficulties and ways in which teaching can be improved.
- Developing a whole school folder of evidence to represent the work which has been covered throughout the year.

3.4 Other staff

Other staff, including teaching staff and members of the leadership team, will ensure that the school curriculum is implemented in accordance with this policy.

4. Organisation and planning

- Our curriculum approach is thematic, enabling links to be made within and across different subject areas. (Please see the school website for more details of these themes)
- Long and medium term plans ensure that there is both coverage and progression within the curriculum.

Time Allocation

- Foundation Stage: a minimum of 30 hours, identifiable within adult led experiences, per year.
- Key Stage 1: 36 hours per year
- Key Stage 2: 45 hours per year
- The teacher may choose to teach each pupil from Year One to Year Six one discrete lesson per week, or in individual class circumstances the teacher may choose to 'block' the unit teaching (e.g. after year 6 SATs testing)
- Additional RW is provided through visitors to our school leading Assemblies and Workshops.

The RW Syllabus

The two 'Progress Targets' (PT) are:

PT1 Knowledge and understanding of Religion and Worldviews:

- Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life, and ways of expressing meaning with reference to the specific beliefs and religions studied.

PT2 Responding to Religion and Worldviews:

- Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values, and commitments making increasingly insightful links to the specific religions studied

Planning Framework

- A general plan which is based on the Peterborough Agreed Syllabus is followed by each class. This defines what is to be covered over the course of the year. Weekly specific plans are devised by the person who delivers the RE on the basis of this general guidance.
- The two attainment targets are of equal importance and are represented in various lesson plans.
- The teaching is approached through a series of themes over the academic year (see appendix 1), by using the whole school learning program 'United Learning'.
- Where possible links will be made with other curriculum areas, e.g. art and music, drama, role play etc.
- The six major religions of the world are studied; Christianity, Buddhism, Hinduism, Islam, Judaism, Sikhism, and a secular worldview (Humanism) are studied throughout the course of the primary years.

The well sequenced units in the curriculum should reflect the three types of knowledge as defined by Ofsted.

Substantive knowledge	Knowledge about religious and non-religious traditions • core concepts • truth claims • teachings and practices • behaviour and responses of adherents • wider concepts such as spirituality and secularity • how worldviews work in human life
Ways of knowing	Pupils learn 'how to know' about religion and non-religion, incorporating methods from academic disciplines.
Personal knowledge	Pupils build an awareness of their own presuppositions and values • the religious and non-religious traditions studied • the lived experience of adherents The study of the relationship between religion and worldviews is thus a core element of the substantive content of the subject.

- Fields of enquiry; children should have a secure knowledge of: beliefs; teachings and sources; practices and ways of life forms of expressing meaning identity, diversity, and belonging meaning, purpose and truth values and commitment
- Reference as appropriate will be made to other minor religions and traditions e.g. Chinese New Year.
- Where possible a visit to a religious place of worship will be arranged and/or a visit to the school from a representative of a particular religion

RE in the Foundation Stage

RW is an integral part of the Early Years Foundation Curriculum and is taught within the following areas:

- Personal, Social and Emotional Development (PSED); self-confidence and self-awareness (SCSA), managing feelings and behaviour (MFB), making relationships (MR)

- Knowledge of the World (KW); people, culture and communities (PCC), the world (W)

See our EYFS policy for information on how our early years curriculum is delivered.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Teaching Style

Our aim is to provide the children with both information about different religions and religious practice, whilst also helping them to understand and respect anyone who has different beliefs and value systems to themselves.

In order to effectively deliver this programme of study lessons should:

- Be varied in approach
- Be well-planned with clear objectives
- Be sensitive to the beliefs and needs of individuals within the class
- Employ effective questioning to encourage children to think for themselves
- Encourage positive discussion and debate
- Give children the opportunity and encourage to ask questions themselves.
- Use a balance of whole class, group and individual teaching styles
- Ensure teaching is relevant and correctly levelled for the particular age and ability of the children.

Resources

Resources are available to support the teaching of all the major religions. These include artefacts and posters. They are clearly labelled into the six religions of the world, and some topic boxes, in the schools central resource area.

An audit of resources will be reviewed annually by the coordinator, to ensure good quality and relevant artefacts can be used to support the teaching of RW.

Books on religion can be found in RE store cupboard, some in religious themed boxes.

The internet can be used to support teaching and learning; this is encouraged for up to date information.

All year groups will plan at least one or more off-site educational visits, and at least one visitor into school also during the academic year linked to the unit of RW taught.

6. Monitoring arrangements

The academy committee monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Subject Link academy committee visits
- Curriculum academy committee Meetings

Curriculum Leads monitor the way their subject is taught throughout the school by:

- Monitoring medium term plans
- Pupils Voice
- Work sampling
- Learning walks

Curriculum leads also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every 4 years by at every review, the policy will be shared with the full academy committee.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Collective worship
- SMSC
- PSHE/Baseal
- Assessment policy
- SEN policy
- Equality information and objectives

Appendix 1 – United learning themes

	EYFS Understanding the World & Personal and Emotional Development	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Me and My World/My Heroes Harvest Belonging	How do people show they belong? <i>Christianity and Judaism</i> <i>Social Sciences</i> Showing belonging through religious artefacts, places and actions.	Where is Religion in our local community? <i>Social Sciences</i> Looking for evidence of lived Religion in local community.	How do people think about the Bible? <i>Christianity</i> <i>Theology</i> Origins, content, significance, construction and interpretation of the Bible.	What do we mean by truth? <i>Philosophy</i> Plato's cave, evidence and scientific reasoning.	How are Hindu beliefs expressed in artefacts and worship? <i>Hindu Dharma</i> <i>Social Sciences</i> One supreme being, Brahman Trimurti, avatars. Diverse worship as form of expression.	Why is the resurrection significant for Christians? <i>Christianity</i> <i>Theology</i> Different gospel narratives, truth claims, salvation.
Autumn 2	Standing Ovation/Christmas Belonging Christmas – Christian Faith	Why does Christmas matter to Christians? <i>Christianity</i> <i>Theology</i> Christian beliefs about the Nativity story and incarnation.	What does it mean to be free? <i>Philosophy</i> <i>Social Sciences</i> The significance of freedom in diverse Jewish practices at Passover (seder).	What is the Trinity? <i>Christianity</i> <i>Theology</i> One God as Father, Son, Holy Spirit. Significance of metaphor and symbolism.	What does sacrifice mean? <i>Christianity, Judaism and Islam</i> <i>Theology</i> Abraham/Ibrahim in sacred text, Eid-ul-Adha, animal sacrifice, Jesus as Ultimate Sacrifice..	How does scripture help Hindus understand Dharma? <i>Hindu Dharma</i> <i>Theology</i> Diverse interpretations of the Ramayana.	Are religion and science in conflict? <i>Christianity</i> <i>Theology</i> Creation, interpretation, diversity of opinion.
Spring 1	Castles, Knights and Dragons/Chinese New Year Celebrations and Special Times	Who made the world? <i>Christianity and Judaism</i> <i>Theology</i> Religious text as origin of story of Creation. Creator God. Stewardship. The Fall	What do stories from the Bible reveal about what God is like? <i>Christianity</i> <i>Theology</i> Interpreting meaning in stories about Jesus and stories told by him (parables).	How do people make moral decisions? <i>Christianity & Humanism</i> <i>Philosophy</i> Rules and human choice.	How do people think about poverty, justice and self-sacrifice? <i>Christianity, Islam and Humanism</i> <i>Philosophy</i> Meaning of poverty & relative poverty, justice and everyday self-sacrifice.	How do Buddhists explain suffering in the world? <i>Buddhism</i> <i>Theology</i> Spiritual journey of Siddhartha Gautama, enlightenment, 4 Noble Truths, 8 fold path.	In what diverse ways do Hindus build a sense of community? <i>Hindu Dharma</i> <i>Social Sciences</i> Festivals and Pilgrimage

	EYFS Understanding the World & Personal and Emotional Development	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 2	Easter/Spring in Our Step Easter – Christian Faith	What questions does the story of creation make us ask? <i>Philosophy</i> Asking questions & suggesting answers. Humanist/ scientific explanation of creation.	Why does Easter matter to Christians? <i>Christianity</i> <i>Theology</i> Beliefs about Jesus' life, death & resurrection. Salvation.	Where do Islamic beliefs come from? <i>Islam</i> <i>Theology</i> History of Prophet Muhammad, revelation of the Qur'an, significance of Mecca.	How do people contribute to society? <i>Christianity and Islam</i> <i>Social Sciences</i> Self-sacrifice in form of charity or community action.	How have events in history shaped Christian diversity? <i>Christianity</i> <i>Theology</i> Great commission, Roman Empire, Nicene Creed, Great Schism, Martin Luther, Henry VIII, present.	What do philosophers teach us about life's purpose? <i>Philosophy</i> Self and Soul
Summer 1	Where we Live/Ramadan, Eid Special Books	Why are symbols and artefacts important to Jewish families during Shabbat? <i>Judaism</i> <i>Social Sciences</i> The ways diverse Jewish families mark Shabbat.	What do our senses tell us about Hindu worship? <i>Hindu Dharma</i> <i>Philosophy</i> Senses in Hindu worship at home and in the Mandir.	How do Muslims express their beliefs in their daily lives? <i>Islam</i> <i>Social Sciences</i> Expression of beliefs about Allah, Tawhid, and lived diversity of the hijab.	How have people and events in history shaped Islamic diversity? <i>Islam</i> <i>Theology</i> Succession after Muhammad, conflict, Qur'anic interpretation. Sunni, Shia, Sufi.	How has belief in Jesus as the Messiah impacted art and music? <i>Christianity</i> <i>Social Sciences</i> Prophecy (Isaiah), fulfilment, New Testament, Ultimate Sacrifice. Global art. Handel's Messiah.	How is an understanding of life's purpose reflected in people's lives? <i>Social Sciences</i> Diverse expression of purpose in lived worldviews..
Summer 2	Science Detectives/Move Up Special Books	How do Christians show God is important to them? <i>Christianity</i> <i>Social Sciences</i> Prayer, praise and worship.	How do celebrations give Hindus a sense of belonging? <i>Hindu Dharma</i> <i>Social Sciences</i> Celebrations. Jatakarma, Raksha Bandhan & Diwali	How do Muslims express their beliefs in their daily lives? <i>Islam</i> <i>Social Sciences</i> Expression of beliefs through 5 Pillars of Sunni Islam. Lived diversity	How has religion and belief shaped our local area? <i>Social Sciences</i> International, national & local data. Lived expression in area.	Where do I stand? <i>Philosophy</i> An exploration of pupils' personal worldviews, through artistic expression.	How is an understanding of life's purpose reflected in people's lives? <i>Social Sciences</i> Diverse expression of purpose in lived worldviews..