

**Woodlands Primary School**

**R E and World Views Policy**



**Woodlands Primary School**

**This policy/document was reviewed by:**

**Mrs Gillian Watts  
September 2021**

**Next Review: September 2022**

## 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) 2019.

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, and Islam.

| Year Group | Autumn 1  | Autumn 2                             | Spring 1  | Spring 2                                       | Summer 1   | Summer 2   |
|------------|---|--------------------------------------|---|--|--|--|
| 1          | Does God want Christians to look after the world? | How is light used in religion?       | Was it always easy for Jesus to show friendship?                | What do Jews believe about God?                | How do Jews show faith through practices and celebrations? | Where do Christians worship and how do they show they belong to the Christian faith? |
| 2          | Why is the Bible important to Christians?         | Why did God give Jesus to the world? | How and why are Allah and Muhammad (pbuh) important to Muslims? | Is it true that Jesus came back to life again? | How do Muslims express new beginnings?                     | Where do people worship?   |

In Key Stage 2 the children continue their study of Christianity and focus on the religions of Islam, Judaism and Sikhism (Year 3 and 4) and Islam and Hinduism (Year 5 and 6). Stories and festivals from other religious traditions are also included.

| Year Group | Autumn 1  | Autumn 2  | Spring 1  | Spring 2   | Summer 1  | Summer 2  |
|------------|---|---|---|--|---|---|
| 3          | How do Muslims worship?                                   | Has Christmas lost its true meaning?  | Could Jesus really heal people? Were these miracles or is there some other explanation? | What is 'good' about Good Friday?  | What is Humanism?   | Do people need to go to church to show they are Christians? |
| 4          | Does joining the Khalsa make a person a better Sikh?      | What is the most significant part of the Nativity story for Christians today? | Where do Jews worship?  | Is forgiveness always possible?  | How important is sharing to Sikhs?                              | Enquiry Question: What is the Baha'i faith?                 |
| 5          | How do Hindus worship?                                    | Is the Christmas story true?  | How do Hindus view God and how are key festivals celebrated?                            | Did God intend Jesus to be crucified and if so was Jesus aware of this?      | What is the best way for a Christian to show commitment to God? | Forgiveness   |
| 6          | Why do Muslims call Muhammad (pbuh) the messenger of God? | How significant is it that Mary was Jesus' mother?                            | What is the Qur'an and how does it influence a Muslims actions?                         | Is Christianity still a strong religion 2000 years after Jesus was on Earth? | Is a Church just a building?                                    | 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' document and is 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 Staff Share as well as the Google Drive. Assessments are stored on Insight. All resources/artefacts are kept in a central location (currently class 4 in KS1).

## **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**.