

Upton Westlea Primary School

R.E. and Worldviews Policy



"Inspire, Learn, Succeed"

Approved by staff: January 2025

Signed: C Jones

Approved by Governors:

Signed: T David

Review Date: January 2026

INTENT - IMPLEMENTATION - IMPACT

'The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent); for translating that framework over time into a structure and narrative, within an institutional context (implementation) and for evaluating what knowledge and understanding pupils have gained against expectations (impact).'

(Ofsted, Curriculum: intent, implementation and impact. Development work for the new inspection framework, 2017)

1. Introduction

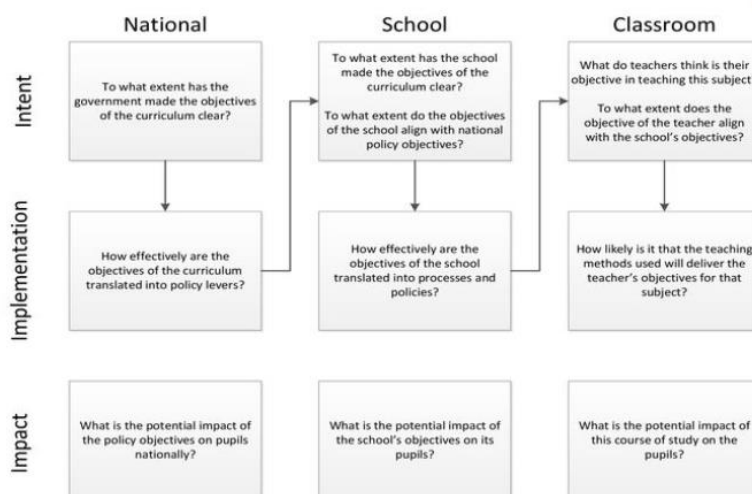
Why teach RE? The United Kingdom is a multi-faith and multi-cultural society and it is important that children at Upton Westlea learn about people from a variety of backgrounds and who may be seen as different to themselves and develop an understanding of individual faiths and cultures. At Upton Westlea we value the opinions of every religious and non-religious belief equally, recognising and celebrating every child in each class, along with beliefs not represented in the classroom.

At Upton Westlea School, we aim to provide a safe and happy environment where our children are inspired to flourish and succeed. Within this, we strive to develop tolerance, co-operation, respect, empathy and understanding towards all people and the RE curriculum underpins this. The curriculum can be defined as 'the totality of the lived experiences a student receives as they move through the school'. This policy aims to outline how the Religious Education (RE) curriculum is organised at Upton Westlea Primary School to ensure that all students gain the knowledge, skills and understanding required to be successful against both local and national expectations. The policy encompasses:

- Intent - the rationale, purpose and design of the curriculum as a whole;
- Implementation - how the curriculum is organised and delivered in our specific context;
- Impact - how improvements in pupil knowledge, skills and understanding are measured.

Fundamentally this policy seeks to explain how Upton Westlea Primary School has aligned it's curriculum to meet the expectations of national policy objectives while also provide guidance for how subject leaders and classroom teachers should align their RE curriculum to meet whole-school expectations.

Nine Box Framework



2. The Legal Position

Upton Westlea School, in accordance with the 1988 Education Reform Act, provides Religious Education for all pupils registered at the school. The Education Act (1996) requires that religious education in community and voluntary controlled schools must be provided for all registered pupils in accordance with the local agreed syllabus (Cheshire West and Chester 2019). Every agreed syllabus shall reflect that the religious traditions in Britain are in the main Christian, whilst taking account of the teaching and practices of other principal religions represented in Britain. Parents have the right to request the withdrawal of their child from part of or all religious education and teachers have the right to withdraw from teaching the subject. Religious Education has the same status and importance as any other subject and the same high standards are applied to Religious Education as to all other subjects.

3. Intent

The RE curriculum will:

- 3.1 Relate religious beliefs, values and practices to the child's own life experiences where possible.
- 3.2 Attempt to make the study of religion stimulating and relevant
- 3.3 Focus on the similarities between major religions studied
- 3.4 Encourage children to recognise religious places, people and objects
- 3.5 Allow time for reflection
- 3.6 Develop higher level thinking skills
- 3.7 Encourage opportunities for creativity and enquiry
- 3.8 Introduce children to first-hand experiences of their own and other faiths, through
 - a) role play and drama
 - b) songs and music
 - c) visits to a variety of places of religious worship
 - d) celebration and festival activities
 - e) faith visitors in school
 - f) stories
 - g) daily collective worship
- 3.9 Allow our children to develop knowledge and understanding of world faiths as well as the influences of beliefs, values and traditions in individuals, communities, societies and cultures
- 3.10 Support children to make reasoned and informed judgements about religious and moral issues
- 3.11 Enhance spiritual, moral and cultural development
- 3.12 Allow for a developed awareness of fundamental life questions and how to respond according to personal experience, beliefs and values
- 3.13 Cultivate thoughtful self expression and philosophical thinking skills

- 3.14 Aspire to cultivate tolerance and nurture mutual respect
- 3.15 Develop key skills to empathise, evaluate, question, relate and express
- 3.16 Develop a sense of awe and wonder
- 3.17 Contribute to global learning skills
- 3.18 Be embedded with opportunities for students to develop cultural capital through social, moral, spiritual and cultural (SMSC) education.
- 3.19 Support the teaching of British Values and the Prevent Agenda.
- 3.20 Not make generalisations about religious and non-religious beliefs.
- 3.21 Respect and nurture any beliefs the children may have or develop.
- 3.22 Ensure students receive an appropriate curriculum for their needs.
- 3.23 Ensure the borough-specific essential information is taught in light of potential gaps during any potential Covid-19 lockdowns.

4. Implementation – School-level

- 4.1 In line with the Cheshire West and Chester Agreed Syllabus (2024), our RE lessons are based on a big question each half term, pupils make connections and collect clues to help them to answer the big question.
- 4.2 Our work is concept driven and we often focus on key words to develop religious literacy and equip us with the skills which are needed to discuss religion.
- 4.3 We currently learn about Christianity and Judaism in Key Stage One, Christianity, Hinduism, Sikhism, Islam and Judaism in Key Stage Two. We are also introduced to Humanism as a non-religious world view with sessions in both key stages. We may also consider different religions alongside global learning and interfaith projects.
- 4.4 We have regular visits and visitors as part of our RE curriculum.
- 4.5 We follow the Agreed syllabus for the amount of coverage for each religion as follows:
 - Foundation Stage - Explicit RE on Christianity although other religions may be touched upon as part of Knowledge and Understanding of the world.
 - KS1 (Years 1 and 2)
 - Christianity 4 x half terms
 - Judaism 2 x half terms
 - Islam 2 x half terms
 - Humanism 1 x half term
 - Worldviews (similarities and differences) 1 x half term
 - Free Choice Enquiry Units for the school to decide 2 x half terms
 - KS2 (Years 3 and 4)
 - Christianity 5 x half terms
 - Hinduism 2 x half terms
 - Islam 1 2 x half term
 - Judaism 1 x half term
 - Humanism 1 x half term
 - Free Choice Enquiry Units for the school to decide 2 x half terms
 - KS2 (Years 5 and 6)

- Christianity 4 x half terms
- Islam 2 x half terms
- Sikhism 2 x half terms
- Worldviews (similarities and differences) 2 x half terms
- Free Choice Enquiry Units for the school to decide 2 x half terms

4.6 In Key Stage 1 the requirement is for 36 hours per year/ 50 minutes per week (less for Foundation stage). In Key Stage 2 the requirement is for 45 hours per year / 1 hour per week. The majority of our RE is delivered on a weekly basis although we may block hours to allow for deeper learning, visits, conferences and speakers.

4.7 Units of work that are missed due to any potential lockdown will be carried forward to year groups in place of free-choice units to ensure essential information is covered.

4.8 In line with the Cheshire West and Chester Agreed Syllabus, the Upton Westlea RE curriculum will be promoting spiritual, moral, social and cultural development and British values through RE in the following ways:

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 and 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)

4.9 A Disciplinary Approach to RE -

RE as a subject is not based upon a single discipline as highlighted in the RE Ofsted Research Review. The Golden Threads that we will be woven through the lessons are through learning as Theologians, Philosophers and Sociologists.

Learning as a Theologian involves asking questions which believers may ask, looking at concepts through a theological lens, understanding examples of sacred text, concepts and stories, how people describe God, how there can be different interpretations of sacred text. You may be thinking about where a belief has originated and how it has changed over time.

When we learn as a philosopher, we ask questions through a philosophical lens which may include the nature of knowledge, existence and morality. We consider the process we take to answer these questions. We may be using enquiry methods including Philosophy for Children (P4C) to enable discussion and debate about puzzling questions. Why do people have different ideas about God, questions about after death, learning from great philosophers.

When we learn as Sociologists we are asking questions about the lived reality, interviewing a visitor about how they celebrate a festival, finding out what happens at a wedding, how is an artefact used today, looking at Census data and what happens in our local and global communities, how people show they belong to a community, how religious and non-religious groups contribute to our society, how people express their beliefs in similar and different ways.

5. Implementation - Subject-level

5.1 The Senior Leadership Team (SLT) and RE Curriculum Lead will be responsible for developing and disseminating the RE policy and curriculum to all staff.

5.2 Schemes of Learning will ensure differentiation to meet the needs of all students.

5.3 The Subject Leaders, including Senior Leaders, will be responsible for ensuring time is allocated for RE in each class timetable and monitor these sessions are taking place.

5.4 The Subject Leaders, including Senior Leaders, will monitor the quality of education and progression of skills.

5.5 Teachers should follow the agreed Scheme of Learning set out in the Long Term Plan and any deviation or amendment must be communicated with the subject leaders. This long term plan will be amended by the subject lead in response to any Covid-19 lockdowns to ensure coverage of missed units will be taught.

6. Implementation - Classroom-level

6.1 Teaching should provide build cumulatively deeper understanding through a well- planned sequence of learning. This should ultimately build the capacity for skilful performance against each Assessment Objective area in each phase of learning.

6.2 Teachers should make best use of educational research in pedagogy and practice, utilising a wide range of teaching and learning styles.

6.3 Teachers should identify and exploit opportunities to develop RE, SMSC, PSHE and RSE education wherever possible including challenging extreme or anti-social opinions.

6.4 Wherever safeguarding concerns arise, staff must follow school safeguarding policies and those outlined in government legislation.

6.5 Teachers should plan, prepare and deliver the high quality of education described by the Teacher Standards.

6.6 Teachers should place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities.

6.7 Teachers to ascertain any gaps in learning due to any lockdowns and plan to address these gaps in learning.

7. Implementation - Early Years

7.1 Religion and World Views in Early Years Foundation Stage (EYFS) should wherever possible begin with the child and allow opportunities to explore their personal experiences and questions which they have about the world around them.

7.2 The RE curriculum should include opportunities for play, child initiated and adult initiated opportunities.

7.3 During the year the child will encounter Religion and World Views through stories, using specific words, special books, places, objects, events and where possible visiting places of worship and meeting believers.

7.4 Events of a religious nature which are being celebrated in school will also provide opportunities for learning back in the classroom.

7.5 There will be opportunities to develop a sense of wonder, to nurture curiosity, to let imaginations grow, have a sense of personal identity and an awareness and empathy for the world around them.

7.6 Early Years Practitioners will design their own opportunities for Religious Education, taking into account the faith views the children's families hold. Whilst the content will be majority Christianity, events and festivals celebrated by the children in your class will also be marked.

8. Impact

8.1 Attainment and progress will be measured against Assessment Objectives for each Key Stage. This has been developed in line with a whole-school progression of skills, knowledge and understanding.

8.2 The acquisition of knowledge, skills and understanding in each subject will be measured using formative and summative teacher assessment.

8.3 Pupil Voice will take place annually to ascertain the pupil's perception of the quality of teaching and learning taking place.

8.4 Enrichment activities will be published on the Upton Westlea Website.

8.5 Lesson observations, planning and book scrutinises will take place. Any developments will be identified and results will be incorporated into the RE Action Plan shared with the school Governors.

8.6 Children will not have gaps in their essential learning due to any lockdown.

9. Equality Statement:

At Upton Westlea Primary School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

10. Inclusion and Equal Opportunities:

Upton Westlea Primary School is an inclusive school. We aim to make all pupils feel included in all our activities through ensuring our teaching is fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. As such, we have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and

suitable targets for all children. In support of the equal opportunities policy, all pupils will have the same opportunity to benefit from the RE resources and teaching methods, regardless of age, ability, sex, religion or race.

11. RE and Prevent:

The Prevent duty within schools is to protect children from the risk of radicalisation. Spiritual Moral Social and Cultural (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.

12. Controversial Issues and Responding to Media Events

Within RE teaching, issues that are controversial may arise. These may be linked to religious and other belief-based extremism. Due to the importance of these issues, and the concerns and misunderstandings that may arise from them, these are addressed in an environment that fosters debate, dialogue and the development of respect and understanding. Through its engagement with controversial issues, RE offers effective opportunities to develop pupils' critical thinking skills.

The following website provides advice and resources that will help support our teachers in addressing contentious issues, particularly those sometimes linked with violent extremism.
www.religiouseducationcouncil.org.uk/resilience-teaching-controversial-topics/

13. Withdrawal from Religious Education

Parents may withdraw their child from Religious Education provided they give written notification to the school. Teachers can exercise their right to withdraw from teaching the subject. However, we hope that all parents and teachers would feel comfortable with the type of Religious Education being taught at Upton Westlea and engage fully in supporting British values, especially those of tolerance and understanding for which our country is highly regarded.

Note

This RE policy should be read in conjunction with the other school policies, including the Health and Safety, Safeguarding, Confidentiality, Equal Opportunities, Relationships and Sex Education, PSHE and Citizenship, Prevent, Anti-Bullying, E-Safety, Collective Worship, Vision Statement and our strategy for British Values. SMSC embraces all of these curriculum area as well as reaching beyond to the entire curriculum and additional opportunities.