2025

Relationships - Ambition - Responsibility

Religion and Worldviews POLICY

- Author – Heloise Kerr-Wilson
- Updated – February 2025

School Vision

"I can do it!"

At Gloucester Road Nursery & Primary School we:

- Love learning, ourselves and each other.
- Are confident, have a sense of responsibility and respect for all people.
- Embrace families and the community.
- Believe everyone deserves equitable opportunities.

Introduction

In Religion and Worldviews, children explore what people believe and what difference this makes to how they live, reflecting on their own ideas and ways of living. Children investigate challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.

Accountability

This policy outlines the learning, teaching, organisation and management of Religion and Worldviews at Gloucester Road Nursery and Primary School

The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the Religion and Worldviews subject leader.

The role of the Religion and Worldviews leader is to:

- Support colleagues in teaching the subject content and developing their skills in planning, teaching and assessing Religion and Worldviews
- Update and oversee the audit of resources needed to deliver the curriculum.
- Monitor progression and evaluate the impact of the learning and teaching of Religion and Worldviews
- Review regularly the curriculum content and pedagogy
- Keep up to date with developments in the teaching and assessment of Religion and Worldviews

AIMS AND INTENT

Through our teaching of Religion and Worldviews, we aim to do the following:

"The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living…." Gloucestershire Agreed Syllabus for Religious Education – 2017-2022

It is important to prepare children for life in a twenty-first-century world, and it is clear that religion and belief play a central role in local and global affairs. Religion and Worldviews gives pupils an ideal opportunity to explore matters of religious and non-religious beliefs – to find out what matters most to people in a wide range of traditions, and to discern what is of value for themselves as they develop their own ideas and ways of living. Religion and Worldviews helps the development of 'the whole person' as children are better able to understand themselves and the world. Religion and Worldviews can enable pupils to gain insights from religions and philosophies and give them practice in 'skills for life', such as empathy, sensitivity, humility, and in thinking and communicating well. As children reflect on their own beliefs and values and seek guidance when faced with moral dilemmas, this can be informed by their understanding of religious and philosophical principles.

The objectives of teaching Religion and Worldviews in our school are to enable children to:

- *make sense of a range of religious and non-religious beliefs*
- *understand the impact and significance of religious and non-religious beliefs*
- *make connections between religious and non-religious beliefs, concepts, practices and ideas studied*

Throughout everything we do at Gloucester Road Nursery and Primary School, we endeavour to promote and embed our three core values: Relationships, Ambition and Responsibility. Through the lens of Religion and Worldviews, this is embodied in the following ways:

Relationships

Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully… Religion and Worldviews should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and beliefs.

Some examples of how we do this, is through:

- *Respectful discussion of a key question, using the oracy technique of discussion guidelines.*
- *Using oracy sentence starters to frame our discussion, e.g. I disagree with … because…*

- *Inviting others into our discussion, to make them feel that their opinions are valued*
- *Creating a safe environment in the lesson, so that children are comfortable to speak about their beliefs if they choose to, knowing that they will be listened to and treated with respect*
- *Inviting parents in to answer questions about their beliefs and practices*
- *Inviting local faith leaders in to lead whole-school and class assemblies, explaining about their beliefs and practices*

Ambition

Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In Religion and Worldviews, pupils learn about religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to these question.

Some examples of how we do this, is through:

- *Looking at how there is a range of beliefs, even within the same religion, e.g. in Year 6, the children learn that Christians have a range of beliefs about Creation and evolution.*
- *Providing an ambitious, challenging curriculum, with key questions for the children to explore in each unit*
- *Encouraging the children to think deeply and to pose their own questions, e.g. at the beginning of each unit, as a class, we think of questions that we would like answered about the unit.*

Responsibility

Religion and Worldviews at Gloucester Road prepares pupils for the opportunities, responsibilities and experiences of later life.

Some examples of how we do this, is through:

- Reflecting on morality and ethics, e.g. in Year 6, the children explore how a Christian would try to make the world a place more like God's kingdom. They then reflect on the values of these practices for everyone, e.g. caring for the environment, helping the homeless
- Guiding the children to be responsible for creating a good discussion, e.g. through promoting oracy techniques of discussion guidelines, inviting others into their discussion etc.
- Considering the value and meaning of ceremonies that mark milestones in life, particularly those associated with growing up and taking responsibility within a faith community
- Weighing up how far religious and non-religious responses to the environment are effective and sufficient for the future. Exploring the responsibility humans have on behalf of future generations

By carefully designing our Religion and Worldviews curriculum to reflect our vision and values, we offer a bespoke provision that meets the diverse needs of all our learners. The Religion and Worldviews progression of skills, knowledge and vocabulary document outlines this in more detail.

IMPLEMENTATION: TEACHING AND LEARNING

Strategies for the Teaching of Religion and Worldviews

Teaching and learning in Religion and Worldviews will be in line with the school's Teaching and Learning Policy, in which a range of teaching and learning strategies are outlined to meet the needs of all children.

In RE, these may include discussion, creative responses, role-play, freeze-frames, hot-seating, reading religious and non-religious texts, writing, ordering images, retelling events to a partner, posing questions, listening to a visitor, visiting a place of worship.

EYFS

Children in EYFS encounter religious and non-religious worldviews through special people, books, times, places and objects.

The EYFS Religion and Worldviews curriculum map shows how teaching and learning is organised in this phase:

Reception

Autumn	Spring	Summer
F4 Being special: Where do we belong? F2 Why is Christmas special for Christians?	F1 Why is the word 'God' so important to Christians? F3 Why is Easter special for Christians?	What places, times and stories are special and why?

KS1

Pupils can...

Identify core beliefs and concepts studied and give a simple description of what they mean Give examples of how stories show what people believe (e.g. the meaning behind a festival) Give clear, simple accounts of what stories and texts mean to believers
Give examples of how people use stories, texts and teachings to guide their beliefs and actions Give examples of ways in which believers put their beliefs into practice
Think, talk and ask questions about whether the ideas they have been studying, have something to say to them Give a good reason for the views they have and the connections they make

The KS1 Religion and Worldviews curriculum map shows how teaching and learning is organised in this phase:

	Autumn	Spring	Summer
Year 1	1.11 What do Christians believe God is like? 1.1 Who do Christians say made the world?	1.7 Who is Jewish and how do they live?	1.9 How should we care for the world and for others, and why does it matter? (Think about Christian, Jewish and No Religion viewpoint) 1.10 What does it mean to belong to a faith community?
Year 2	1.6 Who is a Muslim and how do they live? 1.3 Why does Christmas matter to Christians?	1.6 Who is a Muslim and how do they live? Part 2 1.5 Why does Easter matter to Christians?	1.4. What is the 'good news' Christians believe Jesus brings?
			1.8 What makes some places sacred to believers? (Focus on Christians and Muslims)

KS2

END Lower KS2 **Pupils can...**	**END Upper KS2** **Pupils can...**

Identify core beliefs and concepts studied Make clear links between texts/ sources of authority and the core concepts studied Offer informed suggestions about what texts/ sources of authority can mean and give examples of what these sources mean to believers	Identify core beliefs and concepts studied, using examples from texts/ sources of authority in religions Describe examples of ways in which people use texts/ sources of authority to make sense of core beliefs and concepts Give meanings for texts/ sources of authority studied, comparing these ideas with some ways in which believers interpret texts/ sources of authority
Make simple links between stories, teachings and concepts studied and how people live, individually and in communities Describe how people show their beliefs in how they worship and in the way they live Identify some differences in how people put their beliefs into practice	Make clear connections between what people believe and how they live, individually and in communities Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures
Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live Give good reasons for the views they have and the connections they make	Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) Reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make

The KS2 Religion and Worldviews curriculum map shows how teaching and learning is organised in this phase:

<u>Year 3</u>	L2.1 What do Christians learn from the Creation story? L2.2 What is it like for someone to follow God?	L2.9 and L2.10 How do festivals and worship show what matters to Muslims and Jews?	L2.4 What kind of world did Jesus want? L2.12 How and why do people try to make the world a better place? (focus on Christians, Muslims/Jews, No Religion)

Year 4	L2.7 What do Hindus believe God is like? L2.8 What does it mean to be Hindu in Britain today?	L2.3 What is the 'Trinity' and why is it important for Christians? L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.6 For Christians, when Jesus left, what was the impact of Pentecost? L2.11 How and why do people mark the significant events of life? (Focus on Christians, Hindus and No Religion)
Year 5	U2.1 What does it mean if Christians believe God is holy and loving? U2.3 Why do Christians believe Jesus was the Messiah?	U2.8? What does it mean to be a Muslim in Britain today? U2.9 Why is the Torah so important to Jewish people?	U2.4 Christians and how to live: 'What would Jesus do?' U2.10 What matters most to Humanists and Christians?
Year 6	U2.2 Creation and science: conflicting or complementary? U2.11 Why do some people believe in God and some people not? (Focus on Christians and No Religion)	U2.5 What do Christians believe Jesus did to 'save' people? U2.6 For Christians, what kind of king is Jesus?	U2.7 Why do Hindus want to be good? U2.12 How does faith help people when life gets hard?

Meeting the needs of all learners

When planning for children with SEND, lessons will be appropriately pitched for their learning needs and they will be supported to access the curriculum.

Teachers and Teaching Partners are aware of individual needs so learning may be adapted or have adult support. E.g. a child may have more sensory breaks in the lesson. The outcome may be different, e.g. scribed for by an adult rather than written.

Learners with SEND and EAL may be supported through word banks and sentence stems. Pupils with EAL may also have texts in their home language, discuss with a partner in their home language and write their responses in their home language.

The outcomes will be varied, e.g. discussion, creative responses, role play, writing etc.

Resources

We follow the Gloucestershire agreed syllabus for Religion and Worldviews 2017-2022, which has been extended to 2025.

We use the Understanding Christianity resource to support our lessons on Christianity and schemes of work from Religion and Worldviews Today to support teaching the other religions.

IMPACT: ASSESSMENT AND MONITORING

Assessment

Key assessment questions linked to the progression of skills, knowledge and vocabulary will be identified in each class's half termly project maps. Assessment tasks will be designed by class teachers so that children can demonstrate their learning in a variety of ways (e.g. written task, oracy focus, practical task).

The class teacher will:

- Assess throughout each lesson to set and support in next steps in learning.
- Assess how children demonstrate their learning against the key questions in the assessment tasks to ascertain children's attainment and progress levels and the impact that has been made on their learning.

Monitoring and Evaluation

The subject leader will monitor teaching and learning by conducting learning walks, book looks and pupil interviews to talk about learning. Through scrutiny of work and asking a range of children the key assessment questions on each project map, the subject leader will ensure that the intended outcomes have been achieved. The subject leader will meet with the DHT to monitor this according to the school's monitoring schedule.

Right of withdrawal

This was first granted when Religion and Worldviews was actually religious *instruction* and carried with it connotations of induction into the Christian faith. Religion and Worldviews is very different now – open, broad, exploring a range of religious and non-religious worldviews. However, parents have the right to withdraw their children from Religion and Worldviews lessons or any part of the Religion and Worldviews curriculum and the school has a duty to supervise them, though not to provide additional teaching or to incur extra cost. Where the pupil has been withdrawn, the law provides for alternative arrangements to be made for Religious Education (RE) of the kind the parents want the pupil to receive. These arrangements will be made by the parents; the school is not expected to make these arrangements. This RE could be provided at Gloucester Road, or by another school

in the locality. If neither approach is practicable, the pupil may receive external RE teaching as long as the withdrawal does not have a significant impact on the pupil's attendance.