



**Religion and Worldviews Policy**

March 2024

Elmbridge Primary School  
Religion and Worldviews Policy

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**Document control and record of amendments**

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3.0	Full revision of policy in line with changes of ethos and planning	All	R. Fagence/C. Roberts	EPS Staff March 2024	SLT March 2024

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## 1. Subject Curriculum Policy: Introduction

### **Legal Position of Religious Education in School**

Religious Education is unique in the curriculum as it is neither a core or foundation subject. In the 1988 Education Act it states, 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all pupils'

At Elmbridge, we call Religious Education 'Religion and Worldview' because we want it to reflect both the curriculum being taught and the philosophy of life (the way they view the world) held by the children receiving it. We are aware that we have families with both religious and non-religious views and by reflecting this in our planning, we aim to share views when teaching.

## 2. Curriculum Intent

This subject policy is designed to support the overall curriculum intent of Elmbridge Primary School. This is summarised as:

- The Elmbridge curriculum will evolve to reflect the knowledge and skills needed for life in the 21<sup>st</sup> Century
- Our pupils will be confident to embrace the next stage of their learning
- Pupils will have enquiring minds, be independent and resilient
- Pupils will value the importance of reading and be able to communicate ideas effectively
- Staff and pupils will know how to look after their physical and mental health
- Staff and pupils will show respect, tolerance and compassion for each other

### **Religion and Worldviews Intent.**

#### **One world; many worldviews**

At Elmbridge, we believe that our children should be taught about key worldviews and have empathy and respect for all religious and non-religious beliefs whilst having the confidence and awareness to ask challenging, thought provoking questions. We want to install a sense of right and wrong and challenge pre-developed stereotypes so that our children are able to make reasoned and informed opinions and judgements.

### 3. Implementation

As a Gloucester school, Elmbridge Primary has adopted the agreed Gloucestershire Agreed Syllabus for Religion and Worldviews. We provide 36 hours of dedicated teaching per year, equivalent to just less than one hour in EYFS and KS1 and one hour per week in KS2. In addition to this, we ensure that key religious festivals and celebrations are shared with our children throughout the year, often in assemblies.

Pupils will study three World religions in Key Stage 1; Christianity, Islam and Judaism and four World Religions in Key stage 2; Christianity, Judaism, Islam and Hinduism. KS2 pupils will also be exposed to non-religious beliefs and reasoning. Each World Religion will be revisited throughout their time at Elmbridge Primary, with each unit of work building upon and deepening previous learning.

Through learning about the World Religions and key Worldviews, we want our children to develop mutual respect, tolerance and a good understanding of the religious and non-religious views held in not just our school but the wider community. We aim to do this by not only sharing the views to the children but also allowing them the chance to share their own Worldviews. Through this discussion, we hope that children can identify key similarities and differences of views being shared thus allowing them to have a broadened, developed understanding of the views around them, which will allow them to not only differentiate from facts and opinions but to ask thought - provoking, challenging questions of their peers.

At Elmbridge, we have designed our Religion and Worldviews curriculum to ensure that it:

- Reflects the statutory requirements while incorporating local, national and global religious and non-religious perspectives.
- Has a curriculum that is balanced, objective and respectful of different beliefs and values.
- Provides opportunities for students to explore and critically evaluate both religious and non-religious teachings, practices and texts.
- Incorporates experiential learning, including visits to places of worship and access to guest speakers from different religious backgrounds.

## 4. Methodology

### Planning

Each Subject curriculum has been planned to ensure there is progression from early years to Year 6 and so that lessons follow a deliberate sequence; this will enable pupils to build on previous learning, revisit areas of the subject in order to deepen their learning and allow for subject knowledge and skills to be built on as the pupil makes the transition between year groups. Lessons are taught from medium term plans, but with the flexibility to respond to pupils' needs, as well as the contributions they bring to the classroom.

### Teaching

From Reception to Year 6, children are taught their Religion and Worldviews lesson in their classes, as part of their weekly lesson. Lessons are taught in line with a learning outcome but this can often be supported by experiences and a range of stimuli. Through the adaption and scaffolding of the curriculum, all children will receive 'High Quality Teaching' and appropriate support in order for every child to achieve their full potential.

### Recording

Pupils will have a variety of opportunities to demonstrate their learning. This may include:

- Dialogue between pupil and teacher/teaching assistant
- Models, photographs, video recordings
- Written work, drawings and diagrams

### Supporting Reading at Elmbridge Primary School

At Elmbridge Primary School, reading is everything. Religion and Worldviews will support reading by:

- Religious story books
- Use of school and other library information books related to different Religions
- Internet research
- Encouraging children to use the correct Religious vocabulary.

### **Enrichment and Cultural Capital**

- **Day trips**
  - Holy Trinity Church
  - Masjid E Noor Mosque
- **Visitors**
  - Reverend Rachel from Holy Trinity Church (Christianity)
  - Reverend John from Lonsdale Church (Christianity)
  - Atique Miah - Islamic Chaplain (Islam)
  - Humanism Visitor (Year 5)
  - Marion Janner - Jewish Visitor (Judaism)
  - Gordon Rae - Bible stories through art (Christianity)

## 5. Impact

### **Formative and Summative assessment**

The school uses the principles of on-going formative assessment, which helps them understand what a pupil has learned and will help dictate the next steps. Teachers may use lesson tasks, quizzes and short tests to help determine pupil attainment. Pupil attainment against the curriculum strands will be recorded to help identify any gaps in learning.

### **Monitoring**

Subject leaders are responsible for monitoring the standards in their subject. They should aim to formally monitor their subject 3 times per year and complete a monitoring report form, which is then shared with the SLT. The Monitoring should link to the subject action plan and may, in turn, lead to new action points being set. The Curriculum Governors should be invited to support the monitoring at least once per year (see T&L policy).

### **Moderation**

Part of the role of the subject leader is to organise moderation across the different classes and year groups (this could be as part of a staff meeting or during PPA time). They may decide to keep a portfolio of exemplars in order to help staff understand the standards in each particular year group. The subject leader should also aim to make links with other schools, so standards can be judged against those in other settings.

## **6. Continuing Professional Development**

The subject leader should aim to keep up to date with their own subject knowledge and skills, as part of their on-going appraisal. They should, in turn, ensure that teachers have the relevant knowledge and skills they need to deliver high quality Religion and Worldviews lessons. They may decide to:

- Audit staff knowledge in order to identify gaps
- Deliver training during staff meeting, Twilight or INSET
- Invite external experts to deliver training

## 7. Equal opportunities

All children have an entitlement to access the Religion and Worldviews curriculum and all children will have access to the resources within the school. All children will be given the opportunity to participate in all activities regardless of gender, race or ability. This will be supported by:

- Providing differentiated work when needed
- Using TA/Teacher support and/or interventions for pupils
- Referring to MY PLANS or EHCP targets for SEND pupils with appropriately adapted resources to support children with specific needs
- Supporting families so all pupils are able to take part in trips
- Supporting EAL pupils with resources available in school
- Monitoring the progress and attainment of disadvantaged pupils

## **8. Spiritual, Moral, Social and Cultural Development**

As a school, we **work together** to enable our pupils to be:

**Ready, Respectful, Safe**

Elmbridge Primary School supports SMSC in all subject areas. In 'Religion and Worldviews', this may look like the following:

### **Spiritual development**

Worldviews exposes children to various religious and philosophical beliefs, encouraging them to reflect on deeper level questions. Religion and Worldviews lessons aims to inspire children to have curiosity in life practices from around the world. We encourage children to share their own experiences with their peers during lessons and assemblies.

### **Moral development**

Worldviews supports children's moral development by teaching children to think about what is right and wrong. It also promotes empathy and tolerance for others with different beliefs, backgrounds and cultures.

### **Social development**

Worldviews supports social development by giving children an understanding of different cultures and traditions.

### **Cultural development**

Worldviews supports cultural development as it helps children appreciate and celebrate cultural diversity and recognise the significance of different cultural practices and celebrations in this country and around the world.

## 9. Links to other Policies

- Teaching and Learning
- SEND
- Staff Development
- Feedback & Assessment
- SMSC Development
- Off-Site Visits
- Pupil Premium
- English as an Additional Language
- Safeguarding and Child Protection
- Transition
- Young Carers and Young Ambassadors

## 10. Links to other subjects

### Links to other subjects

**Wellbeing**, understanding rights & responsibilities. Choices and consequences. Relationships, identifying family and celebrating special relationships including Baptism, weddings and the special promises made. Celebrating differences between us.

**Science** – debates surrounding the origin of life and how the world began. Creation, nature and new life.

**English** – Religion and Worldviews can help students develop their English skills by exposing them to a variety of texts, genres, languages and cultures from different religious and non-religious traditions. Religion and Worldviews can also help students enhance their critical thinking by engaging them in dialogue, debate, analysis and evaluation of religious and ethical issues.

**History** – Religious beliefs and traditions have deeply influenced historical events, art, literature, and societal norms. Artefacts of religious significance.

**Geography** – **places of religious significance**. Religious studies can help pupils learn about communities, cultures, and diversity.

**Art** – Art and Religion and Worldviews are both ways of exploring and expressing human experiences, values and beliefs. They can help us understand different cultures, traditions and perspectives. Art can be used to communicate religious messages, stories and symbols, such as in paintings, sculptures and stained glass windows.