

Chapmanslade

Church of England Voluntary Aided Primary School

Religion and Worldviews Policy

Our School Vision:

Chapmanslade School is a truly unique village school. Pupils consistently demonstrate and show a passion for being good neighbours. Our Christian vision from Luke 10:25-37, The Parable of the Good Samaritan. Pupils aim to show love to their neighbour in all they do through demonstrating our core values: compassion, service, courage and trust.

Our school is an inclusive place where every member of our school community shows **compassion** and **service**, looking out for each other. We recognise all of our pupils as individuals, celebrating their strengths and differences. We aim to give **courage** to our pupils to achieve their full potential, experience personal successes and thrive in all that they do. We focus on relationships and building **trust**; modelling this to our wonderful young learners".

We believe that these are the core values shown by the good Samaritan in the parable and in the hymn, 'When I Needed a Neighbour, Were You There?'.

Our school Curriculum Intent:

Our curriculum is designed to encourage pupils to achieve their full potential, experience personal successes and thrive in all that they do.

Introduction

At Chapmanslade Church of England Primary School, pupils and their families can expect a high quality religious education curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views. The name 'Religious Education' has now been changed to 'Religion and Worldviews' (RWV) to accommodate this growing vision, for RE is not about making other's more religious but instead having full respect for all religious and non-religious world views and this name change reflects that. However, as a church school, the teaching of Christianity is still respectfully at the heart of our RWV curriculum, enabling us to become the best version of ourselves in a high challenge, low threat learning environment, whilst respecting the growing diversity for all worldviews and in turn learning to 'love your neighbour as yourself'-Luke 10:25 37

Religion and Worldviews intent:

Why do we teach this? Why do we teach it in the way we do?

As a Church of England School, the Christian faith is the foundation of everything we do. Chapmanslade serves its community by providing an education of the highest quality within the context of Christian belief and practice, encouraging an understanding of the meaning and significance of faith, and promoting Christian values through the experience it offers to all its pupils.

We aim in all things to celebrate ourselves and our neighbours, whatever their background. We promote understanding and equality of all, encouraging all stakeholders to love their neighbour as themselves.

Our aims and objectives:

- To give pupils’ a sense of awe and wonder about the world they live in and ignite challenging questions about world religions, religious traditions, religious and non-religious world views, beliefs about God, and the heart of humanity.
- To invoke high challenge, low risk discussions about the ultimate meaning of life and their own growing belief system- developing a sense of identify and belonging, and in turn growing to become the best version of themselves and a good learning neighbour, applying both substantive, disciplinary and personal knowledge.
- To teach; through the exploration of world religions, religious and non-religious world views, and traditions, a respect for others and to encourage pupils to challenge prejudice, through empathy, generosity and compassion, thus encouraging themselves and others to become their best version whilst loving your neighbour as you love yourself
- To inspire a love of learning for Religion and worldviews, encouraging them to actively participate and therefore deepen pupil’s knowledge and understanding of Christianity, other principle world religions and non-religious world views, through the use of a creative and inspiring curriculum.

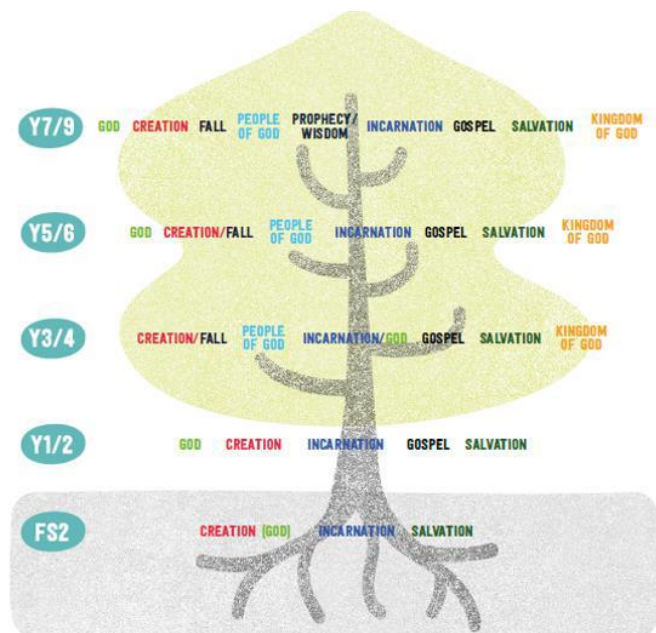
RWV Curriculum (Implementation)

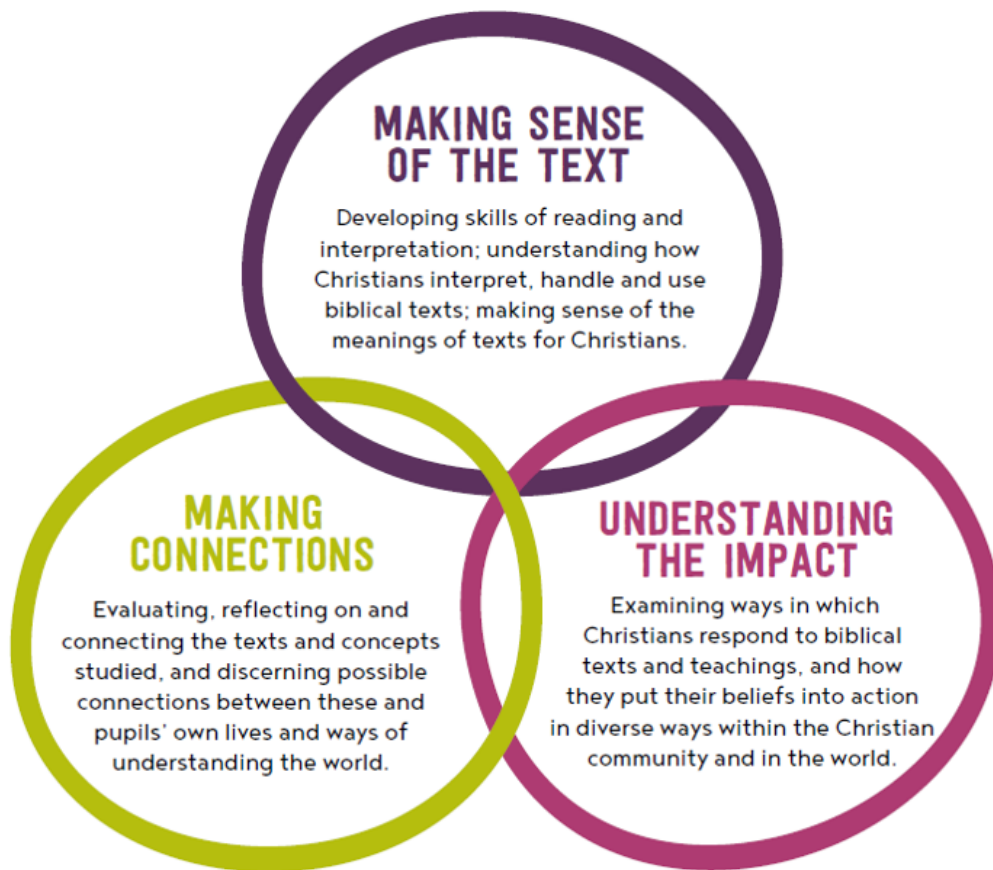
We have a knowledge and enquiry based curriculum that inspires pupils to become question-askers, promoting awe and wonder of the world around us. Our RWV teaching is informed by two different teaching schemes; Understanding Christianity and Discovery RE. By using these schemes alongside each other, we are ensuring children are given the opportunity to become religiously literate, as well as have an awareness of non-religious worldviews and through our creative planning, become respectful of diversity and religiously inspired! In addition it contributes to British values and to pupils’ spiritual, moral, social and cultural development.

Understanding Christianity is based upon seven core Christian concepts. Children will explore the different concepts in a range of inspiring activities as they move through the school, starting in Foundation Stage and developing a great depth of understanding by the time they reach Year 6.

Through the Understanding Christianity resource, the use of an enquiry approach engages with significant theological concepts and the pupil’s own understanding of the world as part of their wider religious literacy.

Understanding Christianity believes that not only should children show an understanding of the religious text and teachings but they should also demonstrate a deepened and more thoughtful approach to their learning and how this influences their day to day life. Therefore is based upon a three step enquiry model of teaching.

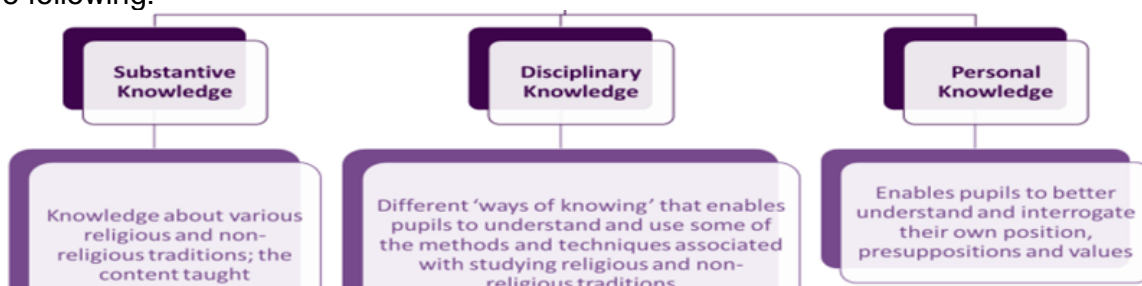




Discovery RE is used alongside Understanding Christianity to ensure that children are given opportunities to explore a wide range of different religions throughout their time in Primary School.

Using Discovery RE we learn about other religions and world views, fostering respect for them. Links with our Christian values and vision, and support for pupil's spiritual, moral, social and cultural (SMSC) development are intrinsic to our RWV curriculum and have a significant impact on learners. We provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied. Both Schemes have links made with the Wiltshire Syllabus. This is evidence in the Unit overviews that are planned for each unit taught.

Through our RWV curriculum we hope to use all types of knowledge, breaking it down into the following:



Through this disciplinary Knowledge we then hope to allow pupils the opportunity to grow as theologians, having an awareness of what they and others believe (theology), understanding its context and how this belief is lived (Social Sciences) and then asking those big questions whilst looking through the lens of another world

perspective(philosophy)

Disciplinary Knowledge in RE

Theology Believing	Human/Social Sciences Living	Philosophy Thinking
Specialist knowledge: sources of authority from which people derive their beliefs Specialist skill: interpretation of sources of authority	Specialist knowledge: ways in which context affects ways of living Specialist skill: analysis of data that shows ways in which context affects ways of living	Specialist knowledge: different ways in which humans seek knowledge/wisdom Specialist skill: reasoning

Curriculum balance and time

In Church schools, Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly RWV objectives, however organised, should be committed to the delivery of RWV. This should aim to be close to 10% but must be no less than 5% in key stages 1-4. (See Curriculum Overview)

Schools must take note that the RWV entitlement is totally separate from requirements for collective worship. Collective worship must not be considered curriculum time for RWV or the teaching of RWV.

Teaching and learning (Impact)

Through the use of our two schemes of work alongside each other, we are providing children with a holistic and balanced RWV curriculum. As a school with mixed aged classes we work on a carefully mapped out two year cycle to ensure each year group is challenged and previous knowledge is built upon. This is evidenced in the unit overviews. The RWV lead previously trialled our 'Immersive Curriculum' style of teaching and introduced the use of knowledge organisers and quizzes to assess the retainment of knowledge in a high challenge, low threat culture of learning. This is now being embedded. 'Sticky' Knowledge is therefore assessed and monitored through the quizzes and enquiry skills are assessed and monitored through highlighted grids for each year group that move up with them.

Learning activities provide fully for the needs of all pupils, so that they develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. Planning activities are also carefully thought out for children to use substantive knowledge, personal knowledge and ways of knowing in RWV- so they are aware of the skills they are learning in order to achieve. RWV lessons provide a safe space to explore their own religious, non-religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging through a high challenge, low threat culture. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and non-religious worldviews and in turn inspire a love and respect for RWV.

We also hold a RWV journey day where the children carousel in mixed aged house terms to take part in a variety of workshops linked to various Religions and worldviews. This will often involve faiths or worldviews not covered through the planning cycle, involve having visitors from various religious backgrounds and teaming up with our clergy to take part in a workshop at our school church.

Through the above, Pupils experience opportunities to learn and express themselves through an enquiry-based style of learning by:

- Posing and discussing 'big' and challenging questions
- Reading and critically analysing texts.
- Interpreting information from different sources.
- Seeking information for themselves in libraries and on computers and IPADs.
- Listening to and discussing with the teacher and other pupils.
- Engaging in pair and group work, which follows our Christian Vision of 'Love your neighbour as yourself'-Luke 10:25-37
- Exploring a range of media such as artefacts, pictures, photographs, music and drama.

- Experiencing visits and visitors.
- Experiencing whole school inter house journey days, involving the Church and wider community.
- Taking part in outdoor learning.
- Taking time for reflection (e.g Our Remembrance Tree)
- Taking part and performing in Liturgical dances
- Critically analysing and making links between religion and song lyrics
- Interpreting prayer through song and sign language.
- Giving a sense of awe and wonder.

Teaching in RWV challenges stereotypes, misinformation and misconceptions about race, gender religion and non-religious worldviews. Lessons seek to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity and avoid stereotypes. All questions, views, and opinions are treated with sensitivity and respect.

Teachers establish clear links between elements of religious belief and practice and aspects of the children's own lives. Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives and thus strive to become the best version of themselves and in turn become a good neighbour

Cross-curricular links

Religion and Worldviews education supports the development of general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. RWV also makes a major contribution to pupils' SMSC development. It addresses issues which arise in a range of subjects, such as English, art, drama and history, geography, computing, music as well as personal, social and emotional education and citizenship.

Assessment, Recording and Reporting

Assessment in religion and Worldviews will:

- Involve identifying suitable opportunities in both schemes of work so that teachers can gain an overall feel for a child's ability throughout a unit of work and not solely on the judgement of one assessment piece.
- Use both assessment strands from Discovery RE and Understanding Christianity to assess where children are throughout a unit.
- Use a knowledge based quiz (from our immersive curriculum) to gauge retention of knowledge and how it has been built upon throughout the unit and prior learning from previous topic years. This is to compliment the teacher judgment of the children's knowledge throughout the unit (and not solely be the result of their ability)
- 'Sticky' Knowledge is therefore assessed and monitored through the quizzes and enquiry skills are assessed and monitored through highlighted grids for each year group that move up with them.
- Assessment opportunities will be carefully thought out through planning and assessment strands (for example, so writing doesn't hinder someone who is verbally strong in RWV and a non-writer)
- Be directly related to the expectations of the Discovery RE and Understanding Christianity which link to the Wiltshire Syllabus - this is cited in each Unit Overviews.
- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's marking policy.
- Include pupil self-assessment.
- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development.

- At the end of each topic percentages will be collected for Working Towards, Meeting and Exceeding by each class teacher and passed to Subject Lead. (who are the bottom 20% and why). Tracker children are identified and planned for.
- At the end of each long term data will be analysed by Subject Lead for patterns in SEN, G and T, FSM, FS, boys and girls etc. And looked at against the cycle of planning.
- Enable effective reporting to parents.

Role of the RWV subject leader

HOW HAS LEADERSHIP IMPROVED OUTCOMES?

The subject leader will:

- Ensure that all pupils receive their legal entitlement of religion and worldviews education.
- Ensure RWV provision reflects the [Church of England Statement of Entitlement](#).
- Produce and regularly review a subject policy to ensure that it remains up to date.
- Produce and regularly review a subject statement of intent and ensure that it remains up to date.
- Produce and regularly review a subject Action plan and ensure that it remains up to date.
- Produce and regularly review a staff subject 'non-negotiables' outline and ensure that it remains up to date.
- Ensure all teachers know what should be taught in RWV, what resources are available, and what standards of attainment are expected at the end of each Key Stage.
- Monitor and review the implementation of policy and units of work.
- Monitor the quality and effectiveness of teaching and learning in RWV and pupils' progress and standards.
- Ensure there are rigorous assessment systems in place to enable teachers and pupils to gauge progress and attainment in RWV.
- Monitor, analyse and question RWV assessments carried out by staff.
- Liaise with the HT and Governors to feedback on the monitoring and impact of RWV across the school.
- Support colleagues by sharing new ideas and pedagogy, to help develop their subject confidence and expertise through CPD opportunities and support sessions.
- Seek opportunities to share effective practice locally and regionally and engage in professional development for themselves and other staff members.
- Oversee the RWV budget and monitor RWV resources to ensure they are kept and stored respectfully and replaced where necessary.
- Ensure there is a school protocol that covers safeguarding procedures and a suitability process, for when visitors are invited into RWV lessons.
- Keep a CPD log of monitoring and scrutiny
- Review Cycle of planning and address gaps in knowledge.

Legal Requirements

Religious Education now Religion and Worldviews must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over). (*DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28*)

The law relating to Religious Education for pupils who are not yet in key stage 1 is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes or play groups.

The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. However, in view of the Christian ethos and distinctive Christian character of our school, we would hope that all children admitted will participate fully in RWV, and that anyone wishing to withdraw their child would discuss this with the headteacher before making this decision.

Policy Links

This policy should be read in conjunction with the *Religion and Worldviews Intent* document.

Reviewed: March 2024