



# Great Wilbraham C of E Primary Academy

Policy title: Religion and World Views Education

Date created: September 2024

Next Review Date: September 2027

Date ratified: September 2024

Signed: K Holtby

## 1 Introduction

The Cambridgeshire Locally Agreed Syllabus 2023-2028 secures for all pupils, irrespective of social background, culture, race, religion, gender, differences in ability and disabilities, an entitlement to learning in Religious Education. This contributes to their developing knowledge, understanding, skills and attitudes, which are necessary for their self-fulfilment and development as active and responsible citizens.

The Agreed Syllabus makes expectations for learning and attainment explicit to pupils, parents, teachers, governors, employers and the public, and establishes standards for the performance of all pupils in Religious Education. These standards may be used to set targets for improvement and measure progress towards those targets.

The Agreed Syllabus contributes to a coherent curriculum for Religious Education and promotes continuity. It facilitates the transition of pupils between schools and phases of education and can provide foundations for further study and lifelong learning. The Agreed Syllabus for Religious Education will increase public understanding of, and confidence in, the work of schools in RE.

The Locally Agreed Syllabus for Religious Education <https://www.cambridgeshire.gov.uk/asset-library/agreed-syllabus-2023-28.pdf>

## 2 Quality of Education

### 2.1 Intent of the Curriculum

#### 2.1.1 Curriculum design and coverage

At GWPA our curriculum is at its most effective when it is strongly linked with our four core Christian values:

- **LOVE:** learning tolerance and the celebration of the similarities and differences between the main world faiths.
- **THANKFULNESS:** Learn to appreciate that understanding individuals' views, cultures and life experience can positively enhance our own lives and the communities around us.
- **COURAGE:** encourage children to feel confident and 'safe' to explore, ask and answer the "Big Questions".
- **WONDER:** learning about the faiths of the world, their main characteristics, key texts and important figures.

#### 2.1.2 Knowledge and skills

We encourage our pupils to play a full part in their own learning in Religion and World Views Education, for example:

- As learners, by deploying skills, asking questions and exploring answers.
- As individuals, using their own experience and background to reflect on questions of truth and morality and deeper meanings of life and death.
- As citizens, promoting debate and dialogue, celebrating diversity, taking appropriate action, putting principles into action.

#### 2.1.3 EYFS Statutory Framework

The EYFS Framework in relation to Religion and World Views Education outlines:

Understanding of the world: This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

*'With God, all things are possible' (Matthew 19:26)*





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## 2.1.4 Special educational needs & disabilities (SEND)

Religion and World Views Education lessons should be planned to meet the needs of all learners. It is the teachers' responsibility to ensure that all children are challenged and that lessons are accessible to all.

## 2.1.5 Cultural capital and diversity

Ensuring the teaching of a broad range of religions whilst keeping within the confines of a Church of England Academy.

## **2.2 Implementation of Teaching and Learning**

### 2.2.1 Key Principles

At Great Wilbraham Primary Academy, we encourage pupils to:

- explore religions and worldviews
- engage with their knowledge
- reflect on their learning and their lives.

### 2.2.2 Subject knowledge – Long Term Planning

A well balanced and sequenced long-term plan for Religion and World Views Education has been created in collaboration with the Ely Diocese. The coverage of Religion and World Views Education across the school ensures that every two-year topic cycle includes Christianity units, which constitutes 50% of the coverage, and further units on other world religions (namely Sikhism, Buddhism, Islam, Hinduism, Humanism and Judaism).

### 2.2.3 Subject knowledge – Medium Term Planning

Medium Term Plans are created using the agreed syllabus, Understanding Christianity document and The Emmanuel World Projects and should demonstrate a build-up of skills and experiences throughout the primary journey. A Religion and World Views Education unit is taught through a series of weekly lessons which are a minimum of one hour and are totally separate from the requirements for collective worship.

### 2.2.4 Formative assessment

Teachers make assessments of children through observations made against the lesson objectives. These ongoing assessments inform future planning and teaching. Lessons are adapted readily, and short-term planning evaluated in light of these assessments.

### 2.2.5 Resources

Resources are currently stored in each classroom during the teaching of the unit and are available for pupils to access independently to encourage independent exploration and questioning.

### 2.2.6 Learning environment

Use of display and other visuals are encouraged to enhance the learning experience for pupils. Teachers are encouraged to consider lessons that make links with other cross curriculum areas including drama (role play – retelling stories), art (studying religious artefacts), PE (dance). The Learning environment should create a safe space for pupils to explore their own thoughts and beliefs.

## **2.3 Impact**

### 2.3.1 Summative assessment

Termly judgements for Religion and World Views Education are made using Insight for Y1-Y6 and through the EYFS framework under Understanding of the World for Reception. Judgements are made through formative observations throughout the year and recorded termly.

### 2.3.2 Preparation for next stage of education





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Using the long-term plan ensures that the children have been taught the necessary skills in order to aid them to be ready for their next stage of education.

### 2.3.3 Applying learning

Children are encouraged to apply their learning within and from other subjects – for example, through the use of their English skills in Religion and World Views Education books and biblical texts in whole class reading lessons.

## 3. **Behaviour and Attitudes**

### 3.1 Attitudes to learning

Pupils are encouraged to ask questions and comment openly yet sensitively. Pupils are provided with opportunities to practise their skills independently but also supported where needed.

### 3.2 Positive and respectful culture

Staff and children will respect each other's abilities and beliefs in Religion and World Views Education and aim to support each other in a safe and supportive environment. Sensitive constructive feedback from both staff and peers is key and must be modelled and managed carefully.

### 3.3 Supporting colleagues

Colleagues will be supported by the Religion and World Views Education subject leader and provided with CPD or key ideas to develop their teaching when appropriate. Additional support will be accessed through the Ely Diocese Education Team.

## 4 **Personal development**

### 4.1 Aims and Objectives

Children will:

- Know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- Gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- Engage with challenging questions of meaning and purpose raised by human existence and experience.
- Recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- Explore their own religious, spiritual and philosophical ways living, believing and thinking.

## 5 **Leadership and management**

### 5.1 Roles and responsibilities

#### Leadership

- To lead in the development of Religion and World Views Education throughout the school.
- To monitor the planning, teaching and learning of Religion and World Views Education throughout the school.
- To help raise standards in Religion and World Views Education.
- To provide teachers with support in the teaching of Religion and World Views Education.
- To monitor and maintain high quality resources.
- To work collaboratively with the Ely Diocese Education Team.

#### Staff





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- To adhere to the policies and provide children with challenging yet engaging activities within a supportive and understanding atmosphere.
- To lead collective worship sessions including Christian stories, greetings and prayers.
- To work collaboratively with the Ely Diocese Education Team.

#### Children:

- To be positive when approaching Religion and World Views Education lessons.
- To feel safe to challenge and question.
- To be respectful of others' views and beliefs.

#### 5.2 Continuing professional development

Staff needs in CPD in relation to Religion and World Views Education may come through performance management, recognition of a whole school need or through the needs of individual pupils. Leaders and staff will work collaboratively with the Ely Diocese Education Team. Prior to teaching a unit, staff will ensure that they are confident by familiarising themselves with the teaching guidance notes and researching the topic.

#### 5.3 Community links

The school are proud of their strong community links to their local parish churches, St Nicholas Church in Great Wilbraham, St. John's Church in Little Wilbraham and St. George's Church in Six Mile Bottom. The school work collaboratively with our local Rector and the parish community.

#### 5.4 Working with governors

The Religion and World Views Education subject lead works with a link governor who reports back to the Full Governing Body. They report on progress in Religion and World Views Education teaching, learning and data. Governors take part in learning walks, pupil voice, book looks and lesson drop ins.

#### 5.5 Inclusion and equal opportunities

This policy is in line with the school's 'Equality' policy. The aim is to ensure that everyone makes progress and gains positively from lessons and to plan inclusive lessons. Positive discrimination may be necessary to address some of the gender stereotypes that children may have developed.

#### 5.6 Right to withdraw

Parents have a legal right to request "that a pupil may be wholly or partly excused from receiving Religion and World Views Education given in accordance with the school's basic curriculum." We encourage any parent who is considering making such a request to arrange a meeting to discuss their concerns with the head teacher. This is the link to the Cambridgeshire Agreed Syllabus for further information.

<https://www.cambridgeshire.gov.uk/asset-library/agreed-syllabus-2023-28.pdf>

#### 5.7 Safeguarding

The safety of children is paramount in all situations. High standards of behaviour are expected in any lesson. A senior member of staff will be called if the child needs to be removed. Great Wilbraham CE Primary Academy is committed to safeguarding and promoting the welfare of all children.

#### 5.8 Health and safety

At all times a safe and healthy environment is maintained and risk assessments are undertaken to ensure there is a safe working environment. Any issues are reported to the Head teacher or school Business Manager.

#### 5.9 Reviewing and monitoring

This policy will be renewed triennially in accordance with updates on Religion and World Views Education.

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## **6 Links to other policies**

6.6 Curriculum Policy

6.7 Assessment Policy

6.8 Health and Safety Policy

6.9 Collective Worship Policy

Appendix

For long term plan and progression of skills, please see our website:

Curriculum, Religious and World Views Education





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