



Elburton Primary School

Religion and World Views Policy

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Contents

1. Subject Statement
2. Teaching and Learning
3. Assessment
4. Planning and Organisation
5. EYFS
6. Equal Opportunities
7. Inclusion
8. Role of the Subject Leader
9. Parents

“Religion and World Views explores big questions about life, to find out what people believe and what difference this makes to how they live. Religion and World Views helps pupils to make sense of religion and belief, reflecting on their own ideas and ways of living”.

This policy has been created to ensure consistency and progression in the school’s approach to Religion and World Views, enabling children to develop their understanding of Christianity, non-religious worldviews and the other major world religions in order that they develop tolerance and understanding of the local, national and global communities in which they live.

Religion and World Views is unique in that it is a core subject but is not part of the National Curriculum; the 1988 Education Act states that ‘Religion and World Views’ has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils.

Elburton Primary School provides Religion and World Views in accordance with the locally agreed syllabus for Plymouth Schools and which includes units from the Understanding Christianity scheme. Each termly unit is enquiry based and key questions lead the development of children as religious enquirers.

1. Subject Statement

Intent

The principal aim of Religion and World Views at Elburton primary, 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.

Through the provision of Religion and World Views at our school, we aim to:

- Provoke challenging questions about the purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human.
- Foster personal reflection and spiritual development, to encourage pupils to explore their own beliefs, (whether they are religious or non-religious), and to express their responses.
- Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- Teach pupils to develop respect for others, including people with different faiths and beliefs, and to help challenge prejudice.
- Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to the communities and to wider society.
- Develop a sense of awe and wonder in the world in which our children live.

Implementation

The school’s progression map for the teaching of Religion and World Views can be found below. As a school we follow the locally agreed syllabus for Plymouth schools, which includes units from the Understanding Christianity scheme, in addition to units which teach the other major world religions and non-religious worldviews.

Our curriculum deepens pupils’ knowledge about religions and develops their ‘religious literacy’. It does this by studying one religion at a time (‘systematic’ units), and then including ‘thematic’ units, which build on learning by comparing the religions, beliefs and practices studied. The curriculum at Elburton Primary, sets out an underlying teaching and learning approach, whereby pupils encounter core concepts in religions and beliefs, developing their understanding and their ability to handle questions of religion and belief.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	CREATION	INCARNATION	GOD	SALVATION	THEMATIC	THEMATIC
	Being special: where do we belong?	Why is Christmas special for Christians?	Why is the word 'God' so important to Christians?	Why is Easter special to Christians?	Which places are special and why?	Which stories are special and why?
Year 1	THEMATIC	GOD	JUDAISM	JUDAISM	CREATION	THEMATIC
	What does it mean to belong to a faith community?	What do Christians believe God is like?	Who is Jewish and how do they live? Part 1	Who is Jewish and how do they live? Part 2	Who do Christians say made the world?	How should we care for the world and why does it matter?
Year 2	ISLAM	INCARNATION	ISLAM	SALVATION	GOSPEL	THEMATIC
	Who is a Muslim and how do they live? (Part 1)	Why does Christmas matter to Christians?	Who is a Muslim and how do they live? (Part 2)	Why does Easter matter to Christians?	What is the good news that Jesus brings?	What makes some places special to believers?
Year 3	CREATION	PEOPLE OF GOD	ISLAM	JUDAISM	GOSPEL	THEMATIC
	What do Christians learn from the creation story?	What is it like to follow God?	How do festivals and worship show what matters to a Muslim?	How do festivals and family life show what matters to Jewish people?	What kind of world did Jesus want?	How and why do people try to make the world a better place?
Year 4	INCARNATION/GOD	HINDUISM	HINDUISM	SALVATION	KINGDOM OF GOD	THEMATIC
	What is the Trinity?	What do Hindus believe God is like?	What does it mean to be a Hindu in Britain today?	Why do Christians call the day that Jesus died 'Good Friday'?	When Jesus left; what was the impact of Pentecost?	How and why do people mark the significant events of life?
Year 5	GOD	INCARNATION	ISLAM	JUDAISM	GOSPEL	THEMATIC
	What does it mean if God is Holy and loving?	Was Jesus the Messiah?	What does it mean to be a Muslim in Britain today?	Why is the Torah so important to Jewish people?	What would Jesus do?	What matters most to Humanists?
Year 6	CREATION AND FALL	THEMATIC	HINDUISM	SALVATION	KINGDOM OF GOD	THEMATIC
	Creation and science, conflicting or complimentary?	Why do some people believe in God and some not?	Why do Hindus want to be good?	What did Jesus do to save human beings?	What kind of king is Jesus?	How does faith help people when life gets hard?

Impact

Our Religion and World Views curriculum should ensure that children leave Elburton:

- Able to describe and make connections about different religions and worldviews.
- Able to describe and understand links between stories and other aspects of different communities.
- Open to exploring different beliefs, symbols and actions.
- Able to observe and understand varied examples of religions and world views.
- Understanding the challenges of commitment to a community of faith.
- Able to identify similarities and differences between beliefs and practices of the religions studied.
- Able to discuss and present thoughtfully their own views.
- Able to consider how diverse communities can live together.

2. Teaching and Learning

Teaching and learning in Religion and World Views is a multifaceted and delicate process that involves imparting religious knowledge, fostering spiritual development and nurturing a sense of understanding and respect for diverse and non-religious beliefs.

Elburton school follows The Plymouth Agreed Syllabus 2019 which asserts the importance and value of religious education for all.

“The principle 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.” (The Plymouth Agreed Syllabus 2019).

The syllabus was designed to help deepening pupils’ knowledge about religions and develop pupil ‘religious literacy’. It does this by studying one religion at a time (systematic units) and then includes one ‘thematic unit’, which builds on learning by comparing the religions, beliefs and practices studied. There are three core concepts, which are woven together to provide breath and balance within teaching and learning about religions and beliefs, ‘making connections, understanding the impact & making sense of beliefs. Teaching and learning in the classroom will encompass all three concepts.

These concepts offer a structure where pupils can encounter and explore diverse and non-religious views. It provides a structure where pupils can ask a range of questions from different approaches e.g philosophy, sociology, ethics and theology.

3. Assessment

In line with the school’s policy for assessment and reporting, each teacher is expected to take responsibility for the regular assessment of Religion and World Views; this is done through teacher marking against specific learning intentions as well as through pupil reflection. Most assessment should be through tasks and quizzes planned into the learning itself and end of unit assessments/tests.

Please note that there are aspects of Religion and World Views, such as personal development and personal beliefs and attitudes, that cannot and should not be assessed in themselves.

An annual over all judgement is made by the class teacher as to whether the child is below the expected standard, at the expected standard or whether they are working at greater depth. The annual report to parents indicates the effort and attainment made by pupils over the course of the year.

4. Planning and Organisation

Planning follows the Plymouth Agreed Syllabus. Christianity is taught in each year group with an additional faith in KS1 and two in KS2. Children also learning about non-religious worldwide views e.g Humanism which are a focus in thematic units. Elburton is inclusive of both religious and non-religious worldviews, and we ensure that pupils develop mutual respect and tolerance of those with different faiths and beliefs.

By teaching four religions across a key stage, gives pupils the depth than being overstretched by learning and tackling more religions.

Planning is also supported using the resource 'Understanding Christianity' including 'The Big Story'. Each Christian unit starts exploring the associate panel, a section of the 'Big Story'. The panel is a good introduction, to new vocabulary, bible texts and stories.

Elburton offers an hour a week for Key stage 1 & 2. Religion and World Views is taught to EYFS through a short session which is implemented through continuous provision.

5. EYFS

In EYFS, Religion and World Views sits firmly within the areas of personal, social and emotional development and understanding of the world. The planned teaching will support children's learning and development needs as main practitioners will find ways to draw on the wealth of religious and spiritual experiences some families may bring. Children will have the opportunity to develop their emerging moral and cultural awareness through guided, planned teaching and pursuing their own learning within an enabling environment. In reception pupils will encounter Christianity and other faiths including the non-religious Faith Humanism as part of their growing sense of self and their own community and their place in it.

In EYFS, there is some flexibility when units are completed to suit the needs of the children.

6. Equal Opportunities

At Elburton Primary school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and to maintain a positive ethos where children demonstrate positive attitudes towards others.

Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenges.

7. Inclusion

All pupils are entitled to access the Religion and World Views curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies in line with the school's inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children can make progress in each curriculum area, according to their full potential. Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging Religion and World Views curriculum and this is supported through a Faith visitor and visiting places of worship.

8. Role of the Subject Leader

The subject leader's responsibilities are:

- To ensure a high profile of the subject.
- To ensure a full range of relevant and effective resources including faith visitors and visiting places of worship are available to enhance and support learning.
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase.
- To monitor books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SLT.
- To monitor planning and oversee the teaching of Religion and World Views.
- To lead further improvement in and development of the subject as informed by effective subject overview.
- To ensure that the Religion and World Views curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that the Religion and World Views curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the Religion and World Views curriculum.
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.
- The school subscribes to NATRE and attends Plymouth RE Hub meetings which through staff meetings, INSET and planned CPD opportunities give teachers the opportunity for professional growth.

9. Parents

We at Elburton Primary School actively encourage the involvement of families and the wider community to help support and promote the teaching of Religion and World Views.

The Right to Withdrawal

Religion and World Views at Elburton is open, broad, explores a range of religious and non-religious worldviews. However, parents/carers may make a request, in writing, to the Headteacher, that their child be withdrawn from Religion and World Views. However, it should be noted that requests for withdrawal are often based on a misunderstanding of the nature and purpose of Religion and World Views and discussion of this is vital before a decision to withdraw can be made.