



ST PAUL'S
Church of England Primary School

We are a Christian School and
we value being:
Encouraging and challenging;
Brave and kind;
Thankful and thoughtful.



Our school vision:

Matthew 19:14a Jesus said, 'Let the little children come to me'.

We are all equally important, listened to and loved by God

RELIGION AND WORLDVIEWS

POLICY FOR RELIGIOUS EDUCATION

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We are a Church of England (Voluntary Aided) School and have strong links with our Church, St. Paul's, Leamington. Our uniquely Christian ethos is an integral part of the character of our school and is reflected in the daily life and work of the whole school.

Inclusion and Ethos

We welcome children and families of differing religious beliefs, or those of none and recognise a variety of religious and cultural traditions and worldviews that reflect the lives of our children and their families. From this foundation our pupils explore and make discoveries during their time at St. Paul's. Our children learn to show care, love and respect through our school vision and values. They develop the key skills needed including those of self-respect and sensitivity to the needs of others.

Religious Education Syllabus

Religious Education is a compulsory and core subject within the curriculum of the school, and it is the direct responsibility of the Governing Body to decide the policy for the teaching of Religious Education at St. Paul's School.

As a Church of England Voluntary Aided School, Religious Education at St. Paul's is firmly rooted in Christianity. We use the Coventry and Warwickshire Religion and Worldviews Agreed Syllabus for Religious Education 2024-2029 (CWAS) alongside the 'Understanding Christianity' resource as recommended by The Diocese of Coventry.

The purpose of RE

RE helps pupils to begin to widen their perspectives beyond the personal and to engage with the stories, symbols, rituals and images of religion and worldviews. The religion and worldviews approach is deliberately focused on understanding how the worldviews inhabited by others are embodied and that the body, as well as the soul, mind and spirit, are of ultimate concern to many religious traditions.

Aims

At St. Paul's we aim to enable children of all abilities and levels of development:

- To know about and understand a range of worldviews, both religious and non-religious, recognising both similarities and differences as part of study.
- To be familiar with possible answers to deep questions about self, others, the world and the possibility of a deity, drawn from a range of case studies from religion and worldviews.
- To become increasingly confident in the main disciplines of theology, philosophy and human and social sciences, and their associated tools and methods, to allow for rich academic study of religion and worldviews to take place.
- To have the time and space to reflect upon their own personal worldview and the personal knowledge they bring to RE lessons, considering what they might learn from religion and worldviews encountered and how these, in turn, might shape their own worldview.

Processes in RE and our desired outcomes

RE teaching is approached through using a multi-disciplinary approach where pupils explore a selection of core concepts that are relevant to most religion and worldviews, at increasing depth in addition to Understanding Christianity elements of the curriculum. RE is approached as a journey with pupils being invited to engage in enquiry and function as explorers as they encounter worldviews other than their own. This will then allow them to develop critical religious literacy as they study religions and worldviews. They will develop as 'wise interpreters' of knowledge about the world and how others choose to live in it.

Statutory elements of the Agreed Syllabus

- Spiral coverage of the seven core concepts: *Belonging and Believing, Wisdom and guidance, Personal Responsibility, Living Well, Authority and Power, Changes and Grand Narratives.*
- The main enquiry questions (which also serve as unit titles)
- The lead disciplines (theology, philosophy, human & social sciences and history) indicated in each unit

Understanding Christianity

Understanding Christianity is taught with a multidisciplinary approach of Theology whilst also exploring sociology. The concepts of Understanding Christianity fit into a spiral curriculum; they are revisited and explored in increasing depth as pupils move through the school. They are explored through key questions and through connections to other concepts.

- know about and understand Christianity as a living world faith, by exploring key theological concepts.
- develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians.
- develop pupils' abilities to connect, critically reflect upon, evaluate, and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human existence.

The main Christian concepts explored through UC are:

God, Creation/The Fall, People of God, Incarnation, Gospel, Salvation, Kingdom of God.

Our desired outcome

Pupils will become aware of their own personal worldview and the positionality that shapes it. They will become increasingly able to hold conversations about their own worldview and those of others. They will be wise interpreters of the knowledge they encounter through exploration of diverse, embodied lived expressions of worldviews.

Organisation

RE is taught in single age groups with all groups in each phase being taught RE at the same time. Curriculum time is allocated to RE on a weekly basis or according to the curriculum map, in some blocks depending on the enquiry question and year group.

Class teachers use the planning and resources provided by CWAS and Understanding Christianity as a for creating relevant, stimulating, and creative learning opportunities for their pupils, ensuring that the principles and processes that support quality learning within a unit are not compromised.

Case studies are a vital part of the CWAS as are visits and visitors enabling pupils to develop a deep understanding of worldviews. Teachers use the Warwickshire Agreed Syllabus guidelines and access support to ensure that protocol is adhered to and that such learning opportunities are fully utilised.

Class teachers adapt plans to ensure that lessons meet the learning needs of all pupils including those pupils that require further support and those pupils that demonstrate gifts or talents.

Pupil's individual work is recorded in exercise books with group work for example discussions and drama being recorded in shared year group portfolios.

Each pupil in Key Stage 1 and 2 has their own Pupil World View Passport which will be used at the start of the school year and throughout the CWAS units of work (excluding layover units) and as part of the assessment process.

Assessing, Reporting and Recording

We use a 'curriculum as progression' model with teachers assessing whether the curriculum is working (e.g., 80% of pupils know and can do as the curriculum intends).

We focus on progression of disciplinary knowledge and skills as laid out in the CWAS syllabus units, allowing for teachers to make a general assessment on the effectiveness of the curriculum in terms of the development of understanding of pupils in regard to a religion and worldviews education.

We do not seek to assess 'personal knowledge' but instead provide regular opportunities for pupils to reflect on the development of their own personal knowledge is provided through the use of the worldview check points on unit maps and the Pupil Worldview Passport.

Tracking key 'concepts' throughout all Key Stages ensures there is consistent development and assessment of pupils' substantive knowledge. Throughout each Key Stage, pupils will be consistently assessed on disciplinary knowledge, 'ways of knowing' and disciplinary skills, using a progressive and spiral model. This ensures pupils are able to revisit, recall and remember 'substantive' knowledge through the application of disciplinary lenses and skills.

As a result, assessing the disciplines will ensure our pupils are able to demonstrate 'how to know' about religious and non-religious worldviews.

Monitoring and Evaluation

Termly pupil voice conversations take place with a range of pupils from Years 1 to 6 in the form of discussions with the subject leader. Pupils bring their books to these meetings and discussion points are fed back to staff afterwards. The aims of these discussions are to explore the response of pupils to the subject of RE and to find out how well they are progressing in the subject. Pupil voice discussions enable the subject leader and members of SLT to monitor how well children make progress in RE as well as the quality of teaching and learning evidenced through books and class portfolios.

These termly meetings enable the subject leader to gain an understanding of the knowledge that children have acquired over time, reflecting the effectiveness of planning, teaching, and learning.

Feedback from pupil voice discussions is given to staff through one-to-one conversations and / or general feedback in staff meeting time as appropriate.

RE is also monitored through lesson observations, planning and book trawls, and discussions with staff. RE is inspected under SIAMS, in accordance with the Education Act.

RE for those with a SEND

RE is an important subject for all pupils and that includes pupils who have special educational needs or a disability (SEND). Some of the ways in which RE can benefit SEND pupils are:

- Understanding the self- own worldview and beliefs and values, spiritual development and self-confidence.
- Understanding family- the culture and traditions that surround them and make up part of their experience of belonging.
- Understanding others and wider society- how the world works and why difference and diversity are part of that and something to be celebrated.
- Developing a sense of identity and belonging towards something beyond themselves.

Legally, all teachers must take responsibility for the provision of pupils with SEND; helping pupils overcome any barriers to participating and learning and 'making reasonable adjustments' to their teaching, in accordance with the Equality Act 2010.

In RE the curriculum may be modified through:

- Ensuring learning challenges SEND pupils in the right ways.
- Modifying learning tasks in accordance to needs
- Using images and objects appropriately to support and scaffold learning.
- Using additional adult support to rephrase or ask questions that scaffold thinking.
- Engage pupils in discussion and group work rather than focusing on solely written outcomes.
- Avoiding activities in RE that involve lots of copying.
- Making resources and displays for RE accessible and using these to support the linking of learning together, including dual-coding or sensory approaches
- Pre-teaching for visits and visitors, and new vocabulary, so that the unfamiliar becomes familiar more quickly.
- Teaching vocabulary explicitly (anticipating difficulties surrounding metaphors)

Withdrawal from RE

Parents have a right to request their children are withdrawn from RE and to request that alternative arrangements be made, so long as it does not incur any additional cost to the school or the local authority.

At St. Paul's, we consider it good practice to talk to parents to ensure that they fully understand the aims and principles of RE to inform their decision, however as a C of E school with a strong Christian ethos we necessitate that those families who have chosen to send their children to our school uphold and are respectful of our Christian ethos which is explored directly during RE.

Curriculum Map						
	Autumn		Spring		Summer	
EYFS	F1 How can people show they belong together?	F2 Why do Christians perform nativity plays at Christmas? INCARNATION	F2 Who are the people in sacred (special stories and why they still be important today?	F3 Why do Christians put a cross in an Ester garden? SALVATION	F3 How do people know how to treat each other?	F1 Why is the word 'God' so important to Christians? GOD/CREATION
Y1	K1.1 How might your worldview be seen in the choices you make?	1.3 Why does Christmas Matter to Christians? INCARNATION (Core Learning)	K1.2 Where do people turn for guidance in Life?	1.2 Who made the world? CREATION	Sikhi Worldviews Layover Unit	K1.3 How do people with similar worldviews share and celebrate their beliefs?
Y2	Islamic Worldviews Layover Unit	1.3 Why does Christmas Matter to Christians? INCARNATION (Digging Deeper)	K1.5 What is most important for different people? and 1.1 What do Christians believe God is like? GOD	1.5 Why does Easter matter to Christians? SALVATION	1.4 what is the good news that Jesus brings? GOSPEL	K1.6 Why has the Coventry Blitz shaped Christian world views locally and globally
Y3	L2.1 Why are nature and the seasons significant for religion and worldviews?	2A.1 What do Christians learn from the Creation story CREATION	L2.2 How are worldviews shaped and expressed through art and architecture?	2A.5 Why do Christians call the day Jesus died 'Good Friday'? SALVATION (Core Learning) and What kind of world did Jesus want? GOSPEL	L2.3 What can worldviews tell us about conflict, peace, forgiveness and reconciliation and is that important?	2A.6 When Jesus left, what was the impact of Pentecost? KINGDOM OF GOD
Y4	L2.4 How might your worldview lead you to do hard things for good reasons?	Jewish Worldviews Layover Unit	2A.3 What is the Trinity? INCARNATION/ GOD	L2.5 What or who is God and how is the divine understood in theistic worldviews? And Why do Christians call the day Jesus died 'Good Friday'? SALVATION (Digging Deeper)	L2.5 Do you have to be part of a faith community to hold an organised worldview? With elements of 2.A4 What kind of world did Jesus want? GOSPEL	L2.7 How have religion and history and entwined in this area?
Y5	U2.2 Why might ancient stories still be so important for some worldviews today?	2.B4 Was Jesus the messiah? INCARNATION	U2.3 Do religions change or do they stay the same?	2B.6 What did Jesus do to save human beings? SALVATION	U2.4 What might it mean to 'live well'?	2B.5 What would Jesus do? GOSPEL
Y6	U2.5 How do beliefs and ideas about land shape the way human beings live?	2B.2 Creation and Science: conflicting or complimentary? CREATION / FALL and 2B.8 What kind of king is Jesus? KINGDOM OF GOD	Hindu Worldviews Layover Unit And U2.6 How might your worldview impact on the way you understand death and beyond?	2B.7 What difference does the resurrection make to Christians? SALVATION	U2.7 What is the truth and where might it be found?	2B.3 How can following God bring freedom and justice? PEOPLE OF GOD

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