

Religious Education and Worldviews Policy



Inspiring a love of learning through
the bonds of family, faith and friendship.

Date: July 2025

Review date: July 2027

'We believe that all people are unique and of equal worth. As part of God's family everyone is nurtured, valued and respected. We provide a safe community where we give everyone the fullest opportunity to be the very best they can be.'

(school vision statement)

Aims and Objectives

Through our school vision we aim to 'inspire a love of learning through the bonds of family, faith and friendship'. Religious Education and Worldviews is a fundamental subject at Folksworth Church of England Primary School. It is designed to enable children to become tolerant young people with respect and understanding of the views of others, including the beliefs and practices of religions and other world views. The curriculum ensures that pupils become religiously and theologically literate, developing knowledge and understanding of sources of wisdom and their impact, while exploring spirituality and critical responses.

Through our Religious Education Religious Education and Worldviews curriculum we aim:

- to engage pupils in enquiring into and exploring questions arising from the study of religion and belief, so as to promote their personal, spiritual, moral, social and cultural development.
- to provide pupils with knowledge and understanding of Christianity and other principal religious traditions and beliefs represented in Great Britain; recognising key commonalities and differences between religions.
- to develop pupils understanding of the ways in which beliefs influence people in their behaviour, practices and outlook.
- to enable pupils to become aware of their own beliefs and values and to have a positive attitude to the search for meaning and purpose in life; so they can develop confidence in their own values.
- to encourage pupils to develop tolerance, respect and understanding towards other people who hold religious beliefs different from their own.

Worldviews can be defined as the way in which a person encounters, interprets, understands and engages with the world.

Planning and Timetabling

As a Church of England Voluntary Controlled School we must ensure that Christianity is taught as the major religion, as well as other world faiths and worldviews (Hinduism, Islam, Judaism, Buddhism, Sikhism and Humanism). In order to do this we follow the Diocese of Ely Recommendation to adopt the Cambridgeshire Agreed Syllabus for Religious Education taking into consideration the greater balance towards Christianity in line with Diocesan expectations. Understanding Christianity is used as our main source for teaching Christianity from EYFS to Year 6 as supported by Ely Diocese.

Using enquiry-based learning, the syllabus provides a coherent framework to allow for deeper levels of knowledge and understanding of religious and non-religious life stances, and to develop respect and sensitivity, so that, as future citizens, the children will value and celebrate cultural and religious diversity, in peaceful co-existence. It also provides opportunities for pupils to explore their own beliefs, values and traditions.

For other Worldviews we use the Emmanuel Project to explore ‘big questions’ developing knowledge and understanding but also encouraging pupils to consider similarities and differences.

Religious Education and Worldviews is explicitly taught in a weekly Religious Education and Worldviews lesson. The school expects the following amount of dedicated teaching time per key stage per year, with these statutory guidelines:

Early Years Foundation Stage	Minimum of 30 hours teacher-led activities.		
Key Stage 1 (Years 1-2)	Minimum of 36 hours	Statutory: Christianity plus the teaching or one or two other religions or faiths tailored to the needs of the school, children and community.	Statutory: Starting with family, neighbourhood and special times. Concentrating on the similarities of religions.
Key Stage 2 (Years 3-6)	Minimum of 45 hours	Statutory: Christianity, five other world religions, Humanism and an acknowledgement of other world views.	Statutory: Moving from the local to the national and international examples of religion. Exploring diversity, similarities and differences between religions, Humanism and other world views.

In addition to this, we timetable Enrichment days. These often correspond with Religious Festivals across the world faiths where these are explored in more detail. Enrichment days may also focus on big questions or exploring the faiths and cultures represented in our school. These activities are class based and planned to be appropriate to the age and level of understanding of the pupils.

Curriculum Delivery and Assessment

Units of work are focused around a ‘big question’. Across the units the children learn to respond to these questions with a smaller learning focus each week. Following this enquiry-based approach we allow the children to ask questions of:

- themselves and others
- the feelings of others
- people with faith and without a faith
- the meaning and purpose of life
- nature of reality
- issues of right and wrong
- what it means to be human
- reflection and prayer
- sense of belonging and identity.

The teaching of Religious Education and Worldviews is not just confined to the weekly lesson and is incorporated in other curriculum areas, where appropriate, creating a cross curricular approach to learning.

The teaching of Religious Education and Worldviews will maintain a balance between the two Progression Targets: Knowledge and understanding of religion and worldviews and – Responding to religion and worldviews. Children will be assessed according to the criteria set out in the Agreed Syllabus and outcomes reported in annual reports.

The teaching of Religious Education and Worldviews should allow pupils to respond in a variety of ways which may include written pieces, drama/ storytelling and art.

Early Years Foundation Stage

The teaching of Religious Education and Worldviews in the Early Years Foundation Stage requires a multi-sensory approach providing opportunities for pupils to learn and understand about themselves and others (PSHCE) and the world (Understanding of the World) and the ability to express themselves appropriately (Communication and Language).

Emmanuel Project units are delivered across the academic year.

A range of multi-cultural and multi-faith resources are used within the Early Years Foundation Stage Environment allowing pupils to explore through play.

Inclusion

At Folksworth Church of England Primary School we provide an inclusive environment where all pupils are valued, supported and challenged to reach their full potential. Where necessary we adapt the curriculum to ensure that all pupils can enjoy their learning and achieve success. We also identify those pupils who have higher learning potential and ensure we provide sufficient challenge allowing them to fully develop their understanding and associated skills.

Resources and Community Links

We have a range of resources linked to the major world faiths and worldviews. These include artefacts, photographs, books and religious texts. If during a specific topic we can make links with parents and the local community we will arrange for a visit to enhance the pupils' understanding and experiences.

Educational Visits

Across the Religious Education and Worldviews curriculum we have planned visits to places of worship from the world faiths. These visits allow children to ask questions and to see first hand how people worship developing their understanding.

CPD

At Folksworth Church of England Primary School we ensure that staff are equipped with the knowledge and skills required to deliver Religious Education and Worldviews effectively. Appropriate training is accessed as required through the Local Authority and Ely Diocese.

Right of Withdrawal from Religious Education

We expect all children to attend collective worship and participate in Religious Education and Worldviews lessons. Parents do have the right to withdraw their children from Religious Education and Worldviews lessons and Collective Worship. Requests to do so must be

made in writing to the Headteacher. However, withdrawal cannot guarantee exclusion from the religious character of the school. Following a meeting with the Headteacher and Religious Education Leader, the school will make alternative arrangements for the supervision of the pupil concerned. Parents do not have to explain or give reasons with this. This complies with the 1944 Education Act and was restated in the 1988 Education Reform Act. The headteacher keeps a record of all children who withdraw from collective worship and Religious Education and Worldviews.

Monitoring and Review

Governors will monitor and review this policy every two years or before when significant changes are made.

The Religious Education Subject Leader is responsible for overseeing the delivery of the curriculum and meeting statutory requirements in conjunction with the headteacher.

Health and Safety

Appropriate risk assessments are completed for all off-site and on-site visits. Visitors working with children are always supervised by a member of staff and discussions around the content of the visit are discussed ahead of meeting the pupils. For regular visits DBS checks are completed in line with our safeguarding procedures.

Additional Policies/ Key Documents

- Collective worship policy
- Cambridgeshire Agreed Syllabus
- Teaching and Learning Handbook
- Curriculum Plans