



## Berkswell C of E Primary School



### **Religion and Worldviews Policy 2025**

**Written by: Miss Kate Wragg**

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# **Berkswell C of E Primary School**

## **Religion and Worldviews Policy**

### **Our Aims Statement**

**Love underpins everything that we do.** We aim for each child to grow in the love of God and one another, following the teaching of Jesus to love our neighbour. We want all our children to feel a **deep sense of belonging and togetherness**, being part of the Berkswell family where they are safe, accepted and able to flourish. We celebrate each child's successes and encourage the development of his or her confidence and self-esteem, so that they leave our school with **great aspirations for their future**. We want them to be well prepared to face the challenges ahead and, hopefully, carry with them very fond memories of our school.

**Our Christian vision is the golden thread that runs through all aspects of school life. It is the embodiment of what we believe and reflects the very beating heart of the school.**

***Let all that you do be done in love. 1 Corinthians 16:14***

### **The Legal Requirements**

The 1988 Education Act states that 'Religious Education (RE) has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils' as it is a necessary part of a broad and balanced curriculum.

By law, each Local Authority is required to have a Locally Agreed Religious Education Syllabus with the establishment of a Statutory Advisory Council for Religious Education (SACRE). As has become a historic tradition, Coventry and Warwickshire SACREs have come together to create and agree on a syllabus that promotes good, effective and thought-provoking RE; takes full advantage of the local context and is written in keeping with national developments with regards to the subject. This syllabus has also been supported by the Coventry Diocesan Board of Education. In the spirit of reconciliation, which is at the heart of this syllabus, this collaborative working builds bridges in the name of great education. Pupils are invited, through the syllabus, to explore matters of faith, spirituality, peace, reconciliation, community and morality.

### **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Parents have a right to request their children are withdrawn from RE and to request that alternative arrangements be made, so long as it does not incur any additional cost to the school or the local authority. This is a law that is still in place from a time when RE was of a more confessional, Anglican nature and RE today should be non-confessional and inclusive for all pupils. It is our practice to talk with parents to ensure that they fully understand the aims and value of this subject to enable them to make an informed decision, before we honour the right of withdrawal. Any parent wishing to withdraw their child should consult the Head Teacher.

## **Berkswell RE Curriculum**

Berkswell Primary School is a Church of England Voluntary Aided School. A high-quality RE curriculum is essential to meet the statutory requirement for all schools to teach a broad and balanced curriculum. At the heart of RE in church schools is the teaching of Christianity, rooted in the person and work of Jesus Christ. There is also a clear expectation that as inclusive communities, church schools encourage learning about other religions and worldviews, fostering respect for them.

The Governors, in consultation with the Head teacher have decided, following advice from the diocese, to adopt the Coventry and Warwickshire Agreed Syllabus and to supplement this with a Christian based curriculum which reflects the religious character of our school.

**The curriculum we provide is based on the Coventry and Warwickshire Religion and Worldviews Agreed Syllabus for Religious Education along with the National Society's Understanding Christianity (Text, Impact, Connections) Project. This curriculum was adopted from September 2024.**

## **Our Philosophy**

Our Christian ethos is at the heart of Berkswell C of E Primary School and its community. We inspire each and every one of us to grow and flourish within an investigative and reflective environment, whilst celebrating achievement. We believe that Religion and Worldviews is of fundamental importance in helping children to learn about the foundations of our **Christian ethos** that underpin all aspects of our church school life and our **Christian vision and values that are woven** through all aspects of our curriculum.

## **The Term Worldview**

A worldview is understood to be the inhabited way in which a person encounters and interprets the world, understands it and engages with it. It starts with the particular (e.g. individual and communal worldviews) and moves towards the general (e.g. knowledge of the recognisable familiar traits of organised worldviews such as religious traditions as well as non-religious worldviews). Worldviews may change over time. Individuals may be very aware of their worldview, having considered all aspects of it in a conscious and deliberate way, but others may be largely unaware of their own worldview, what shapes and influences it and how and why it has changed over time. Children will naturally fall on a spectrum from unconscious to well-considered worldview and this curriculum gives them the opportunity to acknowledge, explore and interrogate their own worldview as well as the worldviews of others.

## **Our Intent for Religion and Worldviews**

Religious Education at Berkswell CE Primary School provides a safe space for children and adults to explore their own personal worldview whilst learning about the religion and worldviews of others. It is our intent that Religion and Worldviews enables our children to **investigate and reflect** on some of the most **fundamental questions** people can ask, whilst developing their **knowledge and understanding of global Christianity, other major world religions and non-religious views**. We believe that our curriculum helps our children to gain a deep awareness and understanding of their own and others' unique identities as they explore life's big mysteries and consider the answers to 'big questions' that are presented through a wide variety of world religions and belief systems. With **love and inclusivity** at its heart, children of all faiths and none, develop a strong sense of **togetherness**, feeling accepted and valued.

Through Religion and Worldviews children can become literate and articulate about religion and beliefs in order to become caring and compassionate members of society. The subject encourages children to demonstrate curiosity about faith and recognise how it impacts upon the lives of individuals, society, and culture. Through Religion and Worldviews children reflect on their own beliefs and values in the light of their learning, and in doing so their respect for themselves and others develops, and they feel drawn to imagine and to contribute towards a better world for all. Our Religion and Worldviews curriculum aims to equip our children to become **inquisitive, analytical, resilient and reflective learners** giving them the knowledge and **cultural capital** they need to succeed in life.

## **Religion and Worldviews and S.M.S.C. Development**

Support for pupils' S.M.S.C. development is intrinsic to our Religion and Worldviews curriculum. We aim to support:

- **Spiritual development** by developing pupils' knowledge of, and respect for, different people's faiths, feelings and values and their sense of fascination in learning about themselves and others.
- **Moral development** by developing pupils' interest in investigating and offering reasoned views about moral and ethical issues and ability to understand the viewpoints of others on these issues.
- **Social development** by pupils working and socialising with those from different religious backgrounds and by them developing mutual respect / tolerance of those with different beliefs.
- **Cultural development** by developing pupils' understanding and appreciation of the range of cultural influences that have shaped their heritage and others and the range of different cultures in school and further afield, whilst also recognising and valuing the things we share in common.

## **Religion and Worldviews and British Values**

Religion and Worldviews plays a fundamental part in promoting **British Values**. Our learning will help our children to recognise that religions are committed to morality, social justice, a deepening of personal development and stewardship of the world. Our children will explore British Values in relation to religions and belief, through lessons in school, visits to places of worship and by meeting people from a diverse range of religious and belief societies. In doing so, they will become better informed and more empathetic, which will in turn promote cohesion and integration in society.

## **Aims - Church of England**

According to the **Church of England Religious Education Statement of Entitlement** the aims for pupils are:

- To 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.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To 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.
- To explore their own religious, spiritual and philosophical ways of living, believing and thinking.

## **Aims - Understanding Christianity Programme**

- To enable pupils to know about and understand Christianity as a living world faith, by exploring key theological concepts.
- To enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact on the lives of Christians.
- To 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.

## **Aims - Coventry and Warwickshire Religion and Worldviews Agreed Syllabus**

- 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.

## **Our Religion and Worldviews Curriculum**

At Berkswell C of E Primary School, we are passionate about the fundamental importance of Religion and Worldviews both in the curriculum and in the lives of our children. Religion and Worldviews has a high profile within our school. **Each year group engages with a minimum of a weekly one-hour Religion and Worldviews lesson.**

**We have created a bespoke Religion and Worldviews curriculum which provides creative, challenging, and thought-provoking education, where children can develop their knowledge, understanding and skills in this subject and are prepared for life in a modern, diverse Britain and plural world.**

Our Religion and Worldviews curriculum is supported by **two schemes**. Teachers use the Coventry and Warwickshire Religion and Worldviews Agreed Syllabus along with the National Society's Understanding Christianity Project. By carefully combining the two schemes, we can ensure a coherent and comprehensive curriculum with a clear outline of core learning 'building-blocks'. We can also provide high quality, engaging and inspiring learning experiences, which reflect both the Christian nature of our school and the range of backgrounds (religious and non-religious) of our families. Therefore, we can meet the needs of ALL our children.

Our long-term plan for Religion and Worldviews has been designed to ensure **depth, breadth, balance and progression** in terms of:

- The religious and non-religious worldviews studied.
- The key concepts encountered
- The disciplinary knowledge and disciplinary skills gained (theology, philosophy, human and social sciences, history)

**Skills** are developed during various learning opportunities. Through puzzling, looking closely, asking questions, exploring, interpreting, comparing, evaluating, interviewing, applying, analysing, challenging, questioning, appreciating, appraising, empathising, weighing up ideas, arguing, reflecting and imagining children can deepen their knowledge and understanding of Religion and Worldviews.

We ensure that disadvantaged children and children with SEND acquire the knowledge and cultural capital they need to succeed in life. Our Religion and Worldviews curriculum is **appropriately demanding**. Within our Religion and Worldviews lessons, **we cater to the subject strengths and learning style preferences of our children**. Children have regular opportunities to extend and apply their English, Maths, Science, I.T., Geography and History skills. We work creatively, often using Art, Music and Drama as a way of exploring themes and key questions. Children work in a variety of ways and produce a variety of outcomes (intellectual, practical, personal and social).

Every lesson, we encourage independent, thoughtful and **reflective practice** upon a range of questions about spirituality and identity, morality, values and commitments. Children carefully consider their developing understanding of the world and become passionate about and learn to take responsibility for their place within their school, community, country, and the wider world. They understand what it means to 'Love your neighbour as yourself' (Luke 10:27) and to live in peace and unity with those around them.

**Do to others whatever you would like them to do to you. Matthew 7:12**

Whenever possible, we have **visitors** from a range of religious and non-religious beliefs into school. Year groups also enjoy **trips to different places of worship**. By doing so, we enrich the children's learning, knowing that first hand experiences really do help to cement and develop their understanding of concepts and help them to make connections between religious and non-religious beliefs and how these are lived out through different communities.

As a school, we enjoy **three whole days for Religion and Worldviews each year** (one in Autumn, one in Spring and one in Summer). Such special days enable us to focus on a concept or line of enquiry in greater depth and to develop our knowledge, understanding and skills in this area – both as children and teachers! These special days also help to unite the whole school through shared themes and content during the day and a closing assembly where successes can be celebrated.

All of these amazing opportunities provide the stimulus for truly exciting and memorable “Wow” experiences for our children, **inspiring them to shine**.

***Let your light shine Matthew 5:16***

### **Planning and Delivery**

Units of work from the Understanding Christianity Scheme and from the Coventry and Warwickshire Agreed Syllabus form the basis of our planning at Berkswell. Teachers use the plans and resources to create 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. Teachers adapt the plans and resources to ensure that their lessons meet the needs of all of their pupils, enabling them to learn more effectively. This includes pupils with SEND, EAL and those who are Gifted and Talented.

### **Understanding Christianity Scheme**

Understanding Christianity weaves approaches to teaching about Christianity that build upon the children’s encounters with biblical concepts. Units of work address a key Christian concept through key questions and exploration of key biblical texts, the impact that they have on Christians and possible implications on the pupils themselves. Each unit incorporates the elements of:

#### **Making Sense of the Text:**

Developing skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of the meanings of texts for Christians.

#### **Making Connections:**

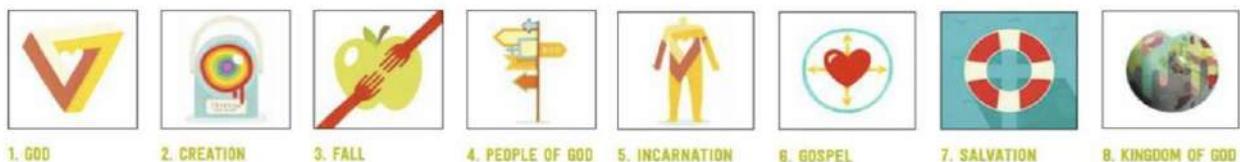
Examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world.

#### **Understanding the Impact:**

Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupil’s own lives and ways of understanding the world.

The teaching materials use a variety of strategies and activities within each element, in order to engage pupils and develop their skills in RE and learning.

The following core concepts are explored in the Understanding Christianity approach, as part of the 'big story' of salvation:



The core concepts fit into a spiral curriculum, whereby concepts are revisited and explored in more depth as pupils move through the school.

### **Coventry and Warwickshire Religion and Worldviews Agreed Syllabus**

This syllabus is structured around seven core concepts. These are:

	<b>Belonging &amp; Believing</b>		<b>Authority &amp; Power</b>
	<b>Wisdom and Guidance</b>		<b>Changes</b>
	<b>Personal Responsibility</b>		<b>Grand Narratives</b>
	<b>Living Well</b>		<b>Disciplines: Theo Phil HSS Hist</b>
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The concepts are repeatedly encountered as part of a spiral curriculum where these concepts are revisited from the different angles provided by a) case studies from a range of religions and worldviews, b) different 'ways of knowing' about religion and worldviews through the methods and tools of disciplines of study, c) the additional perspectives that come with age and maturity as pupils move through the education system. Each of the concepts are linked with specific disciplines so that the concept can be approached through nuanced and varied enquiry built around the different 'ways of knowing' about religion and worldviews. The main disciplines of study are:



**Theology: Beliefs about God, life, the world.**



**Philosophy: Ways of thinking about ourselves, our existence, the meaning of life and big questions.**



**Human and Social Sciences: Practices and ways of living.**



History is also a key discipline for some units of study.

The syllabus combines three essential aspects to create a comprehensive learning journey for pupils:

**Explore** (substantive knowledge content drawn from religion and worldviews, explored as case studies in response to each enquiry question)- **What?**

**Route** (disciplinary lenses and their associated methods and tools, dialogue and debate around worldviews and lived experience and embodiment of worldviews)- **How?**

**Perspective** (personal knowledge: the positionality, reflexivity, reflectivity and metacognition of the pupil as learner and worldview explorer in RE) – **Who?**

## **Reflective Opportunities**

There are reflective opportunities throughout each lesson and particular emphasis is given to self-reflection at the end of each lesson with carefully prepared **Pause for Thought** reflection questions for pupils to answer. Pupils think about their own lives and experiences, using the **Ows, Wows and Nows Spirituality Model** we have adopted within our school. They consider relevant spiritual, moral, social and cultural issues in reflective and empathetic ways and identify roles and responsibilities they have within their school, community, country and the wider world.

Pupils also reflect at three key points during each unit of work. With the Understanding Christianity Scheme pupils pause to consider their prior learning (learning they already have before a unit begins), their current learning (learning gained from completing the unit) and their future learning (next steps in their learning journey). With the Coventry and Warwickshire Agreed Syllabus pupils complete a worldviews checkpoint at the start, middle and end of each unit. They pause to consider a) how they might now answer the enquiry question from their own positionality and their own personal worldview and b) how this question might be answered by those with different worldviews.

## **Feedback and Marking**

Teachers provide verbal feedback within lessons, which pupils respond to at the time. Teachers may give written feedback after lessons, which pupils respond to at the start of their next lesson, when their work is given back to them. Written feedback (such as key questions and next steps) may be useful for extended pieces of work and when responding to answers given for reflective questions. All of this supports pupils with their learning journey and facilitates self-improvement. For further details, see separate Feedback and Marking Policy.

## **Assessment, Recording and Reporting**

Religion and Worldviews is assessed in accordance with statutory requirements and our school's Assessment Policy. Assessment in Religion and Worldviews will:

- Involve identifying suitable opportunities in units of work.
- Be directly related to the expectations of the Understanding Christianity Scheme and the Coventry and Warwickshire Religion and Worldviews Agreed Syllabus.
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.
- Recognise the range of skills and attitudes which the subject seeks to develop.
- Include pupil self-assessment, e.g. at the end of lessons and at key points during units of work.

- Enable effective tracking of pupil progress to identify areas for development in a pupil's knowledge, understanding and skills, as well as whole school areas for development.
- Enable effective reporting to parents.

Teachers make a summary judgement about each pupil's achievement. Teachers use end of unit learning outcome descriptions from the Understanding Christianity Scheme and the Coventry and Warwickshire Religion and Worldviews Agreed Syllabus to make 'best fit' judgements on pupils' attainment of knowledge and their application and understanding of the matters, skills and processes specified in the unit. Judgements are recorded on year group assessment grids.

Assessment information from both the Understanding Christianity Units and the Coventry and Warwickshire Agreed Syllabus units are combined and summarised to formulate annual reports for parents / carers on the attainment and progress of their child in Religion and Worldviews.

A well-constructed, well taught curriculum leads to **good results**. We can show this through class data for each unit taught and through progression in children's work. Having said that, the impact of what we do and what the children achieve in Religion and Worldviews cannot always be measured in data and numbers, so we try to look holistically at the **whole child**. Truly learning to 'Love your neighbour as yourself' (Luke 10:27) is an important **impact** of our Religion and Worldviews curriculum, but this is best evidenced in how our children conduct themselves within our school community and in wider community contexts.

## **Resources for Religion and Worldviews**

Both the Understanding Christianity Scheme and the Coventry and Warwickshire Religion and Worldviews Agreed Syllabus are stored on the staff 'Works' drive of the school's computer system. Folders of these (hard copies) are kept in the deputy head's office. Subject Leader files are also kept here, along with samples of children's books from previous academic years.

Religious artefacts and other resources can be found in the Religion and Worldviews resource cupboards in the deputy head's office. Each major world religion has a designated area. All have been carefully labelled and stored. Out of respect, the Qur'an (in its cover) has been placed above the cupboards, with nothing on top of it. Further Christian artefacts and Bibles can be found in prayer spaces in each classroom and in other prayer spaces around the school. Books linked to the current units being taught are also placed near to the prayer spaces in each classroom for children to read.

### **For online material, the following are recommended to supplement teaching and learning:**

- R.E. Online (Subject Knowledge; Teaching Resources e.g. festivals calendar, R.E. definitions, email a believer; Assessing R.E.; Leading R.E.)
- NATRE (Primary: Primary Courses, Spirited Arts and Children Talking)
- BBC Teach (My Life, My Religion: series of short films for each major world religion; Religions of the World: collection of animated films exploring the origins and stories of various religions)
- BBC Bitesize (Primary – KS1 or KS2 - Religious Education – choose from a range of topics concerning major world religions and children can watch the Class Clips)
- True Tube (award winning resources for R.E., P.S.H.E. and Citizenship).
- Coventry SACRE You Tube Channel
- NATRE You Tube Channel

We have close links with Reverend Mark Bratton and St. John the Baptist Church (in Berkswell, in walking distance of the school). The church is used throughout the year to support pupils' learning and Reverend Mark and also Katie, the church family minister, come in to school to support with lessons too. We also have two members of our Governing Body, who are Link Governors for Religion and Worldviews, who regularly meet with and support the work of the Head Teacher and the Subject Leader, and they also participate in lessons.

### **Role of the Religion and Worldviews Subject Leader**

This curriculum area is led by Miss Kate Wragg and supported by the Link Governors. The Subject Leader is responsible for:

- Writing and reviewing the policy to ensure it represents the values and practice of the school.
- Monitoring and reviewing curriculum provision.
- Planning, teaching and assessing weekly lessons across the whole school.
- Monitoring and reviewing the standards children achieve.
- Ensuring training needs of teachers are met, and professional development opportunities are taken advantage of, in light of current developments.
- Ensuring that resources are well organised, cared for and kept up to date.

Evidence is collected through learning walks, lesson observations, work trawls, pupil voice, parental feedback, displays, formative and summative assessments and data analysis.

Professional development opportunities for the Subject Leader are felt to be of great importance to ensure good subject knowledge and effective leadership and management. Training opportunities for the teachers are necessary to ensure high standards of teaching and learning and to keep the teachers up to date with the most current developments in the teaching of Religion and Worldviews.

The Subject Leader works with class teachers to plan and prepare three special focus days for Religion and Worldviews each year. Teachers and children can improve their understanding of religious concepts and develop their skills, by engaging more thoughtfully and creatively in Religion and Worldviews over a more sustained period of time.

Class teachers also plan and organise visits to places of worship. Places visited directly link to the units being studied. The Subject Leader and Head Teacher collaborate to ensure that we regularly have suitable visitors in school (from different religious and non-religious backgrounds). All of this provides engaging and enriching experiences for our children. Guidelines in the school's Health and Safety Policy and Educational Visits Policy are adhered to.