

# Religious Education (RE) Policy 2023-24

## 1. Introduction

In our innovative approach to teaching, we have transformed the traditional subject of Religious Education into a more inclusive and dynamic exploration known as "World Views." This evolution aligns with our commitment to instilling in children a profound understanding of diverse perspectives, beliefs, and cultural practices that span the globe. Our curriculum is thoughtfully crafted to not only impart knowledge but also to develop essential skills that empower children to navigate a world brimming with cultural diversity. By fostering a sense of curiosity, respect, and understanding, our "World Views" curriculum goes beyond the acquisition of facts. It is a journey that prepares children to embrace empathy and open-mindedness, critical enquiry and religious literacy – all essential qualities for navigating the interconnected and culturally diverse world they are growing up in. Through this educational experience, we aim to nurture global citizens who appreciate and celebrate the richness of our shared humanity.

## 2. Aims and objectives.

The objectives of teaching Worldviews in our school are to help children to:

- develop religious literacy – the ability to understand and talk knowledgeably about religion, belief, practices, spiritual insight and secular worldviews.
- Develop an understanding of diversity (religious and non-religious) in the UK and globally.
- secure for all pupils, irrespective of social background, culture, race, religion, gender, differences in ability and disabilities, an entitlement to learning in Religion and Worldviews.
- develop an awareness of the importance of spiritual and moral issues in people's lives.
- develop a knowledge and understanding of Christianity and other major world religions and secular traditions, as well as exploring common elements, concerns and values between the religions and non-religions studied.
- develop acritical understanding of what it means to be committed to an idea. Sensitive acknowledgement should be made of the dangers that over-zealous adherence to some principles can pose.
- be able to reflect on their own worldview and how it influences, and is influenced by, their learning.
- develop the skills needed for an academic study of Religion and Worldviews.
- develop empathy with, and respect for, other people's views, and celebrate diversity in society.

## 3. Teaching and learning:

'Explore, Engage, Reflect'

Discussion within a community of enquiry where everyone's contribution is valued (see below)

Children build on their own and others' experiences to extend their knowledge and understanding of religious and non-religious traditions. We encourage visits to local places of worship and invite representatives of local religious groups or secular traditions to come in and talk to the children. Children are encouraged to present their learning creatively.

## 4. Curriculum planning in religious education

- We plan our Worldviews curriculum in accordance with the Cambridgeshire County Council Agreed Syllabus for Religious Education 2023. We ensure that the units studied build on prior learning.
- We carry out curriculum planning in three phases (long-term, medium-term, and short-term).
- The long-term plan defines the unit topics studied in each term during each Key Stage.
- Our medium-term plans give details of each unit of work for each term. We carry out the medium-term planning on a two-year cycle.
- Short-term planning occurs as the teacher adapts plans to suit the children's needs in their year group or class.

## 5. Cross curricular links

Worldviews actively promotes the skills of questioning, empathy, reading, writing, speaking, listening, selecting, interpreting and analysing information.

## 6. Spiritual, moral, social and cultural development

Worldviews provides opportunities for spiritual, social and cultural development. Children learn about the

importance of faith and belief amongst individuals and groups in their local community as well as around the world. Religious literacy is vitally important in a world with increasing migration and globalization. They are given the chance to consider and respond to questions concerning the meaning and purpose of life and how communities have differentiated between right and wrong throughout history. We enhance their social development by helping them to build a sense of identity alongside empathy for others within a multicultural society. Children explore issues relating to personal choices and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

#### **7. Equal opportunities**

Our whole school philosophy encompasses equality of access and opportunity. Curriculum planning, teaching and learning takes account of pupils' age, gender, ethnicity, faith and special educational needs. The learning environment aims to enable every pupil to fulfil their potential. The contribution of all pupils is acknowledged and valued.

#### **8. Assessment**

All teachers need to assess each unit of R.E. against age-related expectations using the appropriate Unit Assessment sheet. Evidence may come from an assessment task or from the teacher's judgement.

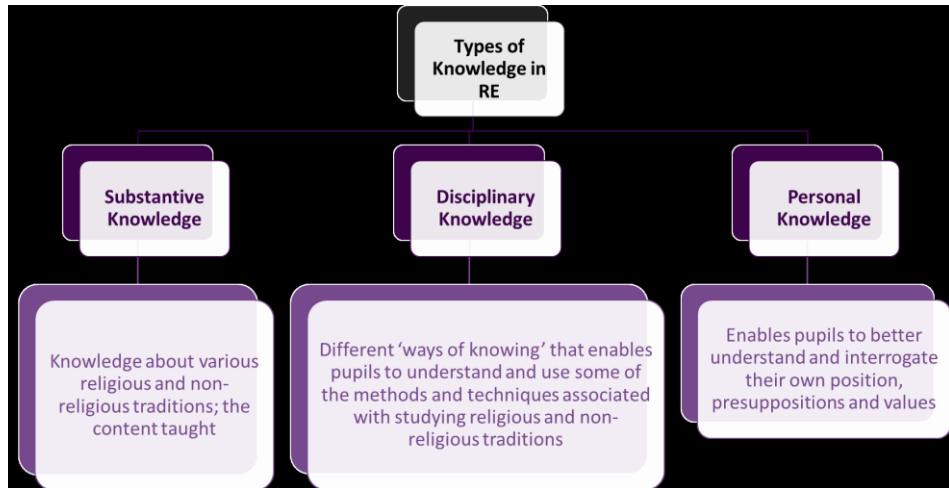
#### **9+10. Monitoring and review**

The RE subject leader is responsible for monitoring the standards of the children's work and the quality of teaching in Worldviews. S/he is also responsible for supporting colleagues in their teaching; for being informed about current developments in the subject and for providing a strategic lead and direction for Worldviews in the school. The subject leader monitors the subject at least twice a year.

### **Appendices:**

#### **Appendix 1** The legal position of religious education

Our school curriculum for Religious Education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that Religious Education is compulsory for all children. The ERA allows parents to withdraw their child from Religious Education classes if they so wish, although only after they have given written notice to the school governors. The ERA also allows teachers to refuse to teach Religious Education, but only after they have given due notice of their intention to the school governors. The Worldviews curriculum meets the requirements set out in the Cambridgeshire County Council Agreed Syllabus for Religious Education 2023. This states that the curriculum should reflect the religious character of the UK: 50% Christianity and 50% other religions and non-religions.



Religious Education  
Reviewed January

