

Religions and Worldviews Policy

Ledbury Primary School



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1. Aims

1.1 Intent

At Ledbury, we offer a rich and vibrant curriculum which is ambitious for all learners. Through our curriculum, we develop the essential knowledge, skills and understanding which are the building blocks for later life. Our curriculum goes beyond the experiences of the classroom to ensure that our children are exposed to the richest and most varied opportunities that we can provide. Our aim is to enrich every child's school experience by creating an environment where they are encouraged to succeed and be the best they can be. At Ledbury, cultural capital prepares children with the essential knowledge and skills for their future. The exploration of new skills and experiences help to nurture resilience, curiosity and creativity. The curriculum is further enhanced by our commitment to Values Education (including British Values) and, through this, alongside our spiritual, moral, social and cultural development, we provide learning experiences which promote confident, self-disciplined pupils, eager for lifelong learning.

Our Religions and Worldviews curriculum is diverse and engaging; challenging all learners. Through our Religions and Worldviews curriculum, we develop knowledge of world religions as well as the communication and listening skills needed to express understanding and personal response to a range of worldviews. Our curriculum delivers the requirements of our locally agreed syllabus, but does so through a variety of mediums, making the most of technology, creative forms and other cross curricular opportunities to ensure that all learners have the richest and most engaging learning experiences within Religions and Worldviews lessons. The curriculum is enhanced by our commitment to Values Education (including British Values) and our RHSE programme, to promote considerate and reflective learners who will enter life beyond the classroom able to confidently formulate and express their own view whilst remaining curious and open to the views of others.

1.2 Aims of Religions and Worldviews at Ledbury:

- develop an awareness of spiritual and moral issues;
- develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain and to compare religious values with our own school values;
- develop an understanding of what it means to be committed to a particular religious tradition;
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;

- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- develop investigative and research skills and to enable them to make reasoned judgements about religious and moral issues;
- show respect for other peoples' views, communicate their own ideas clearly and respectfully and to celebrate our social diversity.

2. Legislation and guidance

This policy reflects the requirements of the [Herefordshire Agreed Syllabus for RE](#), which all schools local to Herefordshire must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Right of withdrawal

In the UK, parents still have the right to withdraw their children from Religions and Worldviews on the grounds that they wish to provide their own religious education. (School Standards and Framework Act 1998 S71 (3)). This will be the parents' responsibility. However, staff will hold discussions with any parents wishing to remove their child from Religions and Worldviews lessons to ensure that they understand the aims and values of our Religions and Worldviews curriculum before honouring this right.

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational target
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate

- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Subject leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- keep up to date with new initiatives;
- monitor pupil progress in that subject area, particularly at the end of each key stage;
- provide efficient resource management for the subject.

The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned for. The subject leader carries out book trawls, questionnaires, learning walks/ lesson observations to ensure that the children are achieving their full potential at each key stage and that attainment is as expected.

4. Organisation and planning

4.1 Implementation

Our curriculum at Ledbury follows the units set out by Herefordshire's Locally Agreed Syllabus and is supported by the RE Today unit plans and Understanding Christianity resources recommended by the Herefordshire local authority whereby units of work for each key stage are organised systematically thus allowing pupils to add to their knowledge of specific religions as they progress through school and to build on prior knowledge through thematic units which draw comparisons between different religions and their values and practices. At the same time, pupils are encouraged to make comparisons between these values and their own and those promoted in school. They are also given opportunities to appreciate the value of certain religious practices and to notice similarities between routines and 'rituals' in their own life from important family gatherings to meditative and communal activities in school.

Each term, the whole school will partake in an Religions and Worldviews RE Week in which each class will focus on a particular topic. This provides opportunities for deeper exploration of religious concepts, cross curricular links and creative expression as well as pupils learning from one another as they share what their class has been learning about.

Throughout these units pupils will be exposed to a variety of traditional stories from different religions, listen to real life experiences and views of people of faith and to engage with their thematic topics through debate and discussion, drama, art, poetry etc.

Planning takes the form of knowledge organisers, giving clear guidance on previous learning objectives (where relevant), future learning and opportunities for teaching new vocabulary. A series of lesson plans are then written.

4.2 Values

At Ledbury our curriculum is underpinned by the values that we hold dear, including British Values. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we encourage co-operation and understanding between all members of our community, promoting community cohesion.
- We value the rights enjoyed by each person in our society. We respect each child in our school for their individuality, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment and encourage sustainability. We aim, through our curriculum, to teach respect for our world; how we should care for it for future generations, as well as our own.

Teachers will draw on links to religious beliefs, concepts and special words when delivering assemblies and teaching around values in order to help pupils better understand these values and make connections between what is important to them and to various people of faith.

4.3 Extra-curricular Activities

At Ledbury, we are committed to providing relevant, hands on experiences which ignite children's thinking and which ignite their curiosity. We intend to provide more opportunities for pupils to experience religions they are less familiar with through invited visitors and trips to place of worship. We also receive weekly assemblies lead by our local Open the Book team who bring Bible stories to life for the children.

4.4 Early Years Foundation Stage

The curriculum taught in the Nursery and Reception classes meets the requirements set out in the Herefordshire Agreed Syllabus.

4.5 Contribution to other subjects and areas

RHSE curriculum and assemblies

Wherever possible, links will be made between our school values and aspects of religious belief and prominent religious figures. Our aim is to give pupils a broad and diverse understanding of the world and those we share it with whilst offering opportunities to explore commonalities between our own values and those of others.

History

Pupils will be exposed to ancient cultures and religions through their history topics as well as key historical events which affect modern day religious practices. For example, pupils in year 3 may discuss Henry VII's relationship with the church and the Catholic/Protestant divide whilst pupils in year 4 explore Pagan religions of the Vikings and Anglo Saxons and the effect of spreading Christianity at the time.

Speaking and Listening

Religions and Worldviews provides the perfect opportunity for pupils to present their thoughts to their peers through pair, group and whole class discussion. Teachers model their own thought processes and

how to communicate these using useful stem sentences and promoting discussion with deeper questioning and allowing pupils to pose their own questions. Children also gain from hearing their peers share their experiences and views and learning to listen carefully and formulate a clear and respectful response.

Geography

Learning about other countries and cultures offers opportunities to explore prominent faiths of those countries too.

Art

Art lends itself naturally to self-expression, therefore pupils will be given opportunities to use different techniques and mediums to explore the larger questions of life.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy.

6. Assessment

Continuous assessment for learning combined with an end of unit task e.g., recorded piece of work, whole class quiz or practical task, supports our final professional judgement.

7. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through liaising with subject leaders, monitoring subject action plans and planning, carrying out learning walks and discussions with children.

Subject leaders monitor the way their subject is taught throughout the school by carrying out learning walks/observations, scrutinising planning and books and discussions with children.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the subject leader responsible for Religions and Worldviews. At every review, the policy will be shared with the full governing board

8. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- Marking policy
- SEND policy
- Basic Skills policy
- Pupil premium
- RSHE policy
- Equality information and objectives