



ASHTON KEYNES
Church of England VC Primary School

Policy for Religion and **Worldviews**

“Enabling life in all its fullness”

**“I came that you may have life, life in all its fullness”
(John10:10)**

Our **Core Christian values** for our school are: *Perseverance, Creativity, Trust and Friendship.*

Introduction and mission statement for Ashton Keynes C of E Primary School

Ashton Keynes Primary School is a Church of England Voluntary Controlled School. Our aim is to provide the best possible education and opportunities for all our pupils.

As a Church school we try to be distinctive in our approach, emphasising the sense of being part of a much larger Christian family. We also take a pride in the inclusive nature of our school. It has always served the local community, not just Christian families within it. The governors and staff therefore hope that everyone associated with the school will be able to feel a full member of our community.

Mindful of the values of its foundation, the school endeavours to develop an understanding of the spiritual and moral beliefs of the Christian tradition, and to create a community in which pupils, cared for as individuals, are helped to find fulfilment as they grow towards adulthood and in a relationship with God.

There are a number of ways in which the school, in the spirit of its Christian foundation, gives meaning to its controlled status:

It sets out to be a place where the study and practice of the Christian faith are taken seriously, always with sensitivity towards those of other major faiths or no religious beliefs. It seeks to use the extra dimension to school life which the Anglican foundation brings to create an atmosphere of trust and understanding within which moral and spiritual development can be nurtured.

The school tries to be a caring community where each individual is valued. Close links are maintained with Holy Cross Church and The Upper Thames Group of Churches, both in discussion of Religion and Worldviews and Worship matters. Representatives from our local church lead our worship regularly and the school joins the Church community for major Christian festivals.

The governors and staff of the school aim to foster the fullest all round development of every child in a happy learning and teaching environment within a Christian framework.

The position of Religion and Worldviews in Ashton Keynes C of E Primary school

Religion and Worldviews is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'

Ashton Keynes School is a Church of England Voluntary Aided School therefore the provision of RW must be in accordance with the Trust Deed of the School. The Governors in consultation with the Head teacher have decided follow a programme of study using elements of Discovery RE, RE today units of work and Understanding Christianity all of which enables the school to follow the requirements of the Locally Agreed Syllabus and the requirements of a Church of England school

Our School aims for Religion and Worldviews.

1. To understand the nature of religious beliefs and practices of many major faiths, religious and non-religious worldviews which are represented in modern Britain.
2. To develop children's knowledge about Christianity giving them a coherent understanding of Christian belief and practice. Children will explore the significant theological concepts within Christianity as part of developing their wider religious, theological and cultural literacy.
3. To help the children to identify and celebrate their own worldview and that of their families.
4. To develop a reverence for life, appreciating its wonders and mysteries.

In Religion and worldview lessons children will learn:

- To grow in awareness of themselves and their own beliefs.
- To understand that they all have a worldview and identify features of it
- To learn how to respect the views of others, even when they are very different from their own.
- To understand how different people, practise their faith and why this is important to them.
- To provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human.

Skills

We want to develop a secure basis of skills which underpin the ability to think, reason and articulate ideas. These skills build upon one another as children progress through the school.

Year R	Year 1	Year 2	Year 3
I know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. I can explore the natural world around them, making observations and drawing pictures of animals and plants; - I know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - I understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	I can share my own beliefs, ideas and values and talk about my feelings. I can name and explore some celebrations, worships or rituals. I know why it is important for some people to belong to a religion. I know some religious symbols and can discuss why they are important. I can discuss how my beliefs affect my behaviour.	I can use religious words and phrases to identify some features of religion and its importance for some people. I can begin to show awareness of similarities in religions. I can retell religious stories and suggest meanings for religious actions and symbols. I can identify how religion is expressed in different ways. I can ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief. I can recognise that some questions cause people to wonder and are difficult to answer. I can, in relation to matters of right and wrong, recognise my own values and those of others I can ask questions to further my own understanding.	I can describe the key aspects of religions, especially the people, stories and traditions. I can begin to identify the similarities and differences between religions. I can use specialist vocabulary when communicating my knowledge. I can discuss my own religious views or opinions I can ask questions to further my own understanding.
Year 4	Year 5	Year 6	

I can use a developing religious vocabulary to describe some key features of religions. I can recognise and share similarities and differences between religions. I can make links between beliefs and sources, including religious stories and sacred texts. I can begin to identify the impact religion has on believers' lives. I can describe some forms of religious expression I can identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief. I can ask important questions about religion and beliefs, making links between their own and others' responses. I can make links between religious and non-religious values and commitments, and their own attitudes and behaviour.	I can describe the variety of practices and ways of life in religions. I can identify and describe some similarities and differences within and between religions. I can use specialist vocabulary when communicating their knowledge and understanding. I can reflect on what it means to belong to a certain faith and discuss own responses. I can identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief. I can ask important questions about religion and beliefs, making links between their own and others' responses. I can make links between religious and non-religious values and commitments, and their own attitudes and behaviour.	I can use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. I can make links between religions, beliefs and practices, and describe some similarities and differences both within and between religions. I can describe the impact of religion on people's lives suggest meanings for a range of forms of religious expression I can raise and suggest answers to questions and issues raised by religion and belief. I can apply their ideas relating to their study of religion and belief to their own and other people's lives. I can make links between religious and non-religious values and commitments, and their own attitudes and behaviour. I can describe what inspires and influences themselves and others, in relation to religion and belief.
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The Wiltshire agreed syllabus states:

The legal requirement of the Education Act 1996 is that an Agreed Syllabus must:

"reflect the fact that the religious traditions of Great Britain are in the main Christian whilst taking account of the teachings and practices of the other principal religions represented in Great Britain." (1996 Ch 56 Section 375 (3))

To be consistent with this requirement, Christianity must predominate and should be taught in every key stage. Other principal religions are defined as Buddhism, Hinduism, Islam, Judaism and Sikhism

Schools should consider the breadth of Religions and Beliefs as part of whole-school planning. The minimum entitlement is outlined below. Schools can teach additional religions where it is appropriate, for example to reflect the religions represented in their school and local area. The programmes of study for each key stage shows where this may take place.

Foundation Stage	Christianity plus aspects of other religions as appropriate.	When considering which Religions and Beliefs to study, schools should reflect on the religion and belief communities represented within the school and in the local community.
KS1	Christianity plus aspects of at least one other principal religion, selecting from Islam or Judaism.	
KS2	Christianity plus aspects of at least two other principal religions: selecting at least one from Islam and Judaism (including whichever has not been selected at KS1) and at least one from Hinduism and Sikhism.	

In addition to this statutory requirement schools should take into account the beliefs, viewpoints and ideas of pupils and their families, which may allow for the exploration of secular philosophies and non-religious worldviews, such as humanism.

The faiths and worldviews studied at Ashton Keynes are:

- Christianity
- Islam
- Judaism
- Hinduism/ Sanatana Dharma
- Sikhism/ Sikhi
- Non- Religious worldviews (Humanist and other Non-Religious views)

Year group	Religion and worldviews
Year R	Christianity Hinduism/Sanatana Dharma Islam
Year 1	Christianity Judaism Non-religious worldviews
Year 2	Islam Christianity Judaism
Year 3	Christianity Hinduism/ Sanatana Dharma Sikhism/ Sikhi

Year 4	Non-religious/ Humanist worldviews Christianity Judaism Islam
Year 5	Non-religious/ Humanist worldviews Christianity Hinduism/ Sanatana Dharma Sikhism/ Sikhi
Year 6	Hinduism/ Sanatana Dharma Christianity Islam Non-religious worldviews (as part of an Understanding Christianity unit)

Religion and worldviews is split with 50% being Christianity and 50% other major religions, religious and Non-Religious Worldviews.

Key concepts covered in Understanding Christianity

Understanding Christianity is spiral based learning looking at core concepts over the course of the time the time children are in Primary school.

The concepts that are looked at in our school are:

- God
- Creation
- Fall
- Incarnation
- Salvation

The core concepts are explored in the Understanding Christianity approach, as part of the 'big story' of salvation, as understood within Christianity. This approach will be based around Biblical texts placed within a wider theological context. The children consider the nature of God and what it means for Christians to be in relationship with the Creator. They explore Christian understanding of the relationship between God and his people in the Old Testament, and make sense of messianic expectations and Christian belief in their fulfilment in Jesus.

Pupils explore the life, teaching, death and resurrection of Jesus, within this wider historical and theological context. They consider the present and future aspects of

the Kingdom of God. Pupils examine the impact of these beliefs and their outworking in the lives of Christians, through (for example) celebrations, festivals, rituals, creative and spiritual expression, actions and activism, expressions of love and compassion, calls for justice and ethical responses.

Teaching context

1 hour a week will be allocated for the teaching of Religion and Worldviews from Years R to 6.

Religion and Worldviews will be taught as a discrete subject generally on a weekly basis. Sometimes work will be blocked and taught in blocks. The curriculum is planned using our own curriculum which follows the requirements of the Wiltshire agreed syllabus (this is based on Discovery RE, RE Today units and the Understanding Christianity scheme of work) in half termly blocks.

Religion and Worldviews is split into 50% Christianity and 50% other faiths/worldviews.

Parents and Carers are able to see which units are being taught in each class by looking at the yearly overview for all subjects on their child's class page on the website.

Teaching Methods

Our approach will be to use a range of teaching and learning styles to deliver the Religion and Worldviews curriculum. These will involve whole class and group teaching with differentiated activities to cater for different abilities within each class. Activities for the children will include speaking and listening, stories, drama and role play, writing and artwork. Creative activities which allow the children to explore their own ideas and beliefs are important.

Each child should have the opportunity to visit local places of worship for a variety of faiths several times over the course of their seven year journey through the school. This could include visits to Holy Cross Church, churches, synagogues, mosques, mandirs and gurdwaras.

Assessment of RE

Attainment is carried out through teacher assessment of written work, oral work and understanding shown over lessons. The data is recorded is tracked and monitored two times a year alongside other non-core subjects with opportunities for pupil voice. Pupils' achievements in the subject are reported to parents on the end of year report.

Each unit of work is linked clearly to a glossary of words which the children need to understand and be able to use. These words can be used to form part of the hot assessment. This part of the assessment is done by teacher judgement over the course of the unit.

Attainment is assessed using a pupil book study method of questioning. At the end of each lesson 2 different questions are posed (1 question for KS1) building up to 12 questions (6 questions KS1) by the end of the unit. These questions are set by the RE subject lead and sum up the learning of the unit.

At the end of a topic the children then answer all the questions linked to the RE unit. This can be through using teacher-adapted assessment activities in the Discovery RE and RE today units or as age- appropriate written activities directly answering the question. Relevant, purposeful discussion and questioning as a whole class, or in groups or pairs, is wholeheartedly encouraged.

In Early Years children are assessed using the appropriate Areas of Learning taken from the New EYFS Framework Teachers use their knowledge gained about each child through observations, assessments and interactions to make their own judgements. Regular formative assessment occurs which informs planning and next steps. A profile assessment is completed at the end of the year to support a successful transition into KS1 and inform parents.

Monitoring

The Religion and Worldviews subject leader will collect samples of children's work and compile a portfolio. There will also be book trawls to ensure progression of skills and standards. Learning walks and lesson observations will also be carried out.

Children's work will sometimes be shared at staff meetings-eg a piece of work connected with a particular festival or key concept.

Resources

There is a good selection of resources for Religion and Worldviews and Collective Worship- books, artefacts and DVDs.

- Discovery RE suggests many suitable resources for teachers to use as well as internet links.
- RE today publications
- Understanding Christianity resources are part of the scheme of work.
- Boxes in Class 5 or individual boxes of artefacts to use in lessons
- A good selection of Bibles in the library.
- RE resources on line.

Legal Status

1. Religion and Worldviews should be taught to all children in full-time education except those who are withdrawn at the request of their parents. (DfEE Circular 1/94 Para 44) Any child withdrawn from Religion and Worldviews must be supervised.

Parents have the right to request that their son or daughter be withdrawn from all or part of the RE provided at their school. Parents have the right to do this without influence from the school, although a school should ensure that parents are aware of the educational objectives and content of the RE syllabus, and that much has changed in RE since the right of withdrawal was enshrined in law. The emphasis in RE is the open exploration of ultimate questions and the examination of a range of religious and non-religious responses to these questions, including the views of pupils. Parents should also recognise that pupils may encounter religion and belief in other parts of the curriculum from which there is no right of withdrawal. For example, many schools recognise the importance of promoting social cohesion and this includes helping pupils understand ideas about identity and diversity, including within a religious context and a context of non-religious beliefs.

2. In Voluntary Controlled schools, Religion and Worldviews must be taught in accordance with the Agreed Syllabus.
3. Religion and Worldviews should promote the spiritual, moral, cultural, mental and physical development of children.
4. An Agreed Syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of teaching and

practices of the other principal religious represented in Great Britain. 50% of RE teaching each year is based on Christianity.

5. Religion and Worldviews is NOT designed to convert children or to urge a particular religion or religious beliefs.

Right to withdrawal from RE

In our school the right of a parent or carer to withdraw their child from all or part of RW would supported through these steps.

1. Annual overviews giving the titles of RE units which will be taught in a school year are on the class homepage so parents and carers know in advance what will be taught to inform their decision.
2. Parents or carers make a request to the school to withdraw their child from all or part of RW.
3. The school invites parents or carers to a meeting to discuss the request.
4. In the meeting alternative provision, timings will be agreed on.
5. Annual check in with parents and carers to review their decision.