

RELIGION AND WORLD VIEWS CURRICULUM POLICY

All Saints Church of England Primary
School



Date Approved	Sep 2025
Review date	Sep 2026

All of our policies are written with the aim of improving our school and of realising our Christian vision:



Our vision underpins every document, procedure and decision made within our setting. We are committed to enabling all members of our community to flourish and to ensuring that even in the darkest of times, when we follow the word of God, we can all live out our values to **ARISE** (achieve, respect, include, support and enjoy) when at school and **SHINE** long into our future.

Based on the teachings of Isaiah 60:1

Religion and World Views Curriculum Policy

This policy should be read in conjunction with the school's Collective Worship and Spiritual, Moral, Social and Cultural policies.

Our rationale for RWV in school

At All Saints school we offer a religious education (RE) curriculum that is rich and varied, enabling learners to understand Christianity as a living world faith and enabling each child to flourish. As a church school, the teaching of Christianity is at the heart of our RWV curriculum. Using the Rochester Diocese's 'RE today teaching resources over a 2 year cycle, pupils learn about other religions and world views, fostering respect for them and developing their wider religious literacy. Pupils regularly make links with our Christian school vision and values, and support for pupil's spiritual, moral, social and cultural (SMSC) development are intrinsic to our RWV curriculum. RWV is treated as a core subject and taught once a week in conjunction with our daily Christian practices including prayers and Collective worship where we develop spiritually.

Aims for RWV teaching

As stated in the Church of England Religious Education Statement of Entitlement, religious education teaching in this school aims to do the following:

- To enable pupils to know about and understand

Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage. This is done through the regular linking to pupils' own lives and cultural practices.

- To enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values

Objectives

As stated in the Church of England Religious Education Statement of Entitlement, appropriate to age at the end of their education in our school, the expectation is that all pupils are religiously literate and as a minimum, pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith, considering what this may look like in their own lives.
- Show an informed and respectful attitude to religions and world views in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

Teaching and learning

RWV has a high profile within our school curriculum and is comparable with other core curriculum areas. Quality teaching in RWV helps generate respect for different views and interpretations where real dialogue takes place.

Learners develop and use a wide range of higher level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of

religion and world views as lived by believers. Key cross-curricular skills such as reading, writing, observation, and discussion are practised. Continuous assessment based on knowledge and understanding of core religious concepts shows that attainment is good. Pupils continue to make good progress as they develop their understanding of Christianity and other world religions or world views as appropriate.

RWV offers a wide variety of teaching and learning experiences, understanding that pupils learn best in different ways. Pupils will experience opportunities to learn and express themselves through an enquiry-based style of learning which may occur through:

- Listening to the teacher and each other.
- Reading of texts.
- Seeking information for themselves in books or using technological devices.
- Discussion with the teacher and other pupils.
- Pair and group work.
- Using a range of media such as artefacts, pictures, photographs, music and drama.
- Visits and visitors*
- Artwork
- Outdoor learning*
- Time for reflection.

Differentiation and Special Educational Needs within RWV

Policy and practice in RWV reflects whole school policy and encompasses the full range and ability of all pupils. All pupils' contributions are valued in RWV as they draw on their own experiences and beliefs. A range of teaching and learning strategies to achieve differentiated learning are used including task, outcome, resource, support and pupil grouping. There is particular concern to ensure that all tasks are challenging and sufficiently demanding to stimulate and engage all pupils whilst extending the most able. This is done through quality first teaching to ensure learning is accessible by all and still continuously pushing pupils to think about their learning on multiple levels.

Breadth and balance within the RWV curriculum

Although pupils predominantly work on Christianity, there is in-depth work on the major world religions and on other world views as appropriate. Teaching seeks to bring about a deeper knowledge and understanding of religious traditions and cultural practices. The co-teaching of views is to develop a range of skills such as the ability to empathise and evaluate attitudes and develop respect for diversity.

Equal Opportunities within RWV lessons

Religious education by its nature challenges stereotypes, misinformation and misconceptions about race, gender and religion. It seeks to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. All pupil questions, views, and opinions expressed in lessons are treated with sensitivity, dignity and respect. Pupils are encouraged to share opinions in a safe space where they can feel heard.

Making links with RWV and their own lives

Teachers establish clear links between elements of religious belief and practice and aspects of the children's own lives. Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives. This is done through engaging pupils in an enquiry-based style of learning and using challenging questions to and from pupils. This ensures that regardless of pupils' private religious practices and beliefs or world views, they can participate in thought provoking conversations that further deepen their understanding of both Christianity and religion as a whole.

Cross-curricular links

RWV lessons support the development of general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. RWV also makes a major contribution to pupils' SMSC development. It addresses issues which arise in a range of subjects, such as

English, drama and history, geography, computing, music as well as personal, social and emotional education and citizenship.

Health and Safety in RWV lessons

Health and safety issues may arise in RWV lessons on a number of occasions for example, when pupils:

- Handle artefacts
- Consume food.
- Visit places of worship.

Teachers conform to guidelines in the school's health and safety policy in these circumstances.

Assessment, Recording and Reporting in RWV

Assessment in religious education will:

- Take place during each lesson via observations and conversations undertaken by the teacher
- Involve identifying suitable opportunities in schemes of work
- Be directly related to the expectations of the Rochester Diocese locally 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.
- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's marking policy.
- Include pupil self-assessment.
- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development.

- Enable effective reporting to parents in line with school policy

Legal Requirements

From the time of the 1944 Education Act, parents have had the right to withdraw their children from religious education teaching. The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. However, in view of the Christian ethos and distinctive Christian character of our school, we would hope that all children admitted to the school would participate fully in RWV, and that anyone wishing to withdraw their child would discuss this with the staff before making this decision.

Statement of equality

This policy serves to ensure that all members of the All Saints family, whatever their background, disability, ethnicity, gender, learning difficulty, nationality, religion or sexual orientation are welcomed, dealt with fairly and are treated with dignity and respect.

Date: September 2025