



# The Winterton Federation Religion and Worldviews Policy



This policy reflects the teaching of Religion and Worldviews in our Federation at present. The teaching of Religion and Worldviews combines the Federation ethos with the requirements of the Lincolnshire Agreed Syllabus.

*This policy should be read in conjunction with other policies in school including: SMSC, Collective Worship, PSHE, Teaching and Learning, Assessment, Marking and Feedback and other curriculum policies.*

## **Our Vision**

At The Winterton Federation, we endeavour to nurture unique individuals in a happy, safe, respectful and inclusive environment, where everyone is inspired to be the best they can be. We are all proud to be united in faith, vision and ambition.

To be the Beacon for Learning  
“The teaching of your word is light, so everyone can understand”  
(Psalms(119:130))

## **Introduction**

As a Federation we aim to explore how individuals and communities make meaning and sense of their lives through the major religions of the world. We aim to celebrate diversity and offer a welcoming and inclusive environment to enable all of our pupils to know about, understand and respond to the important and ultimate questions of life. Religion and Worldviews is taught in such a way that it inspires pupils to explore, develop and affirm their own faith and values and have respect and awareness for the faith, beliefs and values of others in the wider world. It is a subject that celebrates diversity and challenges stereotypes.

## **Aims of Religion and Worldviews in our Federation**

As a Federation we strive to deepen the pupils’ knowledge and understanding of religion and worldviews and to contribute to the development of their personal beliefs and values. Religion and Worldviews encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens of a pluralistic and global community. Religion and Worldviews has an important role to play in preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice.

## **Curriculum Aims and Objectives**

At this Federation, Religion and Worldviews supports and strengthens the vision, ethos and values which are at the heart of what we aim to do in every aspect of school life. The importance placed on the development of the whole child spiritually, morally, socially, culturally and intellectually is reflected in the Religion and Worldviews curriculum. Specifically, Religion and Worldview aims to enable pupils of all abilities and stages of development to:

- Develop children’s knowledge and understanding of Christian beliefs and practices so that they understand the importance of the Bible, the role of the church and recognise that for Christians their faith provides a way of interpreting life and its meaning;
- Develop knowledge and understanding of the beliefs and practices of some of the other principal religions in Britain (including Islam);
- Understand how belief may impact on culture, relationships, values and lifestyle;



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- Understand how belief can be expressed in a variety of ways including art, dance, music, ritual celebration and in different cultural settings;
- Develop spiritually, morally, culturally and socially by helping them to reflect upon personal feelings, responses and relationships;
- Explore ways in which religious values and teaching have an impact on actions and decisions for people of faith;
- Be supported in their own search for meaning and purpose in life;
- Develop a sense of awe, wonder and mystery;
- Explore concepts of love, forgiveness and sacrifice;
- Develop skills of reflection, empathy, communication, analysis, investigation, interpretation, evaluation and synthesis;
- Develop attitudes of respect, sensitivity, open-mindedness and self-esteem;
- Religion and Worldviews that makes a positive contribution to SMSC development.

### Sources and References of Religion and Worldviews

The Winterton Federation follows the locally agreed syllabus for Lincolnshire which has a focus on Christianity and Islam at KS1 and Christianity, Hinduism and Islam at KS2. Informed by the Diocesan RE Adviser, the syllabus also contains concept maps to help teachers understand how the core concepts in each of these religions connect with each other, therefore helping to support building progression in the RE curriculum. The syllabus encourages a balanced approach to an RE curriculum; with a focus on a study relating to the 'believing' (theology), the 'living' (human/social sciences) and the 'thinking' (philosophy). Pupils are given the opportunity to explore and engage with these core concepts, considering how they relate to the lived reality of individuals and communities, and how they shape the thinking of individuals and communities (Lincolnshire Agreed Syllabus).

In order to cover all the requirements of the Agreed Syllabus we use Understanding Christianity, written by the Diocese of Lincoln and recommended by Lincoln. This resource supports and develops pupils own thinking and understanding of Christianity, as well as a means to contribute to their own experiences and understanding of the world. It offers a coherent and comprehensive resource that builds up the theological and conceptual account of the 'big story' of Salvation and the relationship to these texts. This resource is used for EYFS to Key Stage 2 and features throughout our scheme of work.

*Understanding Christianity's approach to teaching about Christianity builds up pupils' encounters with biblical concepts through texts, placing them within the wider Bible story.*

Understanding Christianity 2020

Understanding Christianity forms the basis for our planning, assessment and report alongside further additional units from the Lincolnshire Agreed Syllabus.

### Procedures and Practices

#### Time Allocation

As stated in the Agreed Syllabus, a minimum of 5% curriculum time is given to the teaching of Religion and Worldviews. The recommended teaching time for the schemes of work accompanying the Agreed Syllabus is one hour per week. As stated in the Statement of entitlement 2016, we are aware that:



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‘Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5%.’

(The Statement of Entitlement, 2016)

We recognise this and use other opportunities for the teaching of Religion and Worldviews in other curriculum areas where possible.

### **Religions Covered**

At the Winterton Federation, we follow the requirements outlined within the Lincolnshire Agreed Syllabus and Understanding Christianity. The following religions are studied:

- Christianity and Islam at KS1;
- Christianity, Hinduism and Islam at KS2;

At times it may be appropriate to dip into other major faiths to illustrate particular aspects of the Agreed Syllabus.

### **Inclusion and Differentiation**

Inclusion and differentiation for SEND children are taken into account in our planning and teaching as they are in all areas of the curriculum. Within the teaching of Religion and Worldviews we make the most of opportunities to help the children develop their sensitivity to relevant issues such as refugees and religious fasting, and to develop positive attitudes towards themselves and others.

We endeavour to draw on the varied experiences and backgrounds of our pupils and staff in order to make Religion and Worldviews relevant and interesting to our pupils. One way of doing this is through our links with local religious communities and places of worship. We try to ensure that children have at least one local religious visit every year.

### **Withdrawal from Religion and Worldviews**

The rights of withdrawal from Religion and Worldviews or pupils and teachers will be adhered to as stated in the ERA 1998. Parents should inform the Executive Headteacher by letter of their wish to withdraw their child; this letter is then kept in the child’s individual file. If a child is withdrawn from Religion and Worldviews then discussion takes place between the Executive Headteacher, parents and class teacher as to suitable provision for that pupil.

### **Neutrality of Staff**

Staff should ensure that they do not represent a particular faith or denomination when they are teaching about religions. The use of phrases such as ‘Christians believe ...’ ‘Hindus believe ....’ etc. is to be encouraged.

### **Teaching and Learning**

#### **Religion and Worldviews in Foundation Stage**

Religious Education in the Foundation Stage takes the Stages of Development from the Development Matters, The EYFS Statutory Framework and statements from the Foundation Stage Profile to support practitioners in providing appropriate and relevant teaching in Religion and Worldviews. Children are introduced to the world of religion through the Understanding Christianity resource and focusing on special people, books, places and objects as well as visiting places of worship. Children have opportunities to listen to stories, explore beliefs and practises and ask questions. Pupils are introduced to subject specific



words and consider how beliefs impact lives of individuals. We encourage children to reflect upon their own feelings and experiences and use their imagination and curiosity.

In line with the DfE's 2013 EYFS Profile, RE, through planned, purposeful play and through a mix of adult-led and child-initiated activity, provides these opportunities for our youngest pupils.

### **Communication and language**

Through communication and language children:

- Listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions;
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events;
- Answer 'who', 'how' and 'why' questions about their experiences in response to stories;
- Gain experiences/events from different sources;
- Talk about how they and others show feelings;
- Develop their own narratives in relation to stories they hear from different traditions.

### **Personal, social and emotional development**

Children:

- Understand that they can expect others to treat their needs, views, cultures and beliefs with respect;
- Work as part of a group, taking turns and sharing fairly, understanding that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously;
- Talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable;
- Think and talk about issues of right and wrong and why these questions matter;
- Respond to significant experiences showing a range of feelings when appropriate;
- Have a developing awareness of their own needs, views and feelings and are sensitive to those of others;
- Have a developing respect for their own cultures and beliefs, and those of other people;
- Show sensitivity to others' needs and feelings, and form positive relationships.

### **Understanding the world**

Children:

- Talk about similarities and differences between themselves and others, among families, communities and traditions;
- Begin to know about their own cultures and beliefs and those of other people;
- Explore, observe and find out about places and objects that matter in different cultures and beliefs.

### **Expressive arts and design**

Children:

- Use their imagination in art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings;
- Respond in a variety of ways to what they see, hear, smell, touch and taste.

### **Literacy**



Children are given access to a wide range of books, poems and other written materials to ignite their interest.

### **Mathematics**

Children recognise, create and describe some patterns, sorting and ordering objects simply.

#### **Key skills:**

- Exploring and experimenting;
- Thinking about questions, asking them and listening to the answers;
- Listening to the views of others;
- Identifying what they want to find out and how to do it;
- Becoming aware of human achievement;
- Becoming aware of how ideas have shaped the world;
- Investigating sources and issues;
- Making observations and keeping records;
- Making comparisons and identifying similarities and differences;
- Sorting and grouping information;
- Beginning to see the links between cause and effect;
- Beginning to reflect on ideas.

### **Religion and Worldviews in Key Stage One**

Throughout Key Stage 1 children develop their knowledge and understanding of religions and worldwide views by explore Christianity and Judaism as the focused religions. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion for believers, especially other children and their families. Children ask relevant questions, enquire and develop a sense of wonder about the world, using their imaginations. They talk about what is important to themselves and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

### **Religion and Worldviews in Key Stage Two**

Throughout Key Stage 2, children learn about Christianity, Islam and Hinduism, recognising the impact of religion locally, nationally and globally. They make connections between different aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and the importance of dialogue between them. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas clearly, recognising other people's viewpoints and build empathetic understanding. They consider their own beliefs and values and those of others in the light of their learning in Religion and Worldviews.

### **Short Term Planning**



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Short term planning identifies aspects of the POS, objectives, activities, differentiation, resources, and assessment opportunities and should include comments about the pupils' outcomes and way forward for the next lesson where appropriate.

### **Delivery of RE**

RE is mostly taught as a discrete subject with links made to other curriculum areas where possible. RE is delivered in class based groups using a variety of teaching methods. These include:

- First hand experiences;
- Visitors and visits;
- Audio visual materials, ICT, posters;
- Artefacts;
- Activities should cater for different learning styles and link with other areas of the curriculum, e.g. art, music, drama and story. Teachers are encouraged to make RE as multi-sensory as possible.

### **Assessments**

Assessment is a core mechanism used to ensure pupils are making progress in their learning and regular formal and informal assessments are used to ensure pupils are developing powerful knowledge through the curriculum. Teachers use clearly planned assessment opportunities based on well-defined learning objectives and outcomes to inform the teaching and learning process. When following Understanding Christianity, a clear outline of core knowledge building blocks are used prior to beginning a new unit to enable teachers to see what pupils should know, understand and be able to do in terms of making connections within Christianity. Teachers then choose the appropriate educational experiences to deepen pupils' learning through a process of making sense of biblical text and how they handle it, understanding the impact to Christians and evaluating connections to these ideas and the wider world.

At the Winterton Federation we use flexible opportunities for assessment, using both the knowledge building blocks and end of phase/key stage outcomes. The end of phase expectations for KS1 and KS2 are used to assess the impact of the teaching and learning and assess next steps for teachers. Success criteria may also be used as a method of assessing outcomes to inform future planning. These strategies allow pupils to make progress from surface learning to deeper learning.

### **Role of the Subject Leader**

- To produce a policy for Religion and Worldviews and update as necessary;
- To produce and update suitable schemes of work reflecting the requirements of the Agreed Syllabus and the particular needs of the Federation;
- To ensure implementation of the Agreed Syllabus and coverage of the POS;
- To monitor the teaching of Religion and Worldviews in the Federation and the work and assessment of pupils;
- To monitor continuity and progression in Religion and Worldviews;
- To be aware of staff development needs and play a role in the professional development and in service training of teachers with regard to Religion and Worldviews;
- To liaise with other subject co-ordinators, governors, cluster groups/feeder schools and advisory service;
- To help in the induction of staff new to the Federation, help and support teachers in relation to pupils, outside visitors, governors, advisers;



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- To provide sustained leadership and direction in Religion and Worldviews and act as a good model through own work and classroom;
- To be aware of current development in Religion and Worldviews and act as a source of information;
- To organise and manage resources, ascertain needs, purchase, distribute and organise storage and maintain the stock.

### **Monitoring of Religion and Worldviews**

Religion and Worldviews will be monitored by:

- Scrutiny of pupil's work;
- Lesson observations;
- Short term planning;
- Displays of work.

These will be evaluated as to whether objectives are met effectively, to give support and to highlight curriculum and staff development issues.

### **Resources**

We have many resources in the Federation which include:

- Books, posters, videos;
- Interactive White Boards;
- Artefacts from different faiths. These must be handled with care and respect by pupils and teachers alike;
- Resources must be returned to the appropriate storage area when not in use;
- Visits and visitors should be used where possible to illustrate aspects of the schemes of work. Visitors should be briefed by the class teacher or RE co-ordinator about the purpose of the visit.

***Religion and Worldviews Policy written by Miss Emma Thompson: Summer 2021***

***Policy approved by Staff: Autumn 2021***

***Policy approved by Governors: Autumn 2021***

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Annex A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p><b>LAS Unit</b> Myself <i>[Introduce people who belong to a religious group]</i></p>	<p><b>LAS Unit</b> Special people to me <i>[Introduce people who are important to members of a religious group, e.g. Jesus, Prophet Muhammad, vicar, imam, etc.]</i></p> <p><b>Incarnation</b> UC F2 (core) Why do Christians perform Nativity plays at Christmas?</p>	<p><b>LAS Unit</b> Our special books <i>[Introduce stories from religions and important books for members of a religious group]</i></p>	<p><b>Salvation</b> UC F3 (core) Why do Christians put a cross in an Easter garden?</p>	<p><b>Creation</b> UC F1 (core) Why is the word 'God' so important to Christians?</p>	<p><b>LAS Unit</b> Our beautiful world <i>[Introduce stories about creation and some beliefs about the natural world, e.g. the duty to care for the environment]</i></p>
Year 1	<p><b>God</b> UC 1.1 (core) What do Christians believe God is like?</p>	<p><b>Creation</b> UC 1.2 (core) Who do Christians believe made the world?</p>	<p><b>LAS Compulsory</b> God – Islam <i>[How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an?]</i></p>	<p><b>LAS Compulsory</b> Community – Islam <i>[What do Muslims do to express their beliefs? Which celebrations are important to Muslims?]</i></p>	<p><b>LAS Additional</b> <b>Places of worship (including Christianity)</b> <i>[Choose three key objects, features or symbols and look at:</i></p> <ul style="list-style-type: none"> <li>- <i>what they tell us about beliefs about God/humans/the world around them</i></li> <li>- <i>how they are used in practice – i.e. what impact they have on the community</i></li> </ul> <p><i>Must include at least one religion/worldview other than Christianity and Islam]</i></p>	



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Year 2	<b>LAS Compulsory</b> Being Human – Islam <i>[What does the Qur’an say about how Muslims should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational Muslims?]</i>	<b>LAS Compulsory</b> Life Journey – Islam <i>[What do Muslims do to celebrate birth? What does it mean and why does it matter to belong?]</i>	<b>LAS Additional</b> Thankfulness <i>(including Christianity)</i> <i>[Must include at least one religion/worldview other than Christianity and Islam. E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism]</i>		<b>Salvation</b> UC 1.5 (core) Why does Easter matter to Christians?	<b>Incarnation</b> UC 1.3 (core) Why does Christmas matter to Christians?
Year 3	<b>LAS Compulsory</b> God – Hinduism <i>[How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the Divine through these stories? What is the purpose of visual symbols in the mandir?]</i>	<b>LAS Compulsory</b> God – Islam <i>[What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?]</i>	<b>God/Incarnation</b> UC 2a.3 (core and digging deeper) What is the Trinity?		<b>Salvation</b> UC 2a.5 (core) Why do Christians call the day Jesus died ‘Good Friday’?	<b>LAS Additional</b> Big Questions <i>(including Christianity)</i> : What does it mean to live a good life? <i>[Opportunity to look at guidelines and laws in various religions and non-religious worldviews. Chance to explore whether ‘good’ means the same thing to everybody]</i>
Year 4	<b>LAS Additional</b> Big Questions <i>(including Christianity)</i> :	<b>LAS Compulsory</b> Community – Hinduism <i>[How is Hindu belief</i>	<b>LAS Compulsory</b> Community –Islam <i>[How is Muslim worship expressed collectively?</i>	<b>Creation</b> UC 2a.1 (core) What do Christians learn from the	<b>LAS Additional</b> Pilgrimage <i>(including Christianity)</i> <i>[What is a pilgrimage? What does pilgrimage involve? E.g. Christian pilgrimage to</i>	



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	<p><b>Why do we celebrate?</b> [What different events/times of life do we celebrate? How do different people celebrate things differently? How does celebration relate to remembrance?]</p>	<p><i>expressed personally and collectively? How does Hindu worship and celebration build a sense of community?</i></p> <p><i>Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</i></p>	<p><i>How does Muslim worship and celebration build a sense of community?</i></p> <p><i>Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</i></p>	<p><b>creation story?</b></p>	<p><i>Walsingham, Lourdes, Iona, Jerusalem, Muslim pilgrimage to Makkah, Jewish pilgrimage to Jerusalem, Hindu pilgrimage to the Ganges, etc. Environmental impact of pilgrimage]</i></p>
<p><b>Year 5</b></p>	<p><b>LAS Compulsory</b> Being Human – Hinduism [How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha?]</p>	<p><b>LAS Compulsory</b> Being Human – Islam [What does the Qur'an teach Muslims about how they should treat others? How do Muslim teachings guide the way Muslims act in the world? How are Muslim beliefs expressed in</p>	<p><b>Salvation</b> UC 2b.7 (core) <b>What difference does the resurrection make for Christians?</b> [How do Christians behave/act because of their beliefs about Jesus and the resurrection?]</p>	<p><b>Incarnation</b> UC 2b.4 (core) <b>Was Jesus the Messiah?</b> [Was Jesus who he said he was? Did the resurrection happen? Does it matter if it didn't?]</p>	<p><b>LAS Additional</b> <b>Expressing Beliefs through the Arts (including Christianity)</b> [How do religious and non-religious people understand the value of creativity? How do religious and non-religious people understand the connection between beliefs about human beings and human creativity? How do religious and non-religious people express their beliefs creatively? Why might some religious people not use pictorial representation to express belief, e.g. Muslims? Spirited Arts competition run by</p>



	<i>The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</i>	<i>practice?</i>  <i>The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</i>			NATRE]
<b>Year 6</b>	<b>God</b> UC 2b.1 (core) What does it mean if God is loving and holy?	<b>LAS Additional Unit</b> Designed by the School (including Christianity): Do you have to believe in God to be good? [Opportunity to study Buddhism/Humanism/atheism and explore e.g. issues of social justice]	<b>Creation</b> UC 2b.2 (core) Creation and Science: Conflicting or Complementary?	<b>Creation</b> UC 2b.2 (digging deeper) Creation and Science: Conflicting or Complementary?	<b>LAS Compulsory</b> Life Journey – Hinduism/Islam <i>[Hinduism: How do Hindus show they belong?</i>  <i>Islam: How do Muslims show they belong?</i>  <i>Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity; have looked at how we know whether religious claims are true or not – this unit considers whether their truth or otherwise actually matters – what impact does religion have on people’s lives, regardless of whether they can prove their beliefs to be true or not]</i>

Consider delivering LAS units through the structure of *Making Sense of the Text*, *Understanding the Impact* and *Making Connections*. This will help provide consistency for monitoring progress and standards.



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