



**Walsgrave**  
Church of England Academy

# Draft-Religion and Worldviews Policy

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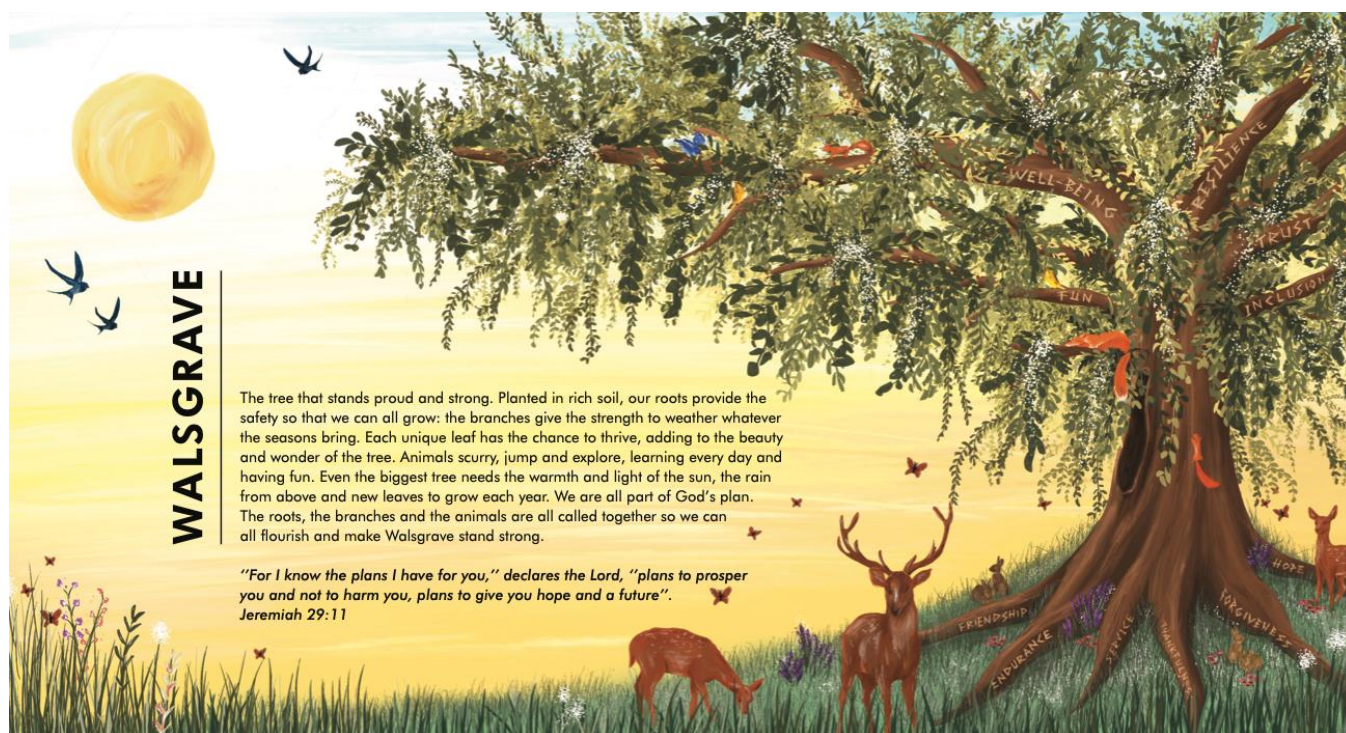
**Policy Date:** November 2024

**Review Date:** November 2026

## Document History

Version	Status		Date	Author	Summary Changes
V1			Nov 21	Rob Darling	Review & update of whole policy
V2			Nov 23	Damien Sowerby	Reviewed and no changes required
			Nov 24	Damien Sowerby	Review and updated whole policy in light on New agreed Syllabus

## Our Vision



## 'Together We Thrive'

*"For I know the plans I have for you", declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future". Jeremiah 29:11*

At Walsgrave CofE Academy we fully embrace the vision of educating the whole person, as outlined in the Church of England's Vision for Education; 'Deeply Christian, Serving the Common Good' (2016). We aim for our children and members of the wider school community to flourish in all they do and 'live life in all its fullness' (John 10:10).

We are a Church school, which believes in the importance of friendship, where people from all races, religions and cultures live in peace. Our pupils, staff and families work together as a team, supporting each other in our daily lives. We have hope in our challenges and in our successes. We

recognise the ultimate worth of each person, created in the image of God and believe in the plans and purposes He has for each of us.

Walsgrave, the tree that stands proud and strong. Planted in rich soil, our roots provide the safety so that we can all grow:

The branches give the strength to weather whatever the seasons bring. Each unique leaf has the chance to thrive, adding to the beauty and wonder of the tree. Animals scurry, jump and explore learning everyday and having fun. Even the biggest tree needs the warmth and light of the sun, the rain from above and new leaves to grow each year. We are all part of God's plan. The roots, the branches and the animals are all called together so we can all flourish and make Walsgrave stand strong.

"For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future". Jeremiah 29:11

## Aims

A high-quality Religion and Worldviews curriculum is essential to meet the statutory requirement for all schools to teach a broad and balanced curriculum. At the heart of church schools is the teaching of Christianity, rooted in the person and work of Jesus Christ. There is also a clear expectation that as inclusive communities, church schools encourage learning about other religions and worldviews, fostering respect for them.

Our aims at Walsgrave are to enable pupils of all abilities and stages of development to:

- Develop 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 Organised Worldviews and individual worldviews
- Understand how our worldviews can influence and be influenced by culture, relationships, values and lifestyle.
- Understand how worldviews can be expressed in a variety of ways including art, dance, music, ritual celebration and in different cultural settings
- Develop pupils spiritually, morally, culturally and socially by helping them to reflect upon personal feelings, responses and relationships
- 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

The Governors in consultation with the Head teacher have decided, following advice from the diocese, to adopt the Locally Agreed Syllabus and to supplement this with a Christian based scheme which reflects the religious character of our foundation.

The curriculum we provide is based on the Coventry and Warwickshire Religion and Worldviews Agreed Syllabus for Religious Education along with the Understanding Christianity (Text, Impact, Connections) Project.

### The legal position of Religious Education

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 1996
- The Education Act 2002
- The School Standards and Framework Act 1998
- DfE (2023) 'Religious education in English schools: Non-statutory guidance 2010'
- DfE (2024) 'Statutory framework for the early years foundation stage'

This policy has been created in conjunction with the following school policies:

- Equality, Equity, Diversity and Inclusion Policy

### Worldviews

A worldview is understood to be the inhabited way in which a person encounters and interprets the world, understands it and engages with it. Worldviews may change over time. Individuals may be very aware of their worldview, having considered all aspects of it in a conscious and deliberate way, but others may be largely unaware of their own worldview, what shapes and influences it and how and why it has changed over time. Pupils will naturally fall on a spectrum from unconscious to well-considered worldview and this curriculum gives them the opportunity to acknowledge, explore and interrogate their own worldview as well as the worldviews of others.

### Church of England Aims

According to the Church of England Religious Education Statement of Entitlement the aims for pupils are:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways of living, believing and thinking.

### Understanding Christianity- Aims

1. To enable pupils to know about and understand Christianity as a living world faith, by exploring key theological concepts.
2. To enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact on the lives of Christians.
3. To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human existence.

### Aims - Coventry and Warwickshire Religion and Worldviews Agreed Syllabus

The main aims of this syllabus are for pupils:

- To know about and understand a range of worldviews, both religious and non-religious, recognising both similarities and differences as part of study.
- To be familiar with possible answers to deep questions about self, others, the world and the possibility of a deity, drawn from a range of case studies from religion and worldviews.
- To become increasingly confident in the main disciplines of theology, philosophy and human and social sciences, and their associated tools and methods, to allow for rich academic study of religion and worldviews to take place.
- To have the time and space to reflect upon their own personal worldview and the personal knowledge they bring to RE lessons, considering what they might learn from religion and worldviews encountered and how these, in turn, might shape their own worldview.

### Teaching and learning

Religion and Worldviews at Walsgrave, allows us to explore how individuals and communities make meaning and sense of their lives through Religion and Worldviews. It enables pupils to know about, understand and respond to the important and ultimate questions of life. We aim to deliver this in an inspiring way for our pupils to explore, develop and affirm their own views and values, whilst building respect for the faith, beliefs and values of others. It is not the practice of this school to preach to or seek to convert children.

Religion and Worldviews enables our children to investigate and reflect on some of the questions people can ask, whilst developing their knowledge and understanding of Christianity, other major world religions and non-religious views. We believe that our curriculum helps our children to gain a depth of awareness and understanding of their own and others' unique identities as they explore life's mysteries and consider the answers to 'big questions' that are presented through a wide variety of world religions and belief systems.

Units of work from the Understanding Christianity Scheme and from the Coventry and Warwickshire Agreed Syllabus form the basis of our planning. Teachers adapt the plans and resources to ensure that their lessons meet the needs of all of their pupils, enabling them to learn more effectively. This includes pupils with SEND, EAL and those who are Gifted and Talented. For further details, see separate policies.

Our Religion and Worldviews curriculum has a significant impact on learners and their SMSC development. We aim to support:



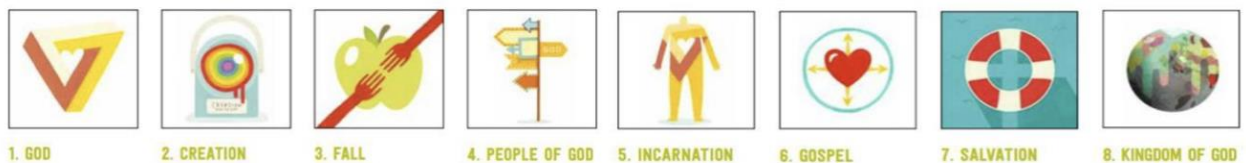
- **Spiritual development**- build knowledge and respect for different people’s faiths, feelings and values. Building curiosity and a sense of awe and wonder
- **Moral development** by building an interest in investigating and offering views about moral and ethical issues whilst building an ability to articulate the views
- **Social development** by exploring different religious backgrounds and building mutual respect / tolerance of others
- **Cultural development** building appreciation and celebration of the range of cultural influences that have shaped them and celebrating the range of different cultures within the school community.

### Understanding Christianity Scheme

Understanding Christianity weaves approaches to teaching about Christianity that build upon the children’s encounters with biblical concepts. Units of work address a key Christian concept through key questions and exploration of key biblical texts, the impact that they have on Christians and possible implications on the pupils themselves. Each unit incorporates the elements of:

- Making Sense of the Text
- Making Connections
- Understanding the Impact

The following core concepts are explored in the Understanding Christianity approach, as part of the ‘big story’ of salvation:



The core concepts fit into a spiral curriculum, whereby concepts are revisited and explored in more depth as pupils move through the school.

### Coventry and Warwickshire Religion and Worldviews Agreed Syllabus

This syllabus is structured around seven core concepts. These are:

	<b>Belonging &amp; Believing</b>
	Disciplines: <b>Theo HSS</b>
	<b>Wisdom and Guidance</b>
	Disciplines: <b>Theo Phil HSS</b>
	<b>Personal Responsibility</b>
	Disciplines: <b>Phil HSS Theo</b>
	<b>Living Well</b>
	Disciplines: <b>Theo Phil HSS</b>

	<b>Authority &amp; Power</b>
	Disciplines: <b>Theo Phil HSS</b>
	<b>Changes</b>
	Disciplines: <b>HSS Hist Theo</b>
	<b>Grand Narratives</b>
	Disciplines: <b>Theo Phil HSS Hist</b>

The concepts are repeatedly encountered as part of a spiral curriculum where these concepts are revisited from the different angles provided by a) case studies from a range of religions and worldviews, b) different ‘ways of knowing’ about religion and worldviews through the methods and tools of disciplines of study, c) the additional perspectives that come with age and maturity as pupils

move through the education system. Each of the concepts are linked with specific disciplines so that the concept can be approached through nuanced and varied enquiry built around the different 'ways of knowing' about religion and worldviews. The main disciplines of study are:



**Theology:** Beliefs about God, life, the world.



**Philosophy:** Ways of thinking about ourselves, our existence, the meaning of life and big questions.



**Human and Social Sciences:** Practices and ways of living.



History is also a key discipline for some units of study.

The syllabus combines three essential aspects to create a comprehensive learning journey for pupils:

**Explore** (substantive knowledge content drawn from religion and worldviews, explored as case studies in response to each enquiry question)- **What?**

**Route** (disciplinary lenses and their associated methods and tools, dialogue and debate around worldviews and lived experience and embodiment of worldviews)- **How?**

**Perspective** (personal knowledge: the positionality, reflexivity, reflectivity and metacognition of the pupil as learner and worldview explorer in RE) – **Who?**

### Recording

Religion and Worldviews can be recorded in a number of ways, which capture the learning and progress made within units of work. This work provides evidence of progress made by the children and identifies points for support and extension. Children should be provided with a range of learning opportunities that may include:

- Visiting local places of worship and receiving visitors from faith communities
- Using art, music, dance, drama and multimedia techniques
- Children experiencing times of quiet reflection to develop their own thoughts and ideas
- Using story, pictures, art, photographs and a range of sources/texts to interpret meaning and explore ideas in order to deepen understanding
- Using artefacts to help children develop their understanding of religious beliefs and forms of expression
- Discussing religious and philosophical questions giving reasons for their own beliefs and those of others
- Developing the use of ICT in helping children's awareness of religions and beliefs
- Developing their skills of communication, including debate, in order to be able to respond in an informed and respectful way

### Assessment and Expectation in RE

Religion and Worldviews will be assessed in line with the assessment and marking policies. Assessment will be used for two purposes:

- To promote pupils progress overtime

- To ensure that pupils are meeting the expected standard as set out in the Locally Agreed Syllabus, Understanding Christianity and, where applicable, the expectations of the SIAMS framework.

By the end of each Key Stage children will be expected to achieve the expected standard as set in the locally agreed syllabus and in 'Understanding Christianity'

- There will be clear learning outcomes for all units of work, based on the appropriate expectations/levels as set out in the Religion and Worldviews.
- Pupil progress and attainment in Religion and Worldviews will be tracked and recorded at the end of each unit within the pupils' books.

We also recognise that some of the most important learning in Religion and Worldviews (e.g. how it contributes to spiritual development) cannot be formally assessed in the same way. What we do assess, is children's progress against the level descriptors in the local agreed syllabus.

### Subject Leadership

- The Religion and Worldviews subject leaders will support and monitor the subject
- The Religion and Worldviews subject leader will ensure that her subject knowledge and expertise are kept up to date by means of regular training
- The Religion and Worldviews subject leader will ensure that staff receive adequate training in the teaching and assessment of Religion and Worldviews
- The Religion and Worldviews subject leader will regularly monitor the quality of Religion and Worldviews teaching across the school
- The Religion and Worldviews subject leader will liaise with the governor who holds responsibility for Religion and Worldviews and they will report regularly to the governing body on progress and attainment
- The Religion and Worldviews subject leader and head teacher will ensure that the principles set out in the National Society's Statement of Entitlement are implemented
- The Religion and Worldviews Lead is responsible for the monitoring of the quality of teaching and learning

### Equal Opportunities

We are committed to ensuring equal opportunities for all children. We will continue to monitor the impact of this policy to ensure that it meets the needs of all children.

- All pupils will have equal access to the RE curriculum. Learning ability, physical ability, linguistic ability, gender, ethnicity and/or cultural circumstances will not impede pupils from accessing RE lessons.
- The school's Equality, Equity, Diversity and Inclusion Policy will be adhered to at all times.
- When a pupil's participation in RE lessons is restricted due to the factors outlined above, the lessons will be adapted to meet the pupil's needs.
- Cultural and gender differences are positively reflected in RE lessons and the teaching materials used.



### **Right to withdrawal**

At Walsgrave C of E Academy, we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from Religion and Worldviews or collective worship on the grounds of conscience, without giving a reason. Parents wishing to exercise this right are asked to write to the headteacher who will then invite the parents into school to discuss their concerns, clarify the nature of the Religion and Worldviews and worship provided by the school and set out the options open to the parents as set out in education law. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects. Where a pupil is withdrawn from Religion and Worldviews and do not take part in alternative religious education they will be supervised by an appropriate member of staff whilst doing work set by their parents which will seek to further their knowledge and understanding of their parents' beliefs and values.

### **Conclusion**

It is our aim to support the Church of England Vision for Education so that we educate for knowledge and wisdom, hope and aspiration, community and living well together and dignity and respect. Religious Education makes an important contribution to these aims and to the spiritual development of children. We aim to provide the knowledge, skills and opportunities for all children to explore

their own beliefs and values and the beliefs and values of others. We aim that this will enable children to develop a sense of respect for the religious and cultural differences of others so that they may be able to contribute positively within a pluralistic society and hold respectful, informed discussions with people whose views may be different from their own.

### **Responsibility**

The Inspire Education Trust Board of Directors have a responsibility for the oversight of this and all policies within the Trust's academies and may delegate the implementation and review of this policy in accordance with our Scheme of Delegation.

Reviewed by: Rob Darling November 2021  
November 2023  
Damien Sowerby November 2024

Senior Lead Review: Rob Darling November 2024

Next Review Date: November 2026

Approved by Directors: 20 January 2025

Signed:



Lois Whitehouse  
CEO



Nicky Aston  
Chair of Standards