

# Naburn C of E Primary School



## Religious Education and Worldviews Policy

May 2024 - 2027

## Naburn CE Primary School Vision

At Naburn, our vision is rooted in the Bible story of Noah and the Ark and reflects our strong ethos in valuing and respecting everyone as an individual with their own unique qualities. The Ark symbolises our school community: we are all on a journey together. We trust in God to help us reach our full potential through the positive and uplifting symbol of the rainbow that God sent as a covenant to Noah. Alongside respecting the dignity and potential of each individual person and being sensitive to the needs of a diverse society, we strive to enhance and strengthen our values of Aspiration, Respect and Community.

Our vision helps in guiding us to achieve our aspirations; to have a respect for the value of individuals and make positive contributions to our community and to wider society.

***“Whenever the rainbow appears in the clouds, I will see it and remember the everlasting covenant between God and all living creatures of every kind on the earth.” Genesis 9 v16***

**Every time we see a rainbow in the sky, we can remember that God loves us and will always look after us.**

As a Church school and a loving school family, every decision we make should be linked to our school vision. It is who we are and how we live. Valuing each unique individual made in the image of God, our vision is to grow compassionate and confident learners, who demonstrate respect for others and the natural environment and will contribute positively to society. We are committed to providing a caring, friendly and safe environment for all our pupils – supporting them, whatever their ability or needs, to reach their full potential and be fully included in our school community. We want all our children to thrive and flourish and have a love of life.

The Church of England’s Vision for Education is based on John 10:10 – living life in all its fullness. We believe our own school vision compliments this.

Religious Education should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect, encouraging all to live well together. *Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions and worldviews and for the religious freedom of each person.* (Religious Education Statement of Entitlement February 2019)

## Introduction

At Naburn Primary school, pupils and their families can expect a high quality Religious Education (RE) curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views. We teach according to the City of York Agreed Syllabus (2021-2016), the Diocese of York and Leeds RE Agreed Syllabus and the Understanding Christianity document, ensuring a range of cultural traditions are included in our bespoke curriculum. As a church school, the teaching of Christianity is at the heart of our REW curriculum. We use an enquiry approach, which engages with significant theological concepts and the pupil’s own understanding of the world as part of their wider religious literacy. This links with our school vision, and support for pupils’ spiritual, moral, social and cultural (SMSC) development are intrinsic to our REW curriculum and have a significant impact on learners. We provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices, traditions and value systems of a range of faiths and world views.

## Intent for RE

### Principal Aim

*'The principle aim of RE is to engage pupils in a systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.'*

City of York Agreed syllabus

As stated in the Church of England Statement of Entitlement for Religious Education, our school aims for all pupils:

- Develop religious literacy and knowledge of significant religious worldviews focussing mainly on Christianity, Islam, Hinduism and Humanism, using an enquiry based approach.

- Research and know about a range of religions and worldviews
- Expressing ideas and insights about the nature, significance and impact of religion and worldviews, through a multi-disciplinary approach, whilst engaging critically with them.
- 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.
- 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.

## Curriculum for Religious Education

RE is an academic subject that has a high profile in our school curriculum. It is a priority for senior leaders, who ensure that the teaching, learning and resourcing of RE is comparable with other curriculum subjects.

This means that the RE curriculum:

- is intrinsic to the outworking of our distinctive Christian vision in enabling all pupils to flourish. In addition, it contributes to British values and to pupils' spiritual, moral, social and cultural development.
- is delivered in an objective, critical and pluralistic manner to engage and challenge all pupils through an exploration of core concepts and questions. Lessons provide meaningful and informed dialogue with a range of religions and worldviews.
- reflects a good balance between the disciplines of theology, philosophy and human science, to enable pupils to develop their religious literacy\*

*\*Religious Literacy: Helping children and young people hold balanced and well informed conversations about religion and belief. ([Key principles of a balanced curriculum in RE](#))*

- enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, including the ways in which it is unique and diverse, whilst engaging with biblical texts and theological ideas.

- provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help to form identity in a range of religions and worldviews. Diocese of York September 2023
- supports the development of other curriculum areas and other general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs.
- encompasses the full range of abilities to ensure that all flourish academically, using a wide range of teaching and learning strategies which consider the task, outcome, resource, support and pupil grouping as appropriate to pupils' needs
- offers tasks that are age appropriate, challenging and sufficiently demanding to stimulate and engage all pupils, whilst extending the most able and providing support for those who need it.
- ensures that all pupils' contributions are valued in RE as they draw on their own experiences and beliefs.

### Curriculum Balance and Time

Reflecting the school's trust deed or academy funding agreement parents and pupils are entitled to expect that, in Church schools, Christianity should be at least 50% of curriculum time. 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% in key stages 1-4.

EYFS	planned within the EYFS Framework	
KS1	60 minutes a week	Religions and Worldviews taught - Christianity, Judaism, Islam, Hinduism and Humanism
KS2	75 minutes a week	Religions and Worldviews taught - Christianity, Judaism, Islam, Hinduism and Humanism

### Scheme of Work

A detailed scheme of work is available for teachers and other interested people alongside this policy. It has been written in according to the City of York Agreed Syllabus 2022 and is supported by the Diocese of York Syllabus and the Understanding Christianity document.

### Teaching and learning

We recognise the importance of teaching RE in a creative, knowledge-rich, broad and balanced way. The curriculum provides fully for the needs of all pupils, engaging and challenging them through an exploration of core concepts and questions. The curriculum provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews. Pupils explore how these may change in different times, places and cultures. Our RE curriculum introduces pupils to a range of relevant disciplines including theology, philosophy and the human and social sciences. The curriculum provides opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews. RE lessons provide a safe

space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. Pupils experience opportunities to learn by:

- Posing and discussing 'big' and challenging questions
- Reading and critically analysing texts.
- Interpreting information from different sources.
- Researching information for themselves.
- Listening to and discussing with the teacher and other pupils.
- Engaging in pair and group work.
- Exploring a range of media such as artefacts, pictures, photographs, music and drama.
- Experiencing visits and visitors.
- Taking part in outdoor learning.
- Taking time for reflection.

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek 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. Questions, views, and opinions are treated with sensitivity and respect. 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.

### Matching Work to Pupils' Needs

Our whole school policy regarding pupils with special needs and differentiation, applies to RE. Teachers should be alert to the fact that some pupils have special and deep experience of a religion through family practice. This of course may not relate to their general educational ability.

### Cross-curricular links

Cross curricular work is encouraged, in line with whole school policy on teaching and learning. Religious education supports the development of general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. RE also makes a major contribution to pupils' SMSC development. It addresses issues which arise in a range of subjects, such as English, art, drama and history, geography, computing, music as well as personal, social and emotional education and citizenship.

## Assessment, Recording and Reporting

Assessment in Religious Education and Worldviews will:

- Involve identifying suitable opportunities in schemes of work such as Understanding Christianity.
- Be directly related to the expectations of the City of York Agreed Syllabus 2022, the Diocese of York and Leeds RE Syllabus and the Understanding Christianity document.
- Seek to identify development in Theology, Philosophy and Social Sciences.
- Recognise the range of skills and attitudes which the subject seeks to develop.
- 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.

## Legal Requirements

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over). (DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28)

The law relating to Religious Education for pupils who are not yet in key stage 1 is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes or play groups.

We note the right of parents to withdraw their children from RE. 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 importance placed on RE as a core subject in a church school, we would hope that all children admitted will participate fully in RE.

We aim to provide an open curriculum which can be taught to all pupils, by all staff. Teachers are asked to refer to the head teacher any questions from parents about withdrawals. We ask that and that anyone wishing to withdraw their child would discuss this with the Headteacher before making this decision. Requests for full or partial withdrawal from RE should be made in writing to the head teacher and a record kept of them.

Date of validation..... Signed..... Chair of Governors

Date of review..... Signed..... Chair of Governors