



Dream big. Love God. Live well.

'I can do all things through Him who strengthens me' Philippians 4:13

Religion and World Views Policy		
Date	Review Date	Subject lead
January 2026	January 2029	Nicola Knapp

Introduction

Bishop King School is an Anglican Voluntary Aided School in the City of Lincoln. The school's Christian ethos is implicit throughout the life and work of the school and Religion and World Views holds a central place in the school curriculum. The Governors, in accordance with the trust deed, determine Religion and World Views teaching.

RWV Curriculum Intent, Implementation and Impact overview

Intent

At Bishop King CE Primary School, we see the RWV curriculum as a key tool in enabling our pupils to understand the diversity within their community and the world they live in. We aim for pupils to critically reflect on a range of world views and challenge prejudice in all forms.

Implementation

At Bishop King CE Primary School, the pupils experience a well-planned, spiral RWV curriculum, which supports our children in understanding the diverse community and world in which they live. All units of work are focused on a central question that pupils are challenged with finding the answer to and in doing so they understand the world in which they live. Pupils learn about both religious and non-religious worldviews. This is the substantive knowledge that is taught, alongside the disciplinary lens of theology, philosophy and social science.

- RWV units begin with the introduction of key vocabulary and a retrieval task.
- A spiral curriculum with progressive skills, knowledge and vocabulary which is built upon through units of work and year groups.
- A sequence of work (sequential journey of learning) is planned using the Lincolnshire Agreed Syllabus.
- Key questions are used to support all learners at an appropriate level.
- Enrichment activities are used to support the learning of key concepts eg visits to local churches, the mosque and Hindu workshops.
- Classroom environments support the learning journey, highlighting key knowledge and vocabulary. The previous terms vocabulary is also on display in the classroom.
- Assessments are used at the end of each unit to assess children's learning and understanding of vocabulary.

Impact

Pupils will leave Bishop King CE Primary School, with knowledge of Christianity and other world faiths. They will be able to ask high level questions, challenge their own and others understanding of different religions and understand how religious diversity impacts on their community. They will also have an understanding of how religion interlinks with other areas of the curriculum.

Aims of the Policy

Through the teaching of Religion and World Views at Bishop King Primary school we aim to improve the quality of education received by all pupils. Religion and World Views (along with Collective Worship - see separate policy) gives pupils the chance to reflect on their personal responses to issues, consider other people's beliefs and gives them the chance to learn from other people's points of view. The role of RWV in the school also helps add to the school's distinctive Christian nature.

We hope to:

- Help pupils develop an awareness of spiritual and moral issues in life;
- Offer opportunities for personal awareness and understanding of religions and beliefs;
- Develop knowledge and understanding of Christianity and other principal religions represented in Great Britain;

- Promote spiritual, moral and cultural development;
- Develop understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
- Help pupils to respect other peoples' views and to celebrate the diversity of society;
- Prepare pupils for adult life and enable them to develop respect for and sensitivity towards others, in particular those whose faiths and beliefs are different from their own;
- Encourage pupils to reflect on their own experiences and to develop responses to the fundamental questions of life;
- Promote discernment and enable pupils to combat prejudice.

The Legal Position of Religion and World Views

Bishop King's curriculum meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children including those in the Reception class. The school seeks to make sure that Religion and World Views is taught in a sensitive manner and inclusive for all children, however we recognise that some parents may wish to withdraw children from RWV lessons; this can be done with a written letter. Those children who have been withdrawn will be provided with work from another area of the curriculum. As a core subject Religion and World Views is allocated 5% of teaching time within Key Stage 1 (36 hours per year) and Key Stage 2 (45 hours per year). Religion and World Views is taught through the Early Learning Goals within the Foundation Stage. As an Aided School we also have Reserved RWV teachers who can be supplied if a parent/carer wishes that their child be taught in accordance with the doctrines and ceremonies of the Anglican Church. RWV will be taught in weekly blocks each term.

Teaching and Learning of RWV

At Bishop King CE Primary School, we follow the Lincolnshire Agreed Syllabus (LAS) This scheme uses a spiral curriculum where pupils revisit four core strands in different contexts as they move throughout the school. These strands are:

- A: Belonging, identity and community.
- B: Beliefs, influences and values.

C: Expression, experience and the sacred.
D: Truth, interpretation and meaning.

It explores ways in which belief in the core concepts has an impact on the Christian community, on the individual lives of Christians as well as other world views. It also weaves in opportunities for pupils to reflect upon these ideas in relation to their own understanding of religion and belief, including their own responses.

Where possible links are made between the Curriculum and RWV, but acting on advice from experts it is important that RWV stands alone in the curriculum. Please note that quality teaching of RWV allows children to learn about religion and explore human experience and learning from religion and responding to human experience. Where possible we link in different disciplinary lenses to help facilitate children's learning. As a school we have strong links with local churches and the cathedral, children have the chance to visit both on numerous occasions during their time at Bishop King Primary. We have strong links with other Christian groups who work closely with the staff and children. Children during their time at Bishop King Primary visit Christian and Muslim places of worship as well as taking part in a Hindu workshop.

We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children including EAL and SEN.

To make RWV more accessible to children we:

- Use cross curricular teaching methods including; art, DT, Computing, music etc
- Welcome visitors to the school to share their faith with the children.
- Arrange visits to places of worship
- Engage the children in active discussions
- Use thinking skills to help deepen the children's own understanding
- Use quality artefacts, stories and pictures in RE teaching
- Build into lessons periods of stillness and reflection

Each unit of work includes:

- An opportunity to build on skills and knowledge previously taught due to the spiral nature of the curriculum.
- Specific religious vocabulary and its meaning will be taught.
- Disciplinary lenses to deepen understanding and challenge the children's thinking used as starters.
- Opportunities for children to work with other areas of the curriculum such as music, computing and art.

The Foundation Stage

It is important in the Foundation Stage to give children a broad, play based experience of RWV in a range of contexts, including outdoor play. Early years learning environments should feature RWV scenarios based on experience in the real world, such as role play. We teach RWV to all children in the school, including those in our Nursery and Reception classes. RWV is an integral part of learning within our Reception classes and is woven into the topics covered during the year. We relate the RWV aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five.

Children with Special Educational Needs

At Bishop king CE Primary School, we believe all children have the right to access the RWV curriculum. In order to ensure that children with SEND achieve to the best of their ability, it may be necessary to adapt the delivery of the curriculum for some pupils. We teach RWV to all children, whatever their ability. Through the teaching of RWV we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Where appropriate we may support SEND children in small groups or on a 1:1 basis if appropriate. Some SEND pupils with an EHCP will participate in a semi-formal curriculum in the afternoon and this includes access to Godly Play weekly ensuring all pupils access RWV at an appropriate level.

RWV Curriculum Overview



Long Term Curriculum Overview Nursery – Year 6

Subject: Religion and Worldviews

Dream big, love God and live well

'I can do all things through Him who strengthens me' Philipians 4:13

All units that pupils will study fit within four progressive strands:

A: Belonging, identity and community.

B: Beliefs, influences and values.

C: Expression, experience and the sacred.

D: Truth, interpretation and meaning.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Theme: Myself		Theme: my friends	Theme: special things	Theme: our special places	Theme: special times.
Reception	LAS: Special and Sacred Which people, stories and events are special to me?		LAS: Special and Sacred What do I know about Easter and Holi?		LAS: Special and Sacred Why are some places and objects sacred?	

Year 1	LAS: Special and sacred stories. What do stories from religious traditions teach about God? What can we learn from other stories? Moses and the burning bush. Parables of Jesus	LAS: Special and sacred stories. How are stories and celebrations linked? Christmas Hanukkah	LAS: Special and sacred stories. What do creation stories teach people about God and human nature?	LAS: Special and sacred stories. What do people learn from stories and festivals? Passover Easter Eid-ul-Adha
Year 2	LAS: Sacred texts, beliefs and connections What are sacred texts and why do they matter?	LAS: Sacred texts, beliefs and connections What do we mean by religion and worldviews?	LAS: Sacred texts, beliefs and connections What beliefs, values and practices are important in religions and worldviews?	
Year 3	LAS: Why communities matter What does pilgrimage mean to individuals and communities?	LAS: Why communities matter	LAS: School designed unit Philosophy for Children: enquiry based topic e.g. moral/ethical dilemmas.	

		Which RWs communities can we find in our neighbourhood?	How do we decide what's right or wrong?
Year 4	LAS: Commitment, Promises and Meaning How do people welcome new life into the world? How do people show their commitment to a religion?	LAS: Commitment, Promises and Meaning How do people celebrate marriage?	LAS: Commitment, Promises and Meaning What do people believe about the afterlife? How is this expressed in funeral practices?
Year 5	LAS: Expression, Experience and Senses How do people express their beliefs through worship and caring for others? How do people use their senses in worship?	LAS: Expression, Experience and Senses What do we mean by religious and spiritual experiences?	LAS: School designed unit Inspirational Women. Joan of Arc Harriet Tubman Anne Frank Rosa Parks Malala Yousafzai
Year 6	LAS: Big Questions: What do people believe? How do people know who or what to believe? What do people believe about the existence of God? What do people believe about good, evil and suffering? How do people choose between right and wrong?		Consolidation of Learning. What is my religion or worldview?

Disciplinary lenses

As a response to the 2018 OFSTED review of RE which looked at learning through disciplinary lenses – Theology, Philosophy and Social sciences these lenses are embedded into each lesson of RWV. This is done through key questions and challenges which are explored and answered within the lesson. These disciplinary lenses are represented by different symbols all the way through school to support pupils with understanding the lens they are exploring so they can delve deeper and think more critically.

Think like a Theologian



- Why do people have different ideas about God?
- What do religious texts teach us?
- Why are some journeys and places special to people?
- How does belief influence how people act in their community?

Think like a philosopher



- Why do some people believe in God while others don't?
- What is the difference between knowing and believing?
- How does religious belief shape a person's daily life?
- How does being part of a religious community affect someone's life?

Think like a Social Scientist



- What is meant by religion and world views?
- How do people express their religious beliefs in different ways?
- What is the role of rituals, texts and artefacts in religious life?
- How do people express commitment to a religion or world view?

Creative thinking		Critical thinking		Caring thinking		Collaborative thinking	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
EYFS	Use a simple set of rules for listening to others.	Make sure others hear what I have to say and take turns to speak.	Begin to express own thoughts 'I think/like/dislike'	To ask questions about things I know.	To share ideas with the group.	To say how I feel about something.	
Year 1	Use positive body language to show engagement.	To speak clearly in a group discussion	To ask 'I wonder' questions. Giving responses using 'because'	Recognise things that are the same/different.	Ask questions about a given stimulus.	Share feelings within a group discussion.	
Year 2	Speak with kindness and respect.	Listen with respect to others.	Ask questions that move the enquiry forward.	Understand the difference between open and closed questions.	Begin to draw conclusions about an enquiry or stimulus.	Begin to come up with new ideas to extend the enquiry in different directions.	

Year 3	Understand that others may have ideas and opinions that differ from our own,	Be able to build on the ideas of others.	Understand and identify the 'big idea' within an enquiry or stimulus.	Be sensitive towards the ideas and feelings of others.	Draw conclusions and explain them to others.	Compare different ideas.
Year 4	To communicate collaboratively and notice the respect shown by others.	Actively listen to others' opinions.	Make links between ideas and concepts.	To suggest improvements.	Evaluate conclusions drawn thus improving thinking skills.	Explore a range of possibilities and make links to real life.
Year 5	Empathise with others' views and opinions.	Join in with a philosophical discussion with growing confidence.	Examine the truth of what is said/question evidence.	Challenge assumptions.	Reflect and evaluate conclusions drawn.	Be prepared to change our ideas and opinions for the better following ideas given by others.

Personal, social, and Health education and citizenship (PSHE) (see policy)

At Bishop King CE Primary School, we see how PSHE and SMSC intertwine with RWV and help us to teach the children about the values and moral beliefs that underpin individual choices of behaviour. We also promote the values and attitudes required for citizenship in a democratic society by teaching respect for others and the need for personal responsibility. By promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our community. We also promote British Values through religious education and other curriculum areas. Each term we have focus on one of the following values: democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Spiritual, moral, social and cultural development (SMSC)

Through the teaching of RWV in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

Assessment

The class teacher against the substantive knowledge building blocks assesses each unit of study completed by the children. This is recorded on an assessment sheet which is kept by the class teacher and forwarded to the RWV lead. At the end of the academic year the class teacher will look back over the units and make an overall judgement of the pupil's ability within RWV – Greater Depth, Expected, Working Towards or Below.

We assess children's work in RWV by making informal judgments as we observe them in lessons. Work is marked in accordance with the school marking policy using pink comments to note success and green comments to note areas to be addressed or points to challenge children to develop further.

Specific Religious vocabulary is taught within each unit of work. At the end of each unit the children in KS1 and KS2 are assessed on their understanding of that vocabulary through interviews, vocabulary-based tasks and a PLP (Post Learning Poster)

Role of the Subject Leader

The role of the subject leader involves the following:

- to have an in-depth knowledge of the area
- to support and advise other members of the staff

- to audit resources for the school
- to ensure that all resources are easy to use and accessible
- to develop record keeping and assessment procedures for RWV
- to work alongside teachers to ensure there is good practice, and to gain an overview of RWV in all key stages.
- to provide in service training when needed
- to keep up to date with changes in the Lincolnshire Agreed Syllabus
- provide updates to the Head Teacher and the governing body
- to ensure clear progression throughout the school
- analyse assessment data and pupil progress.

This policy shall be reviewed at least every three years or when circumstances dictate.