



*Dream big, love God and live well*  
*'I can do all things through Him who strengthens me' Philippians 4:13*

<b>Religion and World Views Policy</b>		
<b>Date</b>	<b>Review Date</b>	<b>Subject lead</b>
February 2024	February 2027	Nicola Knapp

### **Introduction**

Bishop King School is the only 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 (RWV) 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. Our Christian units of study are connected through the concepts of Creation, Incarnation and Salvation. All units of work are focused around a central question that pupils are challenged with finding the answer to and in doing so they understand the world in which they live. Our World Faith units are centred around pupils understanding other major religions such as Islam and Hinduism. This is the substantive knowledge that is taught.

- RWV units begin with the introduction of key vocabulary and a fact file.
- 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 Understanding Christianity or the Lincolnshire Agreed Syllabus.



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- 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;



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- 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**

Our 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 year. 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 to the headteacher. Those children who have been withdrawn will be provided with either specific work from their own faith tradition or 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 a combination of the Lincolnshire Agreed Syllabus (LAS) (2018 -2023) and the Understanding Christianity scheme of work produced by the Diocese. The LAS is built around the four general concepts of: Celebration, Religious beliefs, Lifestyles, and the Sacred and Authority; whereas Understanding Christianity is based around eight key concepts: Salvation, Incarnation, Creation, God, People of God, The Fall, Gospel, and Kingdom of God. We have chosen to use



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this scheme of work to deepen our pupils' understanding of the key principles of the Christian faith. This scheme uses a spiral curriculum where pupils revisit these core concepts in different contexts as they move throughout the school. It explores ways in which belief in the core concepts has an impact on the Christian community and on the individual lives of Christians. 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 the 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 thinking skills activities 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 in KS1 visit a Christian place of worship, or a person from a Christian place of worship comes into school to share artefacts with the children. Children in LKS2 experience a Hindu workshop in school, and UKS2 children visit the local mosque.

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 SEND.

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 RWV teaching
- Build into lessons, periods of stillness and reflection



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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 alongside its definition.
- A fact file with relevant information about the unit and outcomes for the children on.
- Thinking skills 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.



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### **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 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

EYFS	LAS Unit 1 Myself	LAS Units 3 and 4 Special people to me	LAS: Unit 11 Our Special books <i>I can do all things through Him who strengthens me'</i> Philippians 4:13	Salvation Why do Christians put a cross in an Easter garden? (UC: Core learning)	Creation Why is the word 'God' so important to Christians? (UC: Core learning)	LAS Unit 7 Our Beautiful world
Year 1	<u>God: UC</u> What do Christians believe God is like?	<u>Creation</u> Who made the World? (UC: Core learning)	<u>LAS: God – Islam</u> What do people believe about God?	<u>LAS: Community- Islam</u> How do people express their religion and belief?	<u>LAS Additional Unit:</u> <u>Places of worship</u>  What makes a place holy? Visit to a church	
Year 2	<u>LAS Additional Unit: Thankfulness</u> Why do religious people think it is important to say thank you?		<u>Incarnation: UC</u> Why does Christmas matter to Christians?	<u>Salvation: UC</u> Why does Easter matter to Christians?	<u>LAS: Being Human – Islam</u> How does faith and belief affect the way people live their lives?	<u>LAS: Life journey – Islam</u> How do people mark important events in life?
Year 3	<u>Creation: UC</u> What do Christians learn from the Creation story?	<u>Incarnation: UC</u> Why is the Trinity important to Christians?	<u>LAS Additional Unit: Forgiveness</u> Why do religious people think forgiveness is important?	<u>Salvation: UC</u> What's Good about Good Friday?	<u>LAS: God – Hinduism</u> What do people believe about God?	<u>LAS: God – Islam</u> What do people believe about God?
Year 4	<u>God: UC</u> What is it like to follow God?	<u>LAS Additional Unit: Pilgrimage (including Christianity)</u> What is a pilgrimage and why do religious people go on them?		<u>Kingdom of God: UC</u> When Jesus left what was the impact of Pentecost?	<u>LAS: Community – Hinduism</u> How do people express their religion and beliefs? Visit a Hindu mandir/or Hindu workshop in school	<u>LAS: Community –Islam</u> How do people express their religion and beliefs?
Year 5	<u>Salvation: UC</u> What did Jesus do to save human beings?	<u>Incarnation: UC</u> Was Jesus the Messiah?	<u>LAS: Being human – Hinduism</u> How does faith and belief affect the way people live their lives?	<u>LAS: Being human – Islam</u> How does faith and belief affect the way people live their lives?	<u>LAS Additional Unit: Expressing beliefs through the Arts</u>  How do people express their beliefs creatively?  Visit a mosque to look at Islamic art	



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Year 6	<u>God: UC</u> What does it mean if God is holy and loving?	<u>Salvation: UC</u> What difference does the resurrection make for Christians?	<u>LAS Additional Unit</u> <u>Unit designed by</u> <u>school</u> Why do people believe in God? (Humanism)	<u>Creation/Fall: UC</u> Creation and science: conflicting or complementary?	<u>LAS: Life Journey – Hinduism</u> How do people mark important events in life?	<u>LAS: Life Journey –Islam</u> How do people mark important events in life?
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## Theology

As a response to the OFSTED review of RE which looked at learning through disciplinary lenses, a termly Theology lesson was introduced at Bishop King C of E Primary School. These lessons link directly to the Bible story of the term and encourage the pupils to explore this story at a deeper level. “Peeling the layers back like an onion” and asking specific theological questions. Across the school, pupils explore the same Bible story, and progression and depth of understanding can be seen from Y1 to Y6. The pupils are supported on this journey by a character called ‘Theo’ who assists pupils in thinking like a theologian. There is clear progression in the level and depth of theological questioning see table below:

### Progression in Theological Questioning (linked to our Bible Story of the Term)

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	Who is telling the religious story?	Who is the audience for this story?	Who is the audience for this story and how is it interpreted?
What is this religious story about?	What are the key points of the story?	What is the message of this story?	What is the message of this story? Is it told from different points of view?





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What does this religious word mean?	What religious words jumped out at you and what do you think they mean?	What religious words jumped out at you and can you use them within a sentence?	What religious words jumped out at you and can you use them correctly within discussion?
Why might people tell this story?	How would a Christian understand this story?	How might some Christians interpret this story?  How might non-Christians interpret this story?	What is the Bible and how do different people interpret it?  Why do people interpret things differently?
Why is the Bible important to Christians?	What does this story tell us about God?	What do Christians believe about God and how is this reflected in this story?	How reliable are sources of authority for Christians?
What Church School Value is this story about?	How does this story link to our Church School Values?	How would you link this story to our Church School Values?	How do our Church School Values link with this story and what impact would they have on Christians?

### Philosophy (P4C)

As a response to the OFSTED review of RE which looked at learning through disciplinary lenses, a termly Philosophy lesson (P4C) was introduced at Bishop King C of E Primary School where the pupils are given the opportunity to ask and explore philosophical questions linked to the wider world. They are supported on this journey by a character called 'Sofia' who assists pupils in asking those deeper, bigger questions. P4C questioning and skills are progressive with the aim being by the end of Y6 that the lessons are run and directed by the pupils.

### Philosophy for Children (P4C) Skills Progression

#### Overall Aims:

- To help develop pupils who are able to critically reason and discuss their different opinions and ideas in a respectful manner.
- To develop a philosophical community of enquiry within each classroom.
- To develop confident and active citizens.



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	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 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



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also promote British Values through religious education and other curriculum areas. Each term we 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 knowledge building blocks, assesses each unit of study completed by the children for that unit. This is recorded on an Excel 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, a PLP (Post Learning Poster). Governors monitor this through pupil voice.**



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## **Role of the Subject Leader**

The role of the subject leader involves the following:

- to have an in-depth knowledge of the subject area
- to support and advise other members of the staff
- to audit resources for the school to support the teaching and learning of RWV
- 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 Headteacher and the Governing Body
- to ensure clear progression throughout the school
- to analyse assessment data and pupil progress.

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