

The Federation of Kirkby Malzeard and St Nicholas C of E Primary Schools Religious Education and Worldviews Policy

Reviewed June 2026

SCHOOL VISION:

We believe that our children should have the aspiration and opportunity to 'Live life in all its fullness' John 10:10 and 'Shine like stars in the sky' Philippians 2:15. To have the courage to act with kindness, patience, love and peace in all the communities they serve in.

Our **aspiration** for our children has been framed into our 6 golden threads which we feel our children need to be able to do to 'shine like stars' and 'live life in all its fullness'. This ensures the **opportunities** for these are a focus within school, and throughout a child's journey in school. We want our children to:

- Become life-long readers
- Be confident communicators
- Be spiritually, mentally and physically healthy
- Be creative
- Be curious
- Understand and embrace the wider world

Rationale

At the Federation of Kirkby Malzeard and Saint Nicholas C of E Primary Schools Religious Education and Worldviews are important and special, through a rich curriculum it provides opportunities to explore spiritual, moral, social and cultural development (see appendix).

The purpose of RE and Worldviews is to enable children both to *learn about religion and belief* and to *learn from religion and belief*. Learning about religion and belief involves enquiry and investigation into the nature, practices and traditions of different faiths and worldviews. Learning from religion and belief encourages pupils to reflect on and respond to their own experiences, developing their personal understanding through engagement with these ideas.

We recognise and respect the diverse faiths and beliefs of our pupils, families and staff at all times. Children are encouraged to appreciate the right of others to hold different beliefs and worldviews within an increasingly diverse and interconnected society.

Whilst RE and Worldviews is an academic subject, we strive to ensure it also nurtures each child's individual spirituality, supporting them in building strong foundations for a purposeful and fulfilled life in the modern world. We believe that personal growth is rooted in understanding, tolerance and openness to a wide range of ideas, faiths and worldviews. We aim to foster a community where exploration and discussion of belief systems are approached with curiosity, respect and openness. Pupils are encouraged to engage with 'Big Questions' and moments of wonder, reflecting on the meaning and purpose of life and the values that shape our society. In doing so, they develop deeper spiritual awareness.

Intent (as defined in the 2026 Statement of Entitlement)

In a Church school, RE and Worldviews should enable pupils to:

- Engage meaningfully and critically with learning which helps them to make sense of the multi-religious and multi-secular world in which they live.
- Know about and understand Christianity as a diverse global living faith through the exploration of beliefs and practices, using approaches which engage with biblical text and key sources of authority.

- Gain knowledge and understanding of a range of religious and non-religious worldviews, appreciating the complexity, diversity, continuity and change that exists within those worldviews being studied.
- Grapple with questions of meaning and purpose including morality raised by human existence and experience
- Understand the concept of religion and recognise its continuing influence on Britain's cultural heritage and in the lives of individuals, communities and societies in different times, cultures and places.
- Develop disciplinary knowledge which equips pupils to be religiously literate.
- Explore their personal worldviews; their own religious or non-religious, spiritual and philosophical ways of living, believing and thinking.

The Primary Curriculum Review 2014 maintained the statutory status of R.E. with a non-statutory programme of learning. The R.E. Programme of learning is set out in an Agreed Syllabus 2022-2027, adopted by the Local Education Authority.

The 1988 section 71 and 2002 Act introduced new requirements for R.E. and amends or re-enacts the requirements of the 1944 Education Act. The Primary Curriculum Review 2014 has maintained these requirements. In summary its main points are:

- There must be provision for R.E. for all registered pupils.
- The RE provided must be non-denominational and in accordance with a locally agreed syllabus.
- Parents have the right to withdraw their children from RE lessons and Collective worship without providing an explanation or reason.
- Any new, locally agreed syllabus must reflect the fact that religious traditions in this country are still predominantly Christian, but should take account of the teaching and practices of other principal religions represented in Britain and the local community.

Implementation

Curriculum Design- What is our implementation approach?

- The Statement of Entitlement 2026, North Yorkshire Agreed Syllabus 2024-2028 and Understanding Christianity Schemes of Work are source materials for our curriculum design. We have developed a R.E. and Worldviews curriculum that incorporates the three knowledge domains in R.E. - **substantive, disciplinary and personal knowledge**. Children are taught and learn to be proficient in all three areas. Our planning includes the 'ways' of knowing in RE- theology, philosophy and social sciences.
- Our long-term plan maps out the R.E. and Worldviews curriculum covered in each half term during the year for all year groups. The R.E. subject leader supports teaching colleagues in each class with ensuring that different types of knowledge domains are planned for over a two year cycle at KS1 in both schools and KM and a four year cycle in KS2 at SN, to ensure breadth and balance and progression is provided.
- Christianity to be the main religious worldview studied in and through RE in each year group/phase equating to at least 50% of curriculum time.
- We aim to promote a diverse representation within Christianity as a global living faith (and other religions) by ensuring people are represented to include gender, race, disability and class.
- Knowledge and skills progression documents track breadth and knowledge continuum for each religion studied (Christianity, Islam, Judaism and Dharma Hinduism)
- MTPs are written by the subject leader and (Religions content mats) and include planned opportunities for spiritual development.
- These include specific vocabulary
- These include small steps series of lessons
- RE is taught weekly or in blocks, planned by the subject leader and support is given to the class teacher.

- Work is evidenced in a variety of outcomes: Some work is recorded in individual RE and Worldviews books, some as a 'big book' (working wall for RE).
- Learning follows our agreed implementation model.
- Pupils explore the connection between RE and other curriculum areas.
- To support learning pupils and staff will have the opportunity to develop relationships with people from different living faiths and philosophical groups as well as visit places of religious and cultural significance.

Time Allocation:

As a church school R.E. and Worldviews is taught as a core subject. Within the school's long term plan, R.E. is allocated approximately 6% of time for each Key Stage which equates to a weekly average of 1 hour. At Key Stage 2 this can be up to 75 minutes. This excludes any R.E. content within Collective Worship, PSHCE and History, although strong over learning links and a holistic approach is made.

Implementation Key Principles

Teaching and Learning Pedagogy for all subjects:

- Has clear rationale for mixed age classes
- Focuses on the key substantive knowledge – teaching less but better.
- Is concept driven not content driven: Prioritises thinking rather than task
- Uses high quality materials – fit for purpose
- Employs techniques which will deliberately help children transfer learning to long term memory
- Is responsive and adaptive to the needs of all pupils.
- Puts a high value on the acquisition and understanding of vocabulary
- The Kos will be in books/pockets and have explicit vocabulary outlined

RE and Worldviews Specific Pedagogy

Our principal aim is to develop the children's **substantive, disciplinary and personal knowledge in R.E. to gain religious literacy. Substantive knowledge** is organised through the **lenses of theology, philosophy and social sciences**. Key substantive knowledge of world religions and worldviews is taught through the 'big ideas' mats for KS1 and KS2 pupils. This knowledge is revisited at the beginning of each related religion focus topic. Understanding of key concepts and beliefs is fundamental and underpins children making progress in R.E. and Worldviews.

In developing **disciplinary knowledge**, we ensure that children develop an enquiry approach in understanding and responding to core substantive knowledge. Children are taught to:

- **Ask and answer questions** – Identify, ask and answer different types of questions about believing, living and thinking and identify what knowledge, tools and methods would help answer these questions.
- **Interpret texts** (hermeneutics) – Interpret stories/ texts from a range of sources, become aware of the diversity of interpretations and appreciate how interpretations can be affected by time and place. The skill of interpretation should not be limited to written sources. Pupils can also apply skills of interpretation to teachings, images, artefacts, buildings etc.
- **Collect, analyse and interpret data** - this is likely to involve quantitative data such as census data or survey data. Explore case studies - this could involve conducting interviews or watching videos, listening to podcasts, visiting different places or researching organisations etc. Pupils should become aware of the limitations and reliability of different sources of information and begin to appreciate the complexity and diversity of lived reality for people within and across different worldviews.
- **Develop Critical thinking skills** – develop skills of reasoning and argument so they acquire a deeper understanding of the validity, impact and significance of the beliefs, values and practices of other people and themselves.

Personal development

Most academics and professionals recognize that people make sense of the world through their own 'pair of eyes'. Everyone has a personal worldview, even though they may not have thought about it or be able to articulate it. Good RE asks pupils to reflect on their own worldview and consider the factors that shape it. Good RE also challenges pupils to reflect on their experiences, beliefs and values in the light of other perspectives. As a pupil journeys through the curriculum they will hopefully reflect more deeply and develop greater understanding and insight about themselves, others and the world around them.

During R.E. and Worldview lessons children are given opportunities to articulate their personal worldview and make meaning. We aim to facilitate pupil's personal worldview to be shaped and challenged by their learning and for them to become more reflective, self-aware and discerning.

IMPACT

How/When do we assess our children and their progress and attainment?

- Assessment follows our agreed format, it is ongoing and monitors children's growing understanding, knowledge and skills. Class teachers assess children throughout lessons and revisits. This assessment is used to inform future planning, support and challenge. Progression of skills is evident as is our growing understanding of living faiths and Worldviews.
- **Unit assessment**
Pre-essential learning assessment.
Ongoing AFL
Post essential learning assessment at the end of unit
- **Annual assessment**
End of year assessment of the post essential learning assessment
- Pupil voice will demonstrate a positive attitude towards RE learning. Pupils will articulate their understanding about their learning which will include a growing ability to discuss belief systems. Pupils will demonstrate the attributes of religious literacy.

How do we ensure our children have retained this knowledge?

When/how do we revisit?

- We seek to ensure that all pupils are enabled to understand themselves and others and to flourish in a rapidly changing multicultural world. This requires constant revisiting of knowledge at planned and pertinent times, recognising that worldviews are not static. Using knowledge to help frame and understand opportunities, challenges and responsibilities.
- Planned opportunities and nurtured relationships with people of living faiths.
- Thematic study and the use of Big Questions
- Using Big books/pupil books as a record of learning, shifting ideas and viewpoints as we know more to do more
- **Sheep tracking**
x 1 formal revisit at the start of the next term (no recording needed)
Informal/incidental sheep tracking/link making at the start of lessons, lining up, etc. (no recording needed)

Roles and Responsibilities:

The Governors will;

- Be well informed through the leadership of the Head teacher and the R.E. and Worldviews subject leader
- Support the staff in implementing the school's policy for R.E. and Worldviews in regard to the implementation of the RE and Worldviews statement of entitlement.
- Help monitor and review progress on the R.E. and Worldviews action plan including impact of learning.

The R.E. and Worldviews Subject Leader and Senior leaders will;

- Write, monitor and review progress on the R.E. action plan and planning to fulfil the expectations of the Statement of Entitlement and North Yorkshire Agreed syllabus.
- Support colleagues in planning, teaching and assessment

- Provide expertise and advice on the use of resources
- Will act as a point of contact between the school and appropriate outside visitors.
- Work alongside the Head teacher to monitor and evaluate teaching and progress
- Coordinate the evaluation and review of the school's R.E. and Worldviews policy
- Manage the provision and deployment of resources
- Work collaboratively with the diocese to ensure the continued progression in the teaching of Religions and Worldviews

Monitoring Teaching and Learning:

The R.E. and Worldviews subject leader is responsible for monitoring the implementation of this policy the teaching and learning of R.E and Worldviews will be monitored on an annual basis, following the school monitoring procedures. The monitoring by subject leaders will include scrutiny of planning, work, learning walks/observations, assessments and pupil interviews.

This policy will be reviewed in 2028/9 when the new National Curriculum is implemented including the planned inclusion of RE and Worldviews.

Appendix

Spiritual development; in terms of well- being includes beliefs, (whether religious or not,) the search for meaning or purpose, relationships, creativity, a sense of self and otherness, wonder and awe, self-knowledge, and feelings and emotions. Pupils develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing.

Moral development; children acquire an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.

Social development; Children acquire an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They develop a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

Cultural development involves pupils acquiring an understanding of cultural traditions and ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.

