



Leamington Hastings C of E Academy

Religious Education and Worldviews

Sowing the seeds of a lifetime love of learning in a caring, Christian community.

Plant, Grow, Flourish

Latest policy update: September 2022

This policy should be read in conjunction with:

- Spirituality progression
- Progression of skills and vocabulary document for RE

And the Church of England statement of entitlement Publications:

[RE Statement of Entitlement for Church Schools.pdf \(churchofengland.org\)](https://www.churchofengland.org/RE-Statement-of-Entitlement-for-Church-Schools.pdf)

Vision and Ethos

Our vision as a Church of England Infant school, deeply rooted in a strong Christian tradition, is to develop happy children with enquiring minds. We support children to develop a spirit of curiosity and respect for themselves, others, and the environment which we live in so that they will have the skills and resilience to thrive in a rapidly changing world.

As part of the Diocese of Coventry Multi Academy Trust, we have a shared vision of 'Living life in all its fullness', educating for

- wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.
- hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.
- community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.
- dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

Our vision draws inspiration from the Parable of the Sower, which is found in the gospel of Matthew 13:1-9, 18-23 in the New Testament, reflecting our local farming community.

A farmer sows seed in a field:

- Some seed falls on the paths, and the birds quickly eat it.
- Some seed falls where there are rocks, and not much soil. Plants grow quickly but soon the sun dries them. There is not enough soil and the plants die.
- Some seeds begin to grow in a place where there are too many weeds. The weeds stop the growth of the plants and the plants die.
- But other seed falls on rich soil and receive everything they need so the plants flourish.

We strive to provide the rich soil that enables our children and adults to develop the deep roots of academic learning, learning behaviours, rich experiences and Christian values to enable them to flourish in the love and grace of God. Within our community, our Christian school nurtures growth and supports all to have the courage to face challenge and the resilience to persevere, even when confronted by difficulties. We endeavour to provide abundant opportunities which provide a platform for unique strengths and talents to blossom. We aim that everyone feels valued and has respect for themselves, others and the environment in which we live.

Our mission, as a school with a religious character, is to provide an education of depth and quality in a Christian ethos which ensures the children and adults have the nurturing and aspirational environment to reach their full potential, living life in all its fullness. To realise our mission, we endeavour to live out our vision through our school vision of:

Plant, Grow, Flourish

Christian Values are interwoven through our vision, mission and motto and are embedded throughout the curriculum with a particular focus given to:

- Respect
- Thankfulness
- Generosity
- Courage
- Forgiveness
- Truthfulness

Our school Learning Behaviours also link with our Christian Values, which are focussed on:

- Resilience and Perseverance
- Concentration
- Making links
- Making use of resources
- Teamwork
- Effort
- Making additions and revisions

This policy sets out our approach to ensuring high quality RE is taught, underpinned by our Christian ethos which is woven through all aspects of our curriculum. We base our learning and teaching style in RE and world views on the key principle that good teaching in RE allows children to learn about religious traditions and use this understanding to reflect on what the ideas and concepts mean from their own worldview. Children explore what it means to have a faith and are supported to develop their own spiritual knowledge and understanding. We use persona dolls and enquiry lenses to help children to understand how to develop their skills to effectively improve in RE, as can be seen on the next page.





I can think about what I have learnt and how my own thoughts or behaviour might change.

I like to ask other people questions, especially about their beliefs and how they worship and celebrate!

I look and listen carefully to help me find similarities and differences between how people choose to show their faith.

Ask-it-all Ava




I carefully look at the facts and clues to decide what is most likely to be true. I also think about what I feel is true in my heart.

I like to ask big questions about the world and the ways that people choose to live their lives.

I look for clues to help me think about what is true. I look for evidence in books, nature, what people say and what they do.

Debate-it-all Derek



I think about how I feel when I have a go at different experiences. I share my thoughts with others.

I like to have-a-go at religious practices, thinking about how it feels for believers.

I think about what I have learnt and imagine what people with different world views might do and experience.

Have-a-go Hugo



I find out how the story shapes peoples lives today. I can reflect on how the story might affect me.

I like to read and listen to religious stories. I explore what the story means to different people.

I think carefully to find similarities and differences between religious stories and other stories that I know.

Intent

As a church school our Christian values enrich the 'good soil' to nurture learning and day-to-day lived experiences. Children will develop their own sense of personal worth and effectively portray the values of our school vision; respect, truthfulness, thankfulness, forgiveness, generosity and courage. Our children experience at least one hour of Religious Education every week following a planned amalgamation of the Understanding Christianity scheme and the Agreed Syllabus for Religious Education in Coventry and Warwickshire.

Our curriculum promotes the spiritual, moral, social and cultural development of our children and develops specific knowledge and skills derived from the practices of theology, philosophy and human and social science, such as:

- Acquiring, building and applying their knowledge and understanding of beliefs, lifestyles and religions
- Developing the ability to ask and respond to questions including 'big questions'
- Exploring ethical decision making
- Responding thoughtfully and critically to learning and expressing their learning in a range of ways
- Developing powers of personal reflection
- Exploring how the world view of a person can shape their beliefs and lived experiences.

At Leamington Hastings C of E Academy, the process of learning in Religious Education lessons is underpinned by our Learning Behaviours. As a Church of England School, the balance of our curriculum reflects that of learning about the Christian faith, but children will also explore the Muslim, Jewish and Hindu Traditions over the course of their time at Leamington Hastings. Children will also encounter the Buddhist, Sikh and Humanist world views through enrichment days and thematic approaches. Our Religious Education curriculum at Leamington Hastings C of E Academy is enhanced through a wealth of first hand learning experiences including visits to a range of places of worship in the local and wider community. We make use of beautiful resources, books, artefacts and places of worship to inspire awe and wonder, promoting curiosity and a love of learning. We also welcome visitors from a range of religious and cultural backgrounds into school to work with the children, exploring the world views of people in a local context in addition to broadening their knowledge and understanding.

RE and British Values

As referenced in the 2017 – 22 SACRE, we identify that RE plays a fundamental part in promoting British Values. Learning in RE will help our children to recognise that religions are committed to morality, social justice, a deepening of personal development and stewardship of the world. The children will explore British Values in relation to religions and belief, through studies of and visits to places of worship and meeting people from a diverse range of religious and belief societies. In doing so it is our aim that they will become better informed and empathetic, which will in turn promote cohesion and integration in society.

Aims (SACRE)

The curriculum aims of RE education are to ensure that all children:

- 1) Know about and understand a range of religions and world views so that they can:
 - Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
 - Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and world views;
 - Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

- 2) Express ideas and insights about the nature, significance and impact of religions and worldviews so they can:
- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
 - Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
 - Appreciate and appraise various dimensions of religion.
- 3) Gain and deploy the skills needed to engage seriously with religion and worldviews so that they can:
- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
 - Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
 - Articulate beliefs, values and communities clearly in order to explain why they might be important in their own and other people's lives.

Aims (Understanding Christianity)

- 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 in 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.

Implementation

Delivery of RE lessons and enrichment

RE is taught on a two year rolling programme consisting of six separate topics each year. This programme consists of a combination of the 'Agreed Syllabus for Religious Education in Coventry and Warwickshire' and 'Understanding Christianity' to meet the needs of all learners. We follow the non-statutory guidance of the government (2012) as well as the SIAMS framework that applies to Christian schools. These cover both the areas of Christianity to explore as well as teaching about other faiths. The religions focused upon will change dependent upon the Key Stage being taught, which is identified within the two year programme. Topics follow through the key stages, building the foundations of what the children have learnt in that topic in the previous key stage or year group. This ensures there is progression in children's' knowledge and skills within RE.

Children broaden their vocabulary through key words taught based on religious learning. We develop the skills of 'compare and contrast', as well as supporting their opinions by explaining why and thinking deeper. These key questions are identified in the planning of each year group, with examples in the progression grid of opportunities for enquiry and encounter, promoting a balanced development of the skills of philosophy, theology and human/social science. Children are encouraged to think about what they have learnt and use this to develop their self-knowledge, building an awareness of their personal values and sense of identity.

Cross-curricular links to how world views have shaped the thinking and values of people are explored in topic work. Children are encouraged to explain their thinking in a variety of mediums, such as art, drama, discussion and debate, ensuring that a range of pathways are available to provide a rich and inclusive curriculum. Collective worship in school is carefully planned to develop children's understanding of bible stories and allow them to explore their own opinions and the opinions of others, to be inspired by the teachings of the bible and examples from stories to make a change and be a force for good. We are developing our collective worship procedures so that children can be leaders of this area in their classes.

Through Religious and World View enrichment days, children encounter a wider range of faiths and traditions, looking closely at the similarities and differences between themes and ideals during festivals. These days are designed to strengthen links and revisit key concepts between traditions, explore the lived experience of people in a local and global context and encourage children to relate to the world, the beyond, each other and their own sense of self.

RE in EYFS

Persona dolls are used to help children identify with the key traditions studied. This also helps to develop the idea of a lived experience and worldview e.g. 'some Christians believe' or 'Grace believes'. The key questions are explored through stories, hands on experiences, movement and role play. Children are encouraged to think about how the question relates to themselves and their personal experiences, before exploring the impact of the same question through the lens of a different world view. For example, children may explore the concept of a person being considered 'special'. Together, children explore the qualities of special people in their community. They identify people that they consider to be special, for example their parents. Then they compare the views of two persona dolls, each having identified a person from their faith who is influential in the way they live their lives, for example Jesus or the Prophet Muhammed. Children explore how thinking about the examples set by these special people may impact on the values and actions of the persona dolls and begin to explore their own developing values.

RE in KS1

During lessons, artefacts or religious symbols are used to help children recognise and make links with the tradition or concept they are studying. The skills of RE enquiry are made visible through the use of hermeneutical lenses, in order for children to begin to understand and identify the disciplines being developed through theology, philosophy and human & social science. Children are encouraged to explore religious stories, ask sensible and respectful questions, debate big ideas and investigate points of view. Children reflect on what they have learnt and explore how these ideas help to shape their self-knowledge and own values. They notice similarities and differences and revisit key concepts to build a strong foundation on which knowledge and understanding can grow. For example when studying 'What does it mean to belong to a faith community?', children begin by identifying groups that they belong to and how it feels to 'belong'. They explore how religious and non-religious groups use symbolism to connect to one other. Children investigate religious ceremonies that welcome people into their faith communities, with focus on being valued, loved and respected. Visitors from different faiths are questioned about the benefits of belonging to their community and the ways that they can benefit the wider community. The lived experiences of selected faith groups and the good work they have managed as a collective is explored. Children are encouraged to reflect on what they think is important and how they can use their position in the school community to bring about a positive change. This is linked back to the school Christian values and the children's developing self-knowledge. They debate and listen to each other when deciding on a cause and appeal to those in power to help them have an impact on their community.

Key Concepts and Processes

As an infant school, the main Christian concepts explored through Understanding Christianity are God, Creation, Incarnation, Gospel and Salvation. The concepts explored through the Agreed Syllabus are Belonging, Worship, Sacred books, Sacred places, Sacred times and Responsibility.

The concepts fit into a spiral curriculum, whereby concepts are revisited and explored in more depth as pupils move through the school. These are explored through key questions and through connections to other concepts. Through a carefully planned amalgamation of both UC and SACRE the children's process of learning will focus on key questions linked to the areas of:

- Believing: Religious beliefs, teaching, sources; questions about meaning, purpose and truth.
- Expressing: Religious and spiritual forms of expression; questions about identity and diversity.
- Living: Religious practices and ways of living; questions about values and commitments.

At Leamington Hastings C of E Academy, learning opportunities in RE will include the use of drama, art, poetry, music, design and technology, class and group discussion, as well as exploring different forms of communication and writing to fully engage and motivate all pupils. Where possible, first-hand learning experiences should be planned into units of work through visits to sacred spaces or inviting visitors into school. (Teachers use the SACRE guidelines to ensure that protocol is adhered to and that such learning opportunities are fully utilised). Where such visits/events are not possible, beautiful art, artefacts, interactive web resources or role play opportunities should be utilised to present an authentic learning experience. RE is taught on a weekly basis, but, in accordance with best practice guidelines, in addition to this teachers will devise special events or focused RE days/weeks that enrich pupils' experiences and understanding. Wherever possible, RE learning will be linked to other curriculum areas or aspects of pupils' daily lives. Knowledge and understanding of the dispositions of awe, grace, wonder, worship and respect are intrinsically woven through teaching and learning in RE. It is the role of the class teacher to support the children of Leamington Hastings in making specific links between these capacities and their learning, making them overt and recognisable for reflection and further development.

Displays and prompts

Reception, Year 1 and Year 2 classes must have:

- An RE display/area in their class, updated to help recall and revisit recent and current key learning.
- A reflection area where children can go to think, pray, engage in spiritual pathways or be peaceful.
- Knowledge organisers containing key concepts, vocabulary, knowledge and images.

Impact

Religious Education at Leamington Hastings C of E Academy develops pupils' knowledge and understanding of religions, religious traditions and world views which creates respect for beliefs, values and traditions. Knowledge is revisited and built upon across lessons and year groups. The children use enquiry, encounter and questioning to consider their own thoughts and opinions on many aspects of religion creating an awareness of the world around them. The teaching of RE prepares our children for life in a multi-cultural society where they can exist in harmony with others and live life to the full.

Assessment

Assessment is used to monitor progress and to identify any child needing additional support.

- **Assessment for learning** is used:
 - During the lesson to identify gaps in knowledge, deepen understanding and correct misconceptions.
 - Using low stakes quizzes and retrieval to inform short term planning and adaptive teaching.
- **Summative assessment** is used:
 - Termly to assess progress, to identify gaps in learning that need to be addressed, and to identify any children needing additional support.
 - To evaluate the impact of the planned curriculum on all groups of children.
 - To review and improve the long term plans and enrichment opportunities.

It is important that learning in RE is transparent – that pupils are aware of their 'learning' and are developing the understanding of how they can make specific progress. Wherever possible, pupils should be involved in the assessment of their work. Pupils' self-assessment and peer-assessment through reflective opportunities are strongly recommended. Assessment information from both SACRE and Understanding

Christianity units will be combined and summarised to formulate annual reports for every child's attainment to parents/carers.

All relevant documentation, such as the RE progression maps, can be found on the school website:
<https://leamington-hastings-cofe.secure-primariesite.net/religious-education-and-world-views/>