



RE and Worldview Policy

Own school vision

At Morichard Bishop C of E Primary School we place great value on the development of children as individuals and providing them with the skills, knowledge and understanding they need to prepare them for the challenges in school and beyond. Christianity is at the heart of all we do.

Deeply rooted, Individually nurtured, Inspired to flourish

Curiosity Kindness Courage Resilience

Aim of RE and Worldviews

In RE we will explore what people believe and think and why that matters. We will learn about different religions and ways of living and think about our own ideas too. We will ask questions, share our thoughts, and grow in understanding of ourselves and others.

Delivery

Morichard Bishop C of E Primary is part of the Link Academy Trust (and was previously a Voluntary Aided school) therefore the provision of RE must be in accordance with the Trust Deed of the academy. It meets the expectations set out by the 'The Statement of Entitlement' in the *Statutory Inspection of Anglican and Methodist Schools* (SIAMS) Evaluation Schedule. In particular, Christianity forms 50% of the taught curriculum and 5%-10% of curriculum time is set aside for the teaching of RE. This is approx. one hour per week, or in blocked time as appropriate. The time allocated for RE will be separate from time given to Collective Worship.

RE and Worldviews has an important part to play as part of a broad, balanced, and coherent curriculum to which all pupils are entitled. High quality learning experiences are designed and provided by careful planning through the Devon and Torbay Agreed Syllabus 2024-29, using Understanding Christianity and RE Today units.

In accordance with the structure of the locally agreed syllabus:

At KS 1 pupils study Christianity as well as Judaism and Islam

At KS 2 pupils study Christianity, Judaism, Islam, Hinduism and non-religious worldviews eg Humanism

Consideration of other religions and non-religious worldviews can occur at any stage as appropriate to our school context.

Key Skills in RE and Worldviews

RE is more than just developing children's knowledge and understanding. It seeks to develop children's skills in:

- Investigation/enquiry (about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human).
- Communication (sharing their ideas and those within religions and beliefs in a lively, informed way including different styles of writing, oral contributions and the use of IT).
- Interpretation (recognising and talking about religious symbols, stories and sacred texts).
- Analysis and evaluation (making connections, reflecting on and developing their own worldviews and ideas, recognising the beliefs of others and the impact of these).

Key Attitudes in RE and Worldviews

As with skills, RE has a number of key attitudes it seeks to promote. These include self-esteem (so that every child feels valued and significant), respect (including being sensitive to the beliefs, feelings and values of others), open-mindedness (being willing to learn and gain new understanding) and appreciation and wonder (developing children's imagination and curiosity).

The contribution RE and Worldviews makes to other curriculum areas

Spiritual, moral, social and cultural development

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about religions and beliefs, through the distinct knowledge, understanding and skills contained in REW within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society, helps individuals develop moral awareness and social understanding.

Preparing pupils for life in modern Britain

REW makes an important contribution to a school's duty to prepare pupils for life in modern Britain and to combat extremism, promoting British values. It provides a key context to develop young people's understanding and appreciation of diversity, to hold difficult conversations about religion

and belief and to give pupils the skills to challenge racism and extremism. Effective REW will promote social cohesion.

Personal development

REW encourages pupils' personal development; it enables pupils to disagree respectfully and engage in handling and applying their learning to living. It gives opportunities for pupils to make connections between the ideas studied, with the world around them and with their own developing personal worldviews.

Rights of withdrawal

We firmly believe that REW is an important subject in children's learning. We fully recognise the legal right of parents to withdraw their children from all or any part of RE and Worldviews on the grounds of conscience. We do encourage parents to contact the Headteacher if they have any concerns about RE provision and practice at the school.

Approaches to teaching and learning in RE and Worldviews

- Visiting local places of worship and virtual tours of other religious buildings.
- Use of visitors to share their faith/lived experience – demonstrating diversity.
- Key question to lead each unit, promoting enquiry and investigation.
- Exploring a variety of religious texts through a theological lens.
- Using art, music, dance and drama/role play.
- Analysis of sociological census and survey data.
- Children experiencing times of quiet reflection and stillness to develop their own thoughts, ideas and spirituality.
- Using story, pictures and photographs.
- Collective recording through class scrapbooks/Sway.
- Using artefacts to help children develop their understanding of religious beliefs and forms of expression.
- Discussing philosophical questions to develop critical thinking skills.
- Use of IT to inform, for independent research and creation of presentations.

Assessment

In line with the school policy on assessment and recording It is expected that each teacher will be responsible for the regular assessment of his or her pupils through marking work set, noting + and – and next steps on daily plans and using pupil conferencing. We currently monitor children's progress each half term, the headings of Emerging/Developing Independence, Secure and Greater Depth. This is informed by using dialogue, class scrapbooks, children's books and AFL pieces. The evidence gathered will be used by the class teacher to ensure that pupil's learning is, for example, appropriately scaffolded to support progress for SEND pupils or challenging enough to lead those to greater depth.

The RE subject leader is responsible for keeping an overview of the standard of children's work and for the quality of teaching. The RE Lead/HoS will monitor RE within the school through analysis of assessment data, to ensure expectations and outcomes in RE match those in Literacy for instance.

The work of the subject leader also involves supporting colleagues, being informed about current developments and providing a strategic lead and direction for the subject in the school.

Reviewed: November 2025