



## **Barton Church of England (Voluntary Aided) Primary School Religious and Worldviews Education Policy (RWE)**

*Matthew 7:12 'Do to others whatever you would like them to do to you'*



### **General Introduction**

Barton Church of England Voluntary Aided Primary School is obliged, by statute, to provide Religious and Worldviews Education (RWE). The provision of Religious and Worldviews Education must be in accordance with the Trust Deed of the School i.e. the practices and principles of the Church of England. The C. of E. 'Statement of Entitlement' for Religious Education 2019 underpins our provision and informs this policy and a copy of the Statement of Entitlement is attached.

As a church school, the content, teaching, learning and attainment of Religious and Worldviews Education are inspected as part of the SIAMS framework, leading to a specific judgement as part of the report.

<https://www.churchofengland.org/search-results?keys=SIAMS+inspection>

Barton School regards Religious and Worldviews Education as a key element of a child's education, a contributor to spiritual, moral, social and cultural development (SMSC) and a support to the understanding of British Values. We believe Religious and Worldviews Education is a distinct curriculum area and is not the same as Collective Worship or the school's ethos. Religious and Worldviews Education in Barton has high priority status and is planned and taught with the same rigour and academic challenge. Our curriculum, which is rich and varied, enables learners to acquire both a thorough knowledge and understanding of the Christian faith, and to find out about a broad range of other religions and world-views.

### **Aims of Religious and Worldviews Education at Barton:**

Religious and Worldviews Education in our school is provided under the terms of 2023 -2028 Cambridgeshire Agreed Syllabus.

'Worldview' describes the way in which a person encounters, interprets, understands and engages with the world.

(2023/28 Agreed Syllabus page 9)

In line with Ely Diocese's recommendations expressed in the Statement of Entitlement, we acknowledge our obligation as a Church of England, Voluntary Aided (VA), Primary School to provide a curriculum that is at least 60% Christianity and 40% percent other world religions, including a secular world view (Humanism).

The primary aim of the subject may be described as promoting religious literacy. 'Religious literacy is the knowledge of, and ability to understand, religion, beliefs, practices, spiritual insights and secular world views.' (2023/28 Agreed Syllabus page 15)

#### Through our RWE curriculum we:

- Enquire about and understand Christianity as a diverse global living worldview through the exploration of core beliefs using an approach that critically engages with biblical text.
- Explore and gain knowledge and understanding of a range of religions and worldviews, appreciating diversity, continuity and change within the religions and worldviews being studied.
- Consider challenging questions of meaning and purpose raised by human existence and experience.
- Recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- Develop the skills and reflective time necessary to explore the children's own religious, spiritual and philosophical perspectives and ways of living, believing and thinking.

In this way, Religious and Worldviews Education at Barton develops curiosity about a diverse range of people and their worldviews, fosters a sense of awe and wonder in the natural world, encourages respect and tolerance for those holding different beliefs and promotes spiritual, moral, social and cultural development. It has a part to play in helping pupils to learn about the ethnic and cultural diversity found in this school, country and the wider world. It is also a valuable means of exploring attitudes about the roles of women and men in society and positions of leadership in religious settings.

#### Staffing

Barton recognises that, as a Church school, staff expertise in the delivery of RWE is vital. The subject leader is responsible for the monitoring, progress and standards in Religious and Worldviews Education alongside the Headteacher and Governing Body (GB). The RWE leader and Headteacher form a leadership team for this subject, sharing the monitoring of planning, delivery and outcome and overseeing training, updates and resourcing. The subject leader is enabled to lead effectively since the school prioritises time and resources to allow them to evaluate the school's work and to give feedback to staff through planned staff meetings and to the governing body at least yearly. The subject leader monitors provision and standards through observation, looking at work, talking to children and reviewing the curriculum regularly with staff, contributing to the school's self-evaluation, in readiness for SIAMS. A member of the Governing Body assists in monitoring the subject, for example, conducting pupil perceptions and learning walks. Opportunities for appropriate and ongoing professional development in Religious and Worldviews Education are identified and offered regularly to all the teaching staff. At Barton, Religious and Worldviews Education is taught exclusively by qualified class teachers.

#### The curriculum

RWE at Barton contributes to the school's Christian character and teaching about Christianity, rooted in the person and work of Jesus Christ, is at its heart. Alongside this emphasis on Christianity, we also encourage learning about and learning from other religions and foster respect for different world views. To safeguard each child's entitlement to a broad and balanced curriculum, we use a range of teaching styles, groupings and resources to allow all children to make progress in RWE.

Our curriculum is drawn from the units of study in Understanding Christianity and the Church of England St. Edmundsbury and Ipswich Dioceses Emmanuel Project. We enrich these programmes with creative and varied teaching methods and a range of visitors. We have planned opportunities for each class to arrange visits to the Sikh Gurdwara, the Jewish Synagogue and Buddhist Centre and Islamic Mosque in Cambridge with whom we have developed a relationship and these opportunities are written into our two year rolling programme. We have close ties with our local Christian Church, Church Schools of Cambridge

and GenR8. Our Collective Worship episodes reflect and consolidate our work on Christianity, including themes such as Pentecost, The Lord's Prayer, Easter, the Eucharist and so on. Christian Church leaders from the immediate area and beyond are regularly invited in to talk to the children about their worldview and inspirations, including those from the Salvation Army.

Each year we plan dedicated RWE and enrichment days involving the whole school where aspects of Christian life are explored as a community through academic study, art, music, visits and visitors. To reflect the changes to the new Agreed Syllabus, we also plan opportunities to consider 'Big Questions' from a non religious point of view. These days are planned in advance to compliment and complete our two year curriculum.

We are also committed to engaging whole heartedly in courageous advocacy projects and recognise their contribution to our school as part of a wider community. See below for more detail.

Our two year rolling programme summarising the units of work and the other worldviews studied are summarised in the table below.

We have summarised the content and skills progression within and between year groups in the Progression Documents showing on our website.

### Hourage

We are committed to ensuring a minimum of 5% of our teaching to time to RWE, specifically a minimum of:

- EYFS: 50 minutes per week, 30 hours teacher-led activity per year, 6 units with a minimum of 6 lessons per unit
- KS1: 1 hour a week, 36 hours per school year, 6 units with a minimum of 6 lessons per unit
- KS2: 1 hour 15 minutes per week, 45 hours per school year, 6 units with a minimum of 6-8 lessons per unit

Teaching hours per year = 190 (days) x 5 (teaching hours per day) = 950

Minimum 5% of total teaching hours = 47.5 hours at KS2

We bring our total provision of RWE up to 10% through the planning of enrichment days throughout each term.

### Assessment

Assessment in Religious and Worldviews Education is an important tool through which teachers know that children are making good progress, enabling them to plan future work. Assessment is based on pupils' depth of knowledge and understanding related to the key questions addressed in the curriculum and takes into consideration learning in both Progress Target 1 (PT1 Knowledge and Understanding of religion and worldviews) and Progress Target 2 (PT2 Responding To Religion and Worldviews). Each pupil's attainment in each session in each unit is recorded on a Unit Objective Attainment Record Sheet. This supports teachers to make an end of year judgement of 'emerging, expected or exceeding' which is summarised on an 'End of Key Stage Assessment' record. End of year reports sent home to families include an indication of whether the child is working at 'emerging', 'expected' or 'exceeding' levels. We are clear that it is RWE content we are assessing and not related skills such as literacy and we adapt our methods of assessment according to the unit of work. We use a range of methods to assess, depending on the unit in question, including short attainment-levelled quiz questions, vocabulary explanation grids relating to individual topics, mind mapping, and Emmanuel Project Hexagons (drawing on Bloom's taxonomy), discussion or written work. We assess unit content through short pre and post unit assessments, often based on focus vocabulary.

All RWE learning is recorded in the same book over the course of an academic year. Floor books summarise the key elements of the learning journey, evidence of discussion and practical work and are referred to in each lesson, fulfilling the role of a working wall, in conjunction with their unit 'cover sheets'. In this way, we can know that the skills and content the children are gaining

build upon and develop previous knowledge. Pupils are encouraged to peer and self-assess, so that they can have a clear understanding of their own level of achievement. We expect standards in RWE should be equal to, or exceed, those of other curriculum subjects.

### The withdrawal clause

Parents currently have the right in law to withdraw their children from the RWE provided. This right does not extend to other areas of the curriculum where spontaneous questions may arise about religions or religious matters. Parents may arrange for their child to receive alternative religious education off-site as long as Barton is satisfied it only affects the start or end of a school session. To encourage the inclusion of all pupils into our RWE programmes of study, Barton makes clear to parents via initial discussion, progression documents, Intent Statements and explicit documentation, the educational nature of RWE, specifically referring to the aims above and the absence of any missionary intention. However, the procedure for requesting withdrawal is also clearly explained and shown on the school web site. Where parents are adamant that they would like to withdraw their child, discussions will continue to identify the extent of the withdrawal and supervision for a withdrawn child remaining on the premises will be organised. No additional teaching or materials that incur cost will be provided, however.

### Links with the Diocese, Cathedral and Parish Churches

Barton School has an interactive relationship with St. Peter's Church, Barton as well as St. Mary's, Grantchester, and is supported by the Diocese of Ely. Barton is part of the Lordsbridge Parish and all children have the opportunity to visit a local church as part of their RWE.

### Courageous Advocacy

At Barton we believe that RWE offers a unique opportunity to work together towards creating real change in social activism. Courageous advocacy can be defined as: "Speaking out against an injustice for those who do not have a voice". See SIAMS document for more information about Courageous Advocacy.

### Resources

The school has a range of resources for RWE, which are stored centrally, captured in a reference photo with definitions attached. These include artefact boxes, books and DVDs. Visits to local places of worship, such as the local churches and places of worship of other religions take place and are planned in the two year rolling programme. Visitors are invited to take part in RWE lessons, to give first-hand knowledge and experience of that faith.

### Equal Opportunities

Every pupil is entitled to be taught RWE regardless of their age, culture, gender, background, special need or disability. RWE develops a balanced view of the multi-cultural society in which we live without compromising the faith, non-faith or cultural background of any pupil.

## Religious Education Curriculum 2024 – 2026 Final Version

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Year A</u> 2024 2025	Reception/Y1	UC EYFS Creation <b>Core</b>  Why is the word 'God' so important to Christians?	UC EYFS Incarnation <b>Core</b>  Why do Christians perform nativity plays at Christmas?	UC EYFS Salvation <b>Core</b>  Why do Christians put a cross in an <u>Easter garden</u> ?	EP KS1 Christianity How does celebrating Pentecost remind Christians that God is with them always?	RE Today Syllabus B Unit F5: Which places are special and why? Christian and Muslim	EP KS1 Judaism Torah  Why is the Torah such a joy for the Jewish community?
<u>Year B</u> 2024 2025		UC EYFS Creation <b>Digging deeper</b> How can we care for our wonderful world?	UC EYFS Incarnation <b>Digging deeper</b> What makes every single person unique and precious	UC EYFS Salvation <b>Digging Deeper</b> How can we help others when they need it?	EP KS1 Christianity What are the best symbols of Jesus' death and resurrection at Easter?	RE Today Which stories are special and why? Bible and Qur'an	EP KS1 Judaism Mitzvot Why is learning to do good deeds so important to Jewish people? <b>Synagogue Visit</b>

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Year A</u> 2024 2025	Y1/2	UC KS1 Creation <b>Core</b> Who made the world?	UC KS1 Incarnation <b>Core</b> Why does Christmas matter to Christians?	UC <del>KS1</del> God <b>Core</b> What do Christians believe God is like?: The Lost Son	UC <del>KS1</del> Salvation <b>Core</b> Why does Easter matter to Christians?	EP KS1 Judaism Teshuva Why do Jewish families talk about repentance at New Year?	EP KS1 Islam How do some Muslims show Allah is compassionate and merciful?
<u>Year B</u> 2025 2026		UC KS1 Creation <b>Digging Deeper</b> Who made the world?	UC KS1 Incarnation <b>Digging Deeper</b> Why does Christmas matter to Christians?	UC <del>KS1</del> God <b>Digging Deeper</b> What do Christians believe God is like: Jonah	UC <del>KS1</del> Salvation <b>Digging Deeper</b> Why does Easter matter to Christians?	EP KS1 Judaism Tefillah Why do Jewish families say so many prayers and blessings?	EP LKS2 Islam Prophets Why do Muslims call Muhammad the 'seal of the prophets'? <b>Mosque visit</b>

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Year A</u> 2024 2025	Y3/4	UC LKS2 Creation <b>Core</b> What do Christians learn from the Creation Story?	UC <del>LKS2</del> People of God <b>Core</b> What is it like to follow God? Noah	UC <del>LKS2</del> Incarnation <b>Core</b> What is the trinity?	UC <del>LKS2</del> Salvation <b>Core</b> Why do Christians call the day Jesus died 'Good Friday'?	EP LKS2 Sikhism Equality How do Sikhs put their beliefs about equality onto practice?	EP LKS2 Hinduism Why does a Hindu want to collect good karma?
<u>Year B</u> 2025 2026		UC LKS2 Creation <b>Digging Deeper</b> What do Christians learn from the Creation Story?	UC <del>LKS2</del> Incarnation <b>Digging Deeper</b> What is the Trinity?	UC <del>LKS2</del> Gospel <b>Core</b> What kind of world did Jesus want?	UC <del>LKS2</del> Salvation <b>Digging Deeper</b> Why do Christians call the day Jesus died 'Good Friday'?	EP LKS2 Sikhism <b>Gurdwara Visit</b> How does the teaching of the gurus move Sikhs from dark to light?	EP LKS2 Hinduism How does the story of Rama and Sita inspire Hindus to follow their dharma?

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Year A</u> 2024 2025	Y5/6	UC UKS2 Creation <b>Core / Digging Deeper</b> Creation and Science. Conflicting and Complementary (+HUMANISM)	UC UKS2 Incarnation <b>Core</b> Was Jesus the Messiah?	UC UKS2 People of God <b>Core</b> How can following God bring freedom and justice? Moses	UC <del>UKS2</del> Salvation: <b>Core</b> What did Jesus do to save humans beings?	RE Today Why do some people believe in God and some people not?	EP UKS2 Buddhism Enlightenment How did Buddha teach his followers to find enlightenment? <b>Buddhist Centre Visit</b>
<u>Year B</u> 2025 2026		UC UKS2 God <b>Core</b> What does it mean if God is holy and loving?	UC <del>UKS2</del> Incarnation <b>Digging Deeper</b> Was Jesus the Messiah?	UC <del>UKS2</del> Gospel <b>Core</b> What would Jesus do?	UC <del>UKS2</del> Salvation: <b>Digging Deeper</b> What did Jesus do to save human beings?	EP UKS2 Humanism Happiness Why do Humanists say happiness is the goal of life?	EP UKS2 Buddhism Refuge How does the Triple Refuge help Buddhists in their journey through life?