



CHEW STOKE CHURCH SCHOOL

Religious Education and Worldviews Policy

This policy is written with reference to the Christian Foundation of the school.

'Confident in Learning, Caring in Life'

Our vision has been inspired by Luke 10:27

This policy should be taken and used as part of Chew Stoke Church School's overall strategy and implemented within the context of our aims and values as a Church of England School.

Rationale

Religious Education involves the exploration of fundamental questions concerning human experience and spirituality and the attribution of meaning to such experience within personal belief and religious tradition. Throughout our programme we promote respect, understanding and tolerance of others.

Aims

1. To assist pupils in their personal search for meaning and purpose in life through the exploration of human experiences which raise fundamental questions about beliefs and values.
2. To develop knowledge and understanding of Christianity and other major religious traditions and the ways in which they approach or explain fundamental issues of life.

Objectives

1. To assist pupils in their personal search for meaning and purpose in life through the exploration of human experiences which raise fundamental questions about beliefs and values.
2. To develop an awareness of self, others and of the world about us, through reflection on inner feelings, relationships with others and responses to the natural world. To develop a capacity to explore questions or meaning and purpose concerning human nature and spirituality and an understanding of some religious responses to these questions.
3. To develop an understanding of how attitudes and behaviour are influenced by beliefs, values and commitments.
4. To develop knowledge and understanding of Christianity and other major religious traditions represented in contemporary Britain and the ways in which they approach or explain fundamental issues of life.
5. To develop a knowledge and understanding of different religious beliefs and commitments, the ways in which these are related to sacred writings and the teachings of key religious figures, and how they apply to everyday life.

6. To develop a knowledge and understanding of practices associated with worship, prayer, celebration and pilgrimage and a sensitivity towards the attitude of life from which these arise.
7. To develop an awareness of different means of expression and communication, including non-literal and non-verbal forms. To develop a knowledge and understanding of religious symbolism and key religious concepts.

Differentiation and Special Needs

Religious Education will be planned to engage children through a range of differentiated activities suitable for those of different ages, abilities and backgrounds. A variety of approaches will be used as appropriate.

Breadth and Balance

Schemes of Work will be carefully planned to ensure balance between the implicit and explicit areas of Religious Education. The development of concepts and attitudes, as well as skills, knowledge and understanding will arise from the exploration of areas of human experience.

Content will be selected and planned to ensure coverage of aspects of Christianity and other major religions.

Teaching and Learning

Pupils will be engaged in a variety of activities which will be structured to allow opportunity for reflection, exploration of beliefs and values, questioning and enquiry, investigation and personal response. This will be reflected in appropriate teaching and learning styles.

A wide range of approaches will be used to help pupils develop an awareness and understanding of different religious beliefs and so that they may be encouraged, through questioning and reflection, to make a personal response.

Activities will be planned according to the different levels of pupil's skills and previous knowledge. A range of teaching strategies and learning styles will be used in the delivery of RE to involve all pupils in active learning. These may include:

- **Artefacts**
- **Circle time, class and group discussion**
- **Speaking and listening activities**
- **Drama, Role-play and games**
- **Music**
- **Questionnaires and quizzes**
- **Reflection, sharing and showing**
- **ICT**
- **Visits and visitors where appropriate**
- **Debates and standpoint-taking**
- **Imaginative writing**
- **Trigger drawings, storyboards, situation cards, photographs, poetry etc**
- **Use of DVD**
- **Displays**

Relevance

Religious Education will be made relevant by starting with the pupils' own experience. Visits will be made to places of religious significance and visitors from the community invited into school.

Cross Curricular Skills and Themes

Religious Education has a fundamental part to play in promoting the spiritual, moral, cultural and social development of pupils and preparing them for the opportunities, responsibilities, and experiences of life. It makes a clear contribution to Personal and Social Education and often provides a natural focus for the cross-curricular issues of Equal Opportunities, Multicultural Education, Health, Environmental Education and Citizenship.

Religious Education can provide a structure within which pupils can explore concepts, values and attitudes both personally and within society.

Continuity and Progression

In accordance with the Somerset Agreed Syllabus for Religious Education, skills, knowledge, attitudes and key concepts, as defined in the implicit and explicit areas of RE, will be identified, consolidated and developed through Schemes of Work.

At Key Stage 1 children will study aspects of Christianity plus one other faith, and at Key Stage 2 Christianity plus three other faiths. Aspects of Humanism, appropriate to the age range, will be considered at both Key Stages.

The exploration of personal experience through reflection and enquiry will be fundamental to learning at Key Stage 1 and will be developed at Key Stage 2 as children develop a greater understanding of broader religious issues, beliefs and practices.

Assessment, Recording and Reporting

Opportunity for assessment will be identified through planning Schemes of Work and will be a continuing, integral part of learning. Pupil self-assessment will be planned for, particularly in those elements in Religious Education concerning personal response. Assessment will be made against a clear set of criteria based on concept, attitude, skill and knowledge development, and the Statements of Attainment as laid out in Awareness, Mystery and Value (AMV) the Somerset Agreed Syllabus for Religious Education.

Assessments may include:

- **Teacher assessment**
- **Self assessment – checklist, diary, display, or questionnaire**
- **Peer assessment – interviewing each other, video, audio tapes**
- **Group assessment – concept maps, role play, drama**
- **Joint teacher and pupil assessment – reflection, involvement in school or community activities**
- **Other adult –RE Co-ordinator**

Equal opportunities

All children have the right to equal opportunities in RE regardless of their background, gender or intellectual ability. Teachers and other staff are aware of the need to promote a positive image of RE, and the need to avoid stereotypical images.

Valuing All God's Children (Guidance for Church of England Schools on Challenging Homophobic Bullying) 2014

Review

The effectiveness of the Religious Education Curriculum will be monitored and evaluated in discussion with the Head, Key Stage co-ordinator and Religious Education co-ordinator. Resources, teaching methods, Schemes of Work and INSET needs will be identified and priorities for action established as linked with the school development plan.

Supporting Policies

Collective Worship Policy

Behaviour Policy

Personal Social and Health Education and Citizenship

Health and Safety Policy

E Safety Policy

Inclusion Policy

Child Protection and Safeguarding Policy

Anti Bullying Policy

Date: Sept 2025

Review Date: Sept 2027