CLARENDON FEDERATION

POLICY STATEMENT FOR RELIGIONS AND WORLDVIEWS (RW) CURRICULUM

Subject Lead: Miss Giles

Reviewed: October 2026
To be reviewed: October 2027

1) Legal position of Religions and Worldviews in our school

Religions and Worldviews (RW) is unique in the school curriculum in that it is neither a core subject nor a foundation subject, but the 1988 Education Act states that 'Religions and Worldviews has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

Clarendon Federation has adopted the new locally agreed syllabus for Wiltshire (released November 2025) which is taught with material from The Emmanual Project, Understanding Christianity, and supplemented with resources from NATRE publications.

2) Aims in Religions and Worldviews

We are committed to fulfilling the aim of the Wiltshire Agreed Syllabus for Religious Education and our expectation is that all pupils are religiously literate. The subject aims to:

- **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, worldviews and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- **encourage pupils to explore their own beliefs** (whether they are religious or non-religious), in the light of what they learn, as they examine issues of worldviews and religious belief and faith and how these impact on personal,

institutional, and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives.

- **enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society.
- **teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice.
- **prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity, and compassion.
- **enable pupils to know about and understand Christianity** as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- **enable pupils to know and understand about other major world religions** and world views, their impact on society, culture, and the wider world, enabling pupils to express ideas and insights.
- **contribute to the development of pupils' own spiritual/philosophical** convictions, exploring, and enriching their own beliefs and values.

3) <u>The contribution RW makes to other curriculum aims</u>

Skills to be developed in Religions and Worldviews

Our teaching must stimulate curiosity, encourage questioning and develop children's sense of exploration and discovery. We aim to help children understand that questions in RW are thought-provoking and that worthwhile questions in RW will seldom simply be answered by facts. In RW we aim to develop a classroom where inquiry is the norm – children are encouraged to look for alternative possibilities and to be open-minded and flexible in their thinking. We aim to teach children to think for themselves, become reflective learners and draw their own conclusions.

A broad and secure base of skills which underpins the ability to think, reason, reflect and articulate ideas, is vital in giving children access to good Religions and Worldviews.

Attitudes to be developed in Religions and Worldviews

We aim to encourage and develop the key attitudes detailed in the Agreed Syllabus:

- enabling children and young people to become discerning, respectful human beings who are aware of their own and others' beliefs and the impact of these on the ways they choose to live their lives (lived experience).
- providing them with substantive and cumulatively sufficient knowledge about religion and worldviews, insight into the nature of faith and belief and the skills with which to consider these.

- developing pupils' ability to consider religion and worldviews through different 'ways of knowing' including their personal lenses.
- supporting pupils to appreciate and develop their own worldview.

Spiritual, moral, social and cultural development

Learning about religions and beliefs, through the distinct knowledge, understanding and skills contained in RW 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.

Personal development and well-being

RW plays an important role in preparing pupils for adult life, employment, and lifelong learning. It helps children and young people become successful learners, confident individuals, and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

Preparing pupils for life in modern Britain

RW makes an important contribution to a school's duty to prepare pupils for life in modern Britain. 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 RW will promote social cohesion.

RW subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights**.**

4) The Teaching Context

At Clarendon, RW is taught as a discrete subject, usually within the following time allocations: 36 hours/year for Key Stage 1, and 45 hours/year for Key Stage 2. In the Foundation Stage, RW is delivered through meeting the Early Learning Goals of Personal, Social and Emotional Development, and Understanding of the World.

We have tailored our curriculum using The Emmanual Project and Understanding Christianity to fit the Wiltshire Agreed Syllabus. Our planning within school has long term and medium plans that show progression through each year group. The Emmanuel Project is an RE scheme of work for EYFS to Y6 which provides challenging and enjoyable material for classroom teachers of RE. The Emmanuel

Project provides a complete set of enquiry based units for teaching RE. Understanding Christianity is a diocesan supported and nationally rolled out teaching programme to teach pupils the 'big story' of Christianity and The Bible. It builds up our pupils' understanding consistently year on year. The goal is for pupils to be able to make sense of the texts and various interpretations, to understand the impact of beliefs in the lives of Christians and to make connections to wider learning and to themselves.

To make Religions and Worldviews a lively, active subject we employ a variety of teaching methods including enquiry and investigation, art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection.

Our RW curriculum plan is reviewed annually and has recently been updated and colour-coded to better illustrate how pupils progress each. The updated plan also highlights the three core strands of RW (Theology, Philosophy and Human & Social Sciences). This ensures a positive breadth of skills learnt, with philosophy becoming a more prominent focus in KS2 ensuring that the curriculum is so much more than simply being knowledge based.

World Faiths Studied
At Clarendon Federation, we study Christianity as the principal focus (60% of all teaching units). The remaining units focus on the following major world faiths for each year group
EYFS - Christianity
KS1 – Christianity and Judaism with encounters of Islam and Non-religious worldviews
LKS2 – Christianity, Islam & Buddhism with encounters of Judaism, Sanatana Dharma (Hinduism) & Non-religious worldviews
UKS2 – Christianity, Islam, Judaism, Sikhism and Non-religious worldviews with encounters of Sanatana Dharm

5) Assessment, Recording and Reporting

Each unit of the Scheme of Work has clear learning objectives and an enquiry question.

These objectives, the question and targets are shared with the children at the start of each topic. Throughout each unit of work, tasks are set which are linked to the learning objectives. These tasks take a variety of styles, for example:

- creative work
- drama
- writing
- drawing
- discussion

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 and making comments as necessary.

6) Monitoring and Evaluation

The RW Lead, Executive Head and Associate Executive Head are responsible for monitoring the standards of children's work and the quality of teaching in RW. The RW Lead is also responsible for supporting colleagues in the teaching of RW, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

7) The right of Withdrawal from RW

The right of withdrawal from RE was legalised a long time ago when RE was confessional in nature. It allowed parents/carers to withdraw their children from receiving Bible based teaching from a member of clergy. The nature of RE and the subject content taught in schools is now very different. It is educational, balanced and broad and supports the building of pupils' cultural capital and understanding of the world in which we live.

This agreed syllabus has been created by teachers, councillors and representatives from all major religious and non-religious worldviews and it is hoped that parents/carers would not want to withdraw a young person from RE. However, legally, a parent/carer of a pupil may request:

- that their child be wholly or partly excused from receiving RE given in accordance with the Agreed Syllabus.
- that a pupil who is wholly or partly excused from receiving RE provided by the school may receive RE of the kind desired by the parent/carer.
- on the school premises, provided that it does not entail any expenditure by the responsible authority.