

# RELIGION AND WORLDVIEWS POLICY



St Michael's C of E Primary School

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Approved by:	Chair of Governors	Mr Billy Mallinson
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## 1. Our vision for Religious Education (RE)

At St. Michael's, with every child at the heart of our school, Religious Education expresses and strengthens our Christian vision, ethos and values which underpin all that we do. Rooted in our commitment to respect, kindness, forgiveness, challenge and perseverance, RE plays a vital role in enabling every child to "let their light shine" and to flourish spiritually, morally, socially, culturally and intellectually.

We believe that children should learn in an environment rich in opportunity and inspiration, where they feel safe, nurtured, valued and loved. Through RE, pupils are encouraged to aspire, to reflect deeply and to recognise that learning is a lifelong journey. Mental and spiritual well-being are given equal importance to academic achievement, ensuring that we educate the whole child and build strong foundations for life in an ever-changing and diverse society.

As a Church of England school serving families of different faiths and none, RE is a highly valued academic subject that enables pupils to understand how religion and belief shape lives, communities and the wider world. We are committed to generous hospitality: being true to our underpinning Christian faith, rooted in the person and work of Jesus Christ, while showing deep respect for the integrity of other religious traditions and worldviews and for the religious freedom of each individual.

Our RE curriculum is rich and varied, exploring Christianity as a living faith alongside a range of world religions and worldviews. We provide meaningful opportunities for pupils to:

- Enquire into and investigate the nature of religion and belief
- Develop knowledge of key beliefs, teachings and practices
- Understand the impact of faith on individuals and communities
- Interpret and analyse different ways beliefs are expressed
- Use specialist vocabulary with confidence and accuracy
- Reflect on their own experiences and consider questions of identity, belonging, meaning, purpose and truth

Through high-quality teaching and inclusive practice, we ensure learning opportunities are adapted to meet the needs of all pupils. RE encourages children to explore, develop and affirm their own values and worldviews while showing respect and understanding towards others.

In doing so, we aim to nurture wisdom, hope, dignity and community, equipping our pupils with the confidence and compassion to face the challenges of the modern world and to live well together.

## 2. Legal Framework and Aims

As a voluntary controlled school, as required by law, we provide RE which meets the requirements of the Cumbria Locally Agreed Syllabus for RE 2023 (the LAS).

Parents have a legal right in accordance with the Education act 1996 to withdraw their children from RE lessons. As this subject is central to the life and identity of St Michael's Church of England School, we ask parents to discuss with the head teacher any reasons they might have for doing this. We aim to provide a quality RE curriculum that can be sensitively and appropriately taught to all pupils, by all staff.

### Aims

In line with the Cumbria syllabus, RE at St Michael's aims to enable pupils to:

- know about and understand a range of religious and non-religious worldviews

- explore ideas through theological, philosophical and human-science lenses
- express insights about the significance and impact of religion and worldviews
- reflect on their own developing worldview

These aims support pupils to become religiously literate, able to hold balanced and informed conversations about belief and meaning.

### 3. Curriculum for Religious Education

RE is an academic subject that has a high profile in our school curriculum. It is given priority by leaders, including governors, who ensure that the teaching, learning and resourcing of RE is comparable with other curriculum subjects.

This means that the RE curriculum:

- is intrinsic to the outworking of our distinctive Christian vision in enabling all pupils to flourish
- contributes to British values and to pupils’ spiritual, moral, social and cultural development
- is delivered in an objective, critical and pluralistic manner to engage and challenge all pupils through an exploration of core concepts and questions
- provides meaningful and informed dialogue with a range of religions of worldviews
- reflects a good balance between the disciplines of theology, human science and philosophy
- enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, including the ways in which it is diverse
- provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals and practices and how they help to form identity in a range of religions and worldviews
- ensures that all pupils’ contributions are valued in RE as they draw on their own experiences and beliefs
- is adapted to ensure **all** pupils make progress and flourish

In addition to providing RE which meets the requirements of the LAS, we use the Questful RE scheme of work.

We also use Understanding Christianity resources to support the teaching of RE.

### 4. Curriculum Implementation

#### 4.1 Agreed Syllabus Approach

RE at St Michael’s follows the Cumbria disciplinary model, balancing:

- Theology — thinking through believing
- Philosophy — thinking through thinking
- Human Sciences — thinking through living

A balanced RE curriculum across these disciplines enables pupils to become religiously literate.

#### 4.2 Enquiry-Based Learning

Teaching is structured around enquiry questions that encourage curiosity about meaning and belief. The Cumbria syllabus promotes enquiry so pupils “question and be curious about the meaning, purpose and value of concepts and of life.”

Content is organised around key concepts such as:

- belonging
- celebration
- faith
- forgiveness
- community
- justice
- God

These concepts support pupils in interpreting human experience and making sense of the world.

## 5. Curriculum balance and time

In KS1 and KS2, Christianity and the five principal religions (Buddhism, Hindu Dharma, Islam, Judaism, Sikhi) plus one non-religious worldview (Humanism) are taught.

RE has 5% of curriculum time, which is equivalent to 45 hours per year (1 hour per week in KS2 / 45 minutes per week in KS1).

Of the RE taught, 70% focusses on Christianity and 30% focusses on other faiths/worldviews.

To enrich the RE curriculum, we have a 'Religion Day' focus for 1 day per term.

A range of visitors support the teaching of RE, and whenever possible, there will be planned visits to places of worship and other places of interest.

Allocated curriculum time is only ever spent on RE-related learning; Collective worship is timetabled separately.

## 6. Teaching and Learning

RE at St Michael's reflects our vision of nurturing every child:

- safe, respectful classroom dialogue
- reflection and spiritual development
- encounter with faith communities
- questioning and critical thinking
- inclusive and accessible learning

The Cumbria syllabus emphasises that effective RE provides:

- challenge and success for all
- authentic and meaningful contexts
- safe environments for discussion
- time for reflection
- assessment at the heart of planning

## 7. Christian Distinctiveness

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As a Church of England school, RE:

- explores Christian belief and practice deeply
- supports pupils to understand the love of God
- reflects Christian values in learning
- connects with worship and church life
- supports spiritual development

RE contributes to pupils' understanding of how Christians live and how faith shapes lives today.

## 8. Inclusion

RE is for all pupils and reflects our inclusive Christian ethos.

In line with the Cumbria syllabus:

- all pupils access RE regardless of background
- SEND adaptations ensure meaningful engagement
- experiential and sensory learning is valued
- diversity of belief is respected

RE supports belonging and community understanding.

## 9. Health and Safety

Health and safety issues may arise in RE on a number of occasions for example, when pupils:

- handle artefacts
- consume food
- visit places of worship

Teachers will conform to guidelines in the school's health and safety policy in these circumstances.

## 10. Recording, Feedback and Assessment

Assessment in RE focuses on developing religious literacy.

Pupils are assessed on their ability to:

- understand beliefs and practices
- explain ideas and concepts
- evaluate meaning and impact
- reflect on worldview

Progress is measured using school assessment systems including:

- Early Years – Floor book – children contribute their thoughts and ideas and engage in reflective discussions about the content

- KS1 – Questful learning maps are used for children to contribute their thought and ideas collectively and reflect on what they have learned
- KS2 – Questful learning maps are used individually and recorded in books to assess progress at the beginning and end of each unit
- iPads are used to record drama and photographs which are then posted on our online learning platform – Seesaw
- Formative assessment and on the spot verbal feedback is used within lessons

## 11. Leadership and Management

The teaching, assessment and resourcing of RE is managed by the RE subject leader (in collaboration with leaders) to ensure that statutory requirements and those set in the Statement of Entitlement are met.

The RE subject leader:

- will support and regularly monitor the subject across the school for its strengths and areas for development in line with SIAMS and Ofsted guidance about self-evaluation
- undertake relevant and regular CPD to keep their subject knowledge and expertise up to date, and to ensure that staff receive appropriate training for the teaching and assessment of RE
- report regularly to the governing body so that everyone has an overview about progress and outcomes in RE; and
- ensure that RE provision reflects diocesan advice and recommendations

## 12. Review

This policy will be reviewed every 3 years or in response to:

- syllabus updates
- diocesan guidance
- school development priorities

Its impact will be monitored by the RE leader, together with senior leaders and governors. This will include discussions with pupils and members of staff, observing teaching and learning and scrutinising pupils' work.