



# R.E. and Worldviews Policy 2021-22

**This R.E. and Worldviews Policy is to be read alongside our Curriculum Policy**

## **Vision**

We are a multi-faith school, offering an intellectually challenging and personally enriching, varied R.E curriculum, which aims to apply the skills of enquiry, reflection and debate, to real-life experiences and events within our multi-religious and multi-secular world.

## **Rationale**

Children are taught about a range of religions, learning to respect and enquire about different cultures and traditions and practices around the world, as well as those around us at a local level. They are taught to think about their school and personal beliefs, values and priorities, while considering how people from differing backgrounds, practices and ways of life may share these ideas, or differ in their beliefs.

The modern-day relevance of R.E. is highlighted through the study and celebration of festivals and special days across the year, both locally and globally, with a consideration of how religious beliefs shape these events and the meaning behind them.

In R.E. lessons, pupils will be asked to develop critical thinking skills, often outside their comfort zone, to promote spiritual, moral, social and cultural development.

Religious elements are covered in many curriculum areas, as part of the school's creative cross-curricular approach to teaching. A key theme integrated throughout our curriculum is faith and belief and we'll make use of this when linking the locally agreed syllabus to our own UPS Curriculum, offering our pupils contextual links to broaden their understanding and open their eyes to the vast array of different faiths and beliefs throughout the world and throughout history.

UPS is also committed to an inclusive and supportive anti-racist approach to teaching and learning and this is reflected in the school's culture and the expectations when teaching and learning.

## **Aims**

- To deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they develop a greater understanding of religious and cultural beliefs.
- For children to become independent and responsible members of a society who understand and explore big, critical questions about the universe and the nature of humanity.
- To enable children to investigate the faith and belief of others and what difference this makes to how they live. This will help children make sense of religion while also reflecting on their own ideas and ways of living.
- To help children learn about, extend and communicate their knowledge and understanding of sacred texts, other sources and consider their meanings in a variety of creative ways.
- To give children the opportunities to explore their own beliefs, religious or otherwise, using other curriculum areas such as music, drama, art, dance etc.



- To encourage awareness, mutual respect, acceptance and celebration of different cultures in Britain's diverse society. Lessons will link these core British Values with the core religious principles held by most religions such as love, respect, fairness and justice. Children will learn that although people may follow the same worldview, their cultural practices may differ according to their experiences of the world.
- To help children distinguish between myth and reality, between fact and opinion. To encourage children to reflect and empathise with deeply felt experiences such as baptisms, Bar/Bat Mitzvahs, pilgrimages, marriage etc.
- To help children recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true.
- To encourage children to partake in respectful debate of a variety of religious and non-religious beliefs and practices.
- To tackle unconscious bias within RE lessons and demonstrate a broader understanding of the different races, religions and cultures within our community and world.

### **Planning, resources and teaching and learning**

#### ***(Refer also to the Curriculum, Teaching and Learning and Feedback Policies)***

Teachers will follow Trafford's locally agreed R.E. syllabus. However, links will be made wherever possible with UPS Being More Curriculum, SMSC, and UPS values. The thread within the curriculum of faith and belief will further enable this. The planning and teaching of RE in Nursery and Reception mostly falls under the Social and Emotional Development and Understand the World areas of learning. Children are taught what people believe, how people practise their faith and begin to draw similarities and differences between themselves and people from other cultures and traditions. There is a strong emphasis on exposing EYFS children to a broad range of religious vocabulary to support their learning. This sets a solid foundation for following year groups to build upon.

### **Monitoring Impact: assessment and 'end points'**

Children's skills will be assessed in RE using the same procedures as the rest of the 'foundation' curriculum and this is set out in the curriculum policy. However, there will also be plenty of opportunities built into lessons to enable teachers to make judgements on pupils' attainment against the knowledge and understanding of religious concepts and beliefs. Furthermore, we are trialling some new vocabulary and knowledge-based assessments with a view to rolling these out across the school. Furthermore, as mentioned in the Curriculum Policy, the RE subject lead will use whole school monitoring procedures, including work reviews, pupil discussions and learning walks, to gauge the impact of our curriculum and pupils' knowledge, skill and enjoyment and engagement in RE.

### **Beyond the curriculum**

We aim to provide meaningful cross-curricular and real-life experiences, rooted in the wonderfully diverse cultural spectrum of the modern world. We will do this by:

- Whole-school celebration days, where children can be fully immersed in a cultural experience.
- Visits from religious and non-religious members of the community to provide opportunities for children to enquire, discuss and learn first-hand about the impact of beliefs upon the lives of others.
- Visits to places of worship and other spaces, both religious and non-religious.

**Policy written: November 2021**

**Policy written by: Yasmine Ahle**

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