Queens Church of England Academy

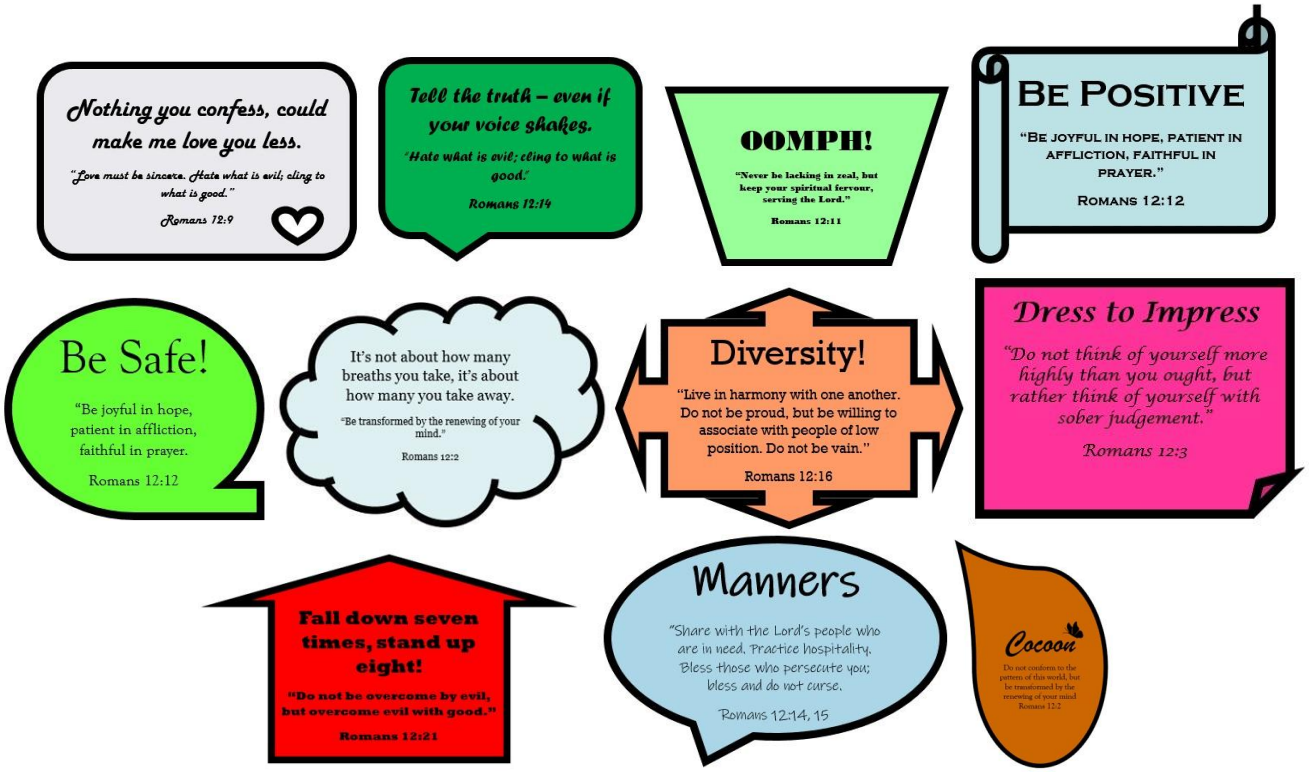
Religion and Worldview Policy

Adopted by the Leadership team February 2026

Approved by full Governing Body February 2026

Signed by Chair of Governors Paul Allred

To be reviewed February 2028



Queen's CofE Academy
Religion and Worldview Policy

School aim Statement

At Queen's C of E Academy, we believe that all children deserve the very best and should be given every opportunity to flourish academically, spiritually, socially, emotionally and physically. Through Religious Education, we seek to provide learning experiences that remain with children long after they have left our school, helping them to understand themselves, others and the world around them.

Our Christian Vision of Love in Action, rooted in Romans 12, underpins everything we do. We believe that living well together means honouring others above ourselves, celebrating diversity, showing kindness, speaking truth with courage and positively contributing to our communities. Religious Education plays a vital role in helping children explore these values whilst developing an understanding of Christianity as a living faith and engaging thoughtfully with a range of religious and non-religious worldviews.

As a Church of England school, we recognise the value and uniqueness of every individual as a person made in the image of God. In response to Jesus' invitation, *"Let the little children come to me"* (Matthew 19:13-15), we aim to create an inclusive environment where every child feels safe, valued and able to wrestle with life's big questions. Through the exploration of faith, belief and worldviews, children are encouraged to develop their own understanding of the world whilst learning to respect and appreciate the perspectives of others.

Religious Education makes a significant contribution to the spiritual development of our pupils. Through our spirituality framework of Ows, Wows and Nows, children are given opportunities to reflect on their own experiences (Ows), encounter awe and wonder in the world, faith and the lives of others (Wows), and consider how these experiences may influence the choices they make and the person they are becoming (Nows). We believe spirituality is not confined to RE lessons; however, RE provides a unique opportunity for children to explore meaning, purpose, identity and belief, helping them make connections between their own worldview and the worldviews of others.

By developing knowledge, curiosity, empathy and reflection, Religious Education supports our vision of Love in Action and contributes to our wider commitment to enabling every child to experience Life in All Its Fullness, equipping them to participate positively in school, their local community and the wider world.

Aims and Objectives

Religion and Worldview (R&WV) teaching enables children to investigate and reflect on some of the most fundamental questions asked by people. At Queen's C of E Academy, we develop the children's knowledge and understanding of the major world faiths, and help children to mature in relation to their own patterns of beliefs and behaviour through religious beliefs and practice. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children to learn from religions as well as about religions.

The aims of religious education at Queen's C of E Academy are to help children:

- develop an awareness of spiritual and moral issues arising in their lives;
- develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- develop an understanding of what it means to be committed to a religious tradition;
- be capable of reflecting on their own experiences, and of developing a personal response to the fundamental questions of life;
- develop an understanding of religious traditions, and an appreciation and tolerance of cultural differences in Britain today;

- develop their investigative and research skills, in order to hold reasoned opinions on religious issues;
- have respect for other people's views, and hence to celebrate diversity in society.

Teaching and Learning

We aim for the teaching time for R&WV to be at least 5% of curriculum time.

We base our teaching and learning style in R&WV on the key principle that good teaching allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the R&WV curriculum.

Our teaching and learning styles in R&WV enable children to build on their own experiences and to extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, Passover, etc. to develop their religious thinking. We organise visits to local places of worship, and invite representatives of local religious groups to come into school and talk to the children.

Children carry out research into religious topics. They study particular religious faiths (Christianity, Islam, Judaism, Sikhism, Hinduism and Buddhism) and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children discuss religious and moral issues; sometimes they prepare presentations working individually or in groups.

Our pupils have widely differing abilities, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- using scaffolding to support the access of tasks for children with specific needs; providing resources of different complexity, adapted to the ability of the child;
- using classroom assistants to support the work of individuals or groups of children.

Planning

We plan our R&WV curriculum in accordance with the Warwickshire Agreed Syllabus and this is then supplemented by Understanding Christianity (which is a full day each term). The new syllabus (2024) follows 4 key disciplines: theology, philosophy, human and social science and history. There are also 7 key concepts: belonging and believing, wisdom and guidance, personal responsibility, living well, authority and power, changes and grad narratives. We ensure that the topics studied in R&WV build on prior learning and deepen their knowledge and understanding of Christianity and other key world faiths (see also the BOLT document: builds on…leads to…). We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the progression planned into the scheme of work offers the children an increasing challenge as they move through the school.

Teachers work collaboratively as a year group to develop planning for R&WV. Medium term planning is developed and written onto a centralised grid which is evaluated by the R&WV leader. Specific learning intentions are written as open questions and the criteria for success are also included on plans taken from the assessment grids. The expectation is that all teachers should be able to work off plans for any lesson.

Special Educational Needs

R&WV is taught to all children, whatever their ability. The teaching of R&WV is a vital part of our school curriculum policy, which states that we provide a broad and balanced education for all our children. When

teaching R&WV, learning opportunities are matched appropriately to the needs of children with learning difficulties. Adaptations are made in planning and delivery to ensure all children, regardless of their ability, cam achieve and succeed in R&WV. Planning takes into account the targets set for individual children, including those with Education Health Care Plans.

The use of ICT

ICT enhances R&WV, wherever appropriate, in all key stages. The children select and analyse information, using the Internet and pre-pared resources. They also use ICT to review, modify and evaluate their work, and to improve its presentation. Children use PowerPoint to help them to make presentations on various topics and present this to their class. A digital video camera can record a visit to a place of worship, and pupils can also find the various artefacts in churches by doing virtual tours on church websites and using our immersive classroom.

Equal Opportunities

R&WV supports Every Child Matters in the following ways:

- ***Enjoying and achieving –*** providing a rigorous, challenging, good quality scheme of work that enables individuals to learn about themselves developing their self esteem through exploring religion. Encountering living faith through visits and visitors and being given opportunities to ask their own questions. Creating an inclusive curriculum that includes and inspires everyone, including children with learning difficulties and disabilities.
- Our school's Christian Vision which all staff and children adhere to is 'Love in Action.' As a result of this vision which is deeply rooted in Christian scripture, children are able to stay safe, make positive contributions, learn about being healthy and economic well-being.

Social, Moral, Spiritual and Cultural Development (SMSC)

Queen's C of E Academy strives to foster the development of the children's own SMSC. Christian spirituality, Christian values and principles will be especially explored in R&WV/Collective Worship, but the integrity and spirituality of children from other faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and children will be given access to alternative views.

Staff and Resources

Each classroom has a reflection area for children to use. These are regularly changed with the children's thoughts and prayers. This also contains a bible. Children are encouraged to use this to reflect on the R&WV units and religions that they have been thinking about.

We have sufficient resources in our school to be able to teach all our R&WV teaching units. We keep resources in a central area and in classrooms. The school library has a good supply of R&WV topic books and a set of Bibles. We have computer software to support the children's individual research.

We enable all pupils to have access to the full range of activities involved in R&WV. Where children are to participate in activities outside the classroom (a visit to a Hindu temple, for example, that involves a journey), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils. Please see Appendix for examples of these.

Role of the Subject Leader

The subject leader is expected to support, guide and motivate colleagues. There are four main aspects to the role:

- Providing colleagues with information about R&WV outside of the school context. For example from websites or courses and by leading INSET.
- Supporting on-going professional development and giving appropriate feedback to staff. For example by asking staff for feedback about INSET and resource needs.
- Offering guidance and information about current curriculum developments in school. For example by supporting staff in pupil assessments.
- Demonstrating a professional role model, for example by being enthusiastic about R&WV.
- Speaking to the children and asking them what they would like to learn about and how they would like to learn it.

Assessment

Teachers will assess children's work in R&WV by making informal judgements as we observe them during lessons. Completed work is marked in accordance with the school marking policy and the learning intention. Summary judgements have historically been made throughout the year and reported to parents annually.

Teachers assess children after each unit as to whether they are emerging, expected or exceeding in the unit studied. They use criteria taken from either the Warwickshire Agreed Syllabus or the Understanding Christianity Syllabus to inform their assessment. To support the informing of the assessment, children answer the key topic question on a front cover for the unit which may also contain key facts the children have been expected to learn.

Monitoring and Review The R&WV subject leader is responsible for monitoring the standards of the children's work and the quality of teaching in religious education. The subject leader uses specially allocated regular management time to review evidence of the children's work, to observe lessons and the learning environment and to speak to the children, across the school. The R&WV subject leader completes termly snapshots, reports to the Senior Leadership team and also the governing body.