



WORLDVIEWS POLICY Non-Statutory

Policy approved by LGB	
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This policy remains valid, and in operation, until a new or updated policy is published.

RELIGION AND WORLDVIEWS POLICY

Non-Statutory

1. Introduction

Religion and Worldviews (R&W) is a core academic subject at East Harptree Church of England Primary School and Ubley Church of England Primary School. It plays a vital role in helping pupils make sense of the world and their place within it. Rooted in the principles of the Church of England Statement of Entitlement for Religious Education (2026) and guided by the RE Council National Content Standard for Religious Education (2023), our curriculum enables pupils to explore questions of meaning, purpose and value in a safe, reflective and intellectually challenging environment.

Religion and Worldviews is a subject for all pupils, irrespective of their own religious or non-religious backgrounds. It is a rigorous academic discipline exploring what people believe, how beliefs shape lives and how religion and worldviews influence individuals, communities and society.

As Church of England schools, we recognise the distinctive place of Christianity within the curriculum whilst ensuring all pupils encounter a diverse range of religious and non-religious worldviews. Through Religion and Worldviews, pupils develop religious literacy and learn how beliefs influence the lives of individuals, communities and wider society.

Religion and Worldviews does not seek to promote a particular faith or encourage pupils to adopt specific beliefs. Rather, it equips pupils with the knowledge, understanding and critical thinking skills needed to engage thoughtfully and respectfully with diverse beliefs, values and lived experiences.

2. Roles and Responsibilities

Religion and Worldviews is a whole-school responsibility. All stakeholders play an important role in ensuring pupils receive a high-quality Religion and Worldviews education that reflects the school's Christian vision and the Church of England Statement of Entitlement.

The Governing Board

The Governing Board is responsible for:

- Ensuring Religion and Worldviews remains a core curriculum subject.
- Approving and reviewing this policy.
- Holding school leaders to account for the quality of provision.
- Monitoring compliance with Church of England expectations and statutory requirements.
- Ensuring sufficient curriculum time and resources are allocated.
- Receiving information about standards, curriculum quality and pupil outcomes.

The Headteacher

The Headteacher is responsible for:

- Ensuring effective implementation of this policy.
- Championing Religion and Worldviews as a rigorous academic subject.
- Protecting curriculum time.
- Supporting subject leadership and professional development.
- Monitoring teaching, learning and assessment.
- Ensuring Religion and Worldviews reflects and supports the school's Christian vision.

The Religion and Worldviews Leader

The Religion and Worldviews Leader is responsible for:

- Leading the strategic development of the subject.
- Monitoring curriculum implementation and impact.
- Supporting colleagues through guidance and professional development.
- Reviewing assessment information and pupil outcomes.
- Ensuring curriculum progression across all year groups.
- Managing resources.
- Reporting to senior leaders and governors.
- Ensuring the curriculum remains aligned to national guidance and Church of England expectations.

Teachers

Teachers are responsible for:

- Delivering the curriculum in accordance with this policy.
- Teaching lessons that are ambitious, inclusive and academically rigorous.
- Promoting respectful discussion and enquiry.
- Assessing pupil progress effectively.
- Adapting teaching so all pupils can succeed.
- Supporting pupils to develop religious literacy and disciplinary understanding.

Pupils

Pupils are expected to:

- Engage positively with learning.
- Participate respectfully in discussion and debate.
- Listen to and consider different viewpoints.
- Develop their knowledge, understanding and enquiry skills.
- Show respect towards all religions and worldviews.

Parents and Carers

Parents and carers are encouraged to:

- Support their child's learning and curiosity.
- Engage with curriculum information provided by the school.
- Recognise the importance of Religion and Worldviews within a broad and balanced curriculum.
- Work in partnership with the school to promote understanding, respect and inclusion.

3. Our Vision for Religion and Worldviews

At East Harptree Church of England Primary School and Ubley Church of England Primary School, Religion and Worldviews plays a vital role in helping pupils make sense of the world and their place within it. Rooted in the principles of the Church of England Statement of Entitlement for Religious Education (2026) and guided by the RE Council's National Content Standard for Religious Education (2023), our curriculum enables pupils to explore questions of meaning, purpose and value in a safe, reflective and intellectually challenging environment.

Aims

The aims of Religion and Worldviews at are to enable pupils to:

- Know about and understand religion and worldviews, developing knowledge and understanding of Christianity and other principal religions and non-religious worldviews represented in the United Kingdom.
- Express ideas and insights about the nature, significance and impact of religion and belief on individuals, communities and society.

- Gain and deploy the skills needed to engage thoughtfully with religious, philosophical and ethical questions, reflecting on their own beliefs, values and experiences in light of their learning.

Our curriculum prepares pupils to navigate the rich diversity of religious and non-religious worldviews they may encounter at school, within their local communities and throughout their lives. Pupils build their understanding of how religion and non-religion shape human experience, exploring beliefs, teachings, traditions, practices and the lived experiences of individuals and communities. Through this learning, they develop an informed understanding of the role religion and worldviews play in contemporary Britain and the wider world.

At East Harptree Church of England Primary School and Ubley Church of England Primary School, Christianity is taught in depth as the principal religion of the United Kingdom and as a global faith followed by billions of people across diverse cultures, countries and communities. Alongside Christianity, pupils encounter Islam, Judaism, Hinduism and Humanism through a carefully sequenced curriculum.

Religion and Worldviews enables pupils to develop religious literacy, appreciate diversity, challenge prejudice and recognise the contribution that religious and non-religious worldviews make to flourishing communities and life in modern Britain.

4. Legal and Church of England Requirements

Religion and Worldviews forms part of the basic curriculum and is taught to all pupils.

The curriculum:

- Meets the expectations of the Church of England Statement of Entitlement (2026).
- Reflects the RE Council National Content Standard for Religious Education (2023).
- Supports pupils' spiritual, moral, social and cultural development.
- Enables pupils to gain a deep understanding of Christianity as a living faith.
- Introduces pupils to a range of religious and non-religious worldviews.
- Develops religious literacy and respectful dialogue.

The curriculum is inclusive and accessible to all pupils regardless of religion, belief, culture, ethnicity or background.

5. Curriculum Time Allocation

In line with the Church of England Statement of Entitlement, sufficient curriculum time is allocated to ensure Religion and Worldviews remains a rigorous and academically challenging subject.

Religion and Worldviews is taught as a discrete curriculum subject and is not delivered through Collective Worship.

Phase	Annual Allocation	Weekly Equivalent
EYFS	Approximately 36 hours annually	Through planned provision and direct teaching
Key Stage 1	Minimum 39 hours annually	Approximately 1 hour per week
Key Stage 2	Minimum 48.75 hours annually	Approximately 1 hour 15 minutes per week

This curriculum time is protected and will not be replaced through Collective Worship, assemblies or enrichment activities.

Additional opportunities may be provided through educational visits, visitors, community engagement and wider curriculum enrichment.

6. Curriculum Intent

The Religion and Worldviews curriculum is carefully designed around four vertical concepts which provide coherence and progression from EYFS to Year 6.

Beliefs and Teachings

Pupils explore:

- What different religions teach about God, humanity and the world.
- The significance of sacred texts.
- Religious stories and their meanings.
- How beliefs shape understanding of life.

Practices and Lifestyles

Pupils explore:

- Worship and devotion.
- Sacred places.

- Festivals and celebrations.
- Religious and non-religious practices.

Identity and Belonging

Pupils explore:

- Communities of belonging.
- Religious identity.
- Symbols and traditions.
- What shapes individual and collective identity.

Meaning and Purpose

Pupils explore:

- Questions about meaning and purpose.
- Ethics and morality.
- Human responsibility.
- Different responses to life's biggest questions.

Together these concepts enable pupils to develop increasingly sophisticated understanding of religion and worldviews.

7. Curriculum Overview

Early Years Foundation Stage

Children encounter Christianity and Islam through studies of:

- God as Creator
- The Nativity
- Easter
- Sacred places
- Sacred stories
- Caring for the natural world

Key Stage 1

Pupils study:

- Christianity
- Islam
- Judaism
- Humanism

Key Stage 2

Pupils study:

- Christianity
- Islam
- Judaism
- Hinduism
- Humanism

The curriculum is built around carefully sequenced enquiry questions which allow pupils to deepen their knowledge and understanding over time.

8. Understanding Christianity

As Church of England schools, Christianity forms the foundation of the Religion and Worldviews curriculum.

Pupils gain a progressively deeper understanding of the theological concepts of:

- Creation
- Fall
- People of God
- Incarnation
- Gospel
- Salvation
- Kingdom of God

These concepts are revisited and developed throughout the primary years, helping pupils understand the Bible as a coherent narrative whilst exploring how Christian beliefs influence worship, practice and daily life.

Christianity is studied both as a theological tradition and as a lived global faith.

9. Disciplinary Knowledge

Religion and Worldviews is taught through three complementary academic disciplines.

Theology (Beliefs)

Pupils explore:

- Sacred texts.
- Sources of authority.
- Religious beliefs.
- Diversity within traditions.

Philosophy (Thinking)

Pupils explore:

- Meaning and purpose.
- Moral decision making.
- Truth claims.
- Questions of existence and reality.

Social Sciences (Living)

Pupils explore:

- Lived religion.
- Communities and identity.
- Religious diversity.
- The impact of beliefs on individuals and society.

Over time pupils increasingly learn to think and work as theologians, philosophers and social scientists.

10. Curriculum Implementation

Religion and Worldviews is delivered through the Lighthouse Schools Partnership Religion and Worldviews curriculum and follows the Lighthouse Schools Partnership Pedagogy Framework, which is informed by Rosenshine's Principles of Instruction. This ensures a consistent approach to high-quality teaching and learning across the school.

All units are structured around carefully sequenced enquiry questions which enable pupils to develop substantive knowledge, disciplinary understanding and religious literacy over time. Learning is planned to ensure pupils make meaningful connections between prior and new learning.

Teachers implement the curriculum through:

- Explicit instruction and modelling.
- Guided and independent practice.
- Regular retrieval of previously taught knowledge.
- High-quality questioning and discussion.
- Adaptive teaching to ensure all pupils can succeed.
- Meaningful final outcomes that enable pupils to answer the enquiry question and demonstrate their learning.

11. Assessment and Impact

Assessment is used to establish whether pupils know more, remember more and can do more as a result of the curriculum. Teachers use ongoing formative assessment, including discussion, questioning, retrieval activities and review of learning, to identify misconceptions and inform future teaching.

At the end of each unit, pupils complete a final outcome linked to the enquiry question. Teachers use evidence from work produced over time, classroom discussion and final outcomes to assess whether pupils have secured the intended knowledge and understanding.

The impact of the curriculum is evaluated through:

- Pupil outcomes.
- Progression of knowledge and understanding.
- Development of religious literacy.
- Pupil voice.
- Quality of discussion and enquiry.

- Monitoring activities undertaken by leaders and governors.

12. Inclusion and SEND

We believe all pupils should access a rich and ambitious Religion and Worldviews curriculum.

Teachers adapt provision through:

- Adaptive teaching.
- Visual supports.
- Vocabulary scaffolds.
- Chunked learning.
- Adult support where appropriate.
- Alternative methods of recording.
- Additional modelling and guided practice.

These adaptations ensure all pupils can access, engage with and succeed within the curriculum.

13. Spiritual Development

Religion and Worldviews makes a significant contribution to pupils' spiritual development and plays a central role in enabling children to explore questions of meaning, purpose, identity and belonging. As Church of England schools, we believe that spiritual development is an essential aspect of educating the whole child. Through Religion and Worldviews, pupils are given opportunities to reflect on their own experiences, beliefs and values whilst learning about the beliefs, practices and lived experiences of others. The subject provides a safe and

intellectually rigorous space in which pupils can encounter different perspectives, ask questions, develop curiosity and deepen their understanding of themselves and the world around them.

The curriculum creates regular opportunities for pupils to engage with life's "big questions", consider different viewpoints and develop their own thinking in a respectful and reflective manner. As pupils encounter a range of religious and non-religious worldviews, they are encouraged to explore what it means to live well, how beliefs influence actions and how people find meaning and purpose in their lives. Through discussion, reflection and enquiry, pupils develop confidence in articulating their own ideas whilst demonstrating sensitivity and respect towards the beliefs of others.

Religion and Worldviews also provides opportunities for pupils to experience awe and wonder, particularly when exploring creation, sacred stories, religious practices, human experiences and ethical questions. The curriculum encourages pupils to appreciate diversity, recognise the richness of human experience and understand the contribution that religion and worldviews make to individuals, communities and society. Through thoughtful reflection and dialogue, pupils develop a deeper understanding of themselves, their relationships with others and their responsibilities as members of local, national and global communities.

Through Religion and Worldviews, pupils are encouraged to:

- Experience awe and wonder.
- Reflect on questions of meaning and purpose.
- Explore and articulate their own beliefs and values.
- Engage respectfully with different viewpoints.
- Develop empathy, compassion and understanding.
- Consider moral and ethical questions.
- Appreciate diversity and difference.
- Develop a sense of identity, belonging and responsibility.

This contribution to spiritual development supports the school's wider vision of enabling pupils to flourish academically, socially, morally and spiritually, preparing them for life in a diverse and increasingly interconnected world.

14. Monitoring and Evaluation

The Religion and Worldviews Leader monitors the quality and impact of the curriculum through:

- Learning walks.
- Lesson visits.
- Planning scrutiny.
- Work scrutiny.
- Assessment review.
- Pupil voice.
- Staff discussion.

Monitoring informs curriculum development and supports continuous improvement.

15. Links with Other Areas of School Life

Religion and Worldviews contributes significantly to:

- Collective Worship
- Spiritual, Moral, Social and Cultural Development
- Personal Development
- British Values
- PSHE
- History
- Geography
- English
- Art and Music
- Equality and Diversity

References

This policy is informed by:

- Church of England National Society Statement of Entitlement for Religious Education (2026)
- RE Council National Content Standard for Religious Education (2023)
- Lighthouse Schools Partnership Religion and Worldviews Curriculum Overview