Religious Education and World Views Policy

October 2026

Next review October 2028

(Unless there is a National change in policy for schools

Introduction

Newdale is a school full of "Doers, Believers and Achievers". Newdale Primary School and Nursery is a learning community, working in an atmosphere of care, trust and respect, where staff and children feel nurtured, valued and supported by one another.

Introduction

At Newdale Primary School and Nursery, Religious Education and Worldviews (RE) makes a distinctive contribution to the school curriculum. RE develops learners' knowledge and understanding of and their ability to respond to Christianity and other principal world religions (Islam, Sikhism and Judaism) and non-religious world views.

By exploring issues within and across faiths, pupils learn to understand and respect different religions, beliefs and traditions and their influence on individuals, societies, communities, and cultures. Through RE, we also encourage pupils to consider challenging questions of meaning and purpose of life, beliefs about God, issues of right and wrong and what it means to be human.

Children are encouraged to value their own opinions, whilst developing respect and sensitivity for the views of others. We believe that RE provides an opportunity to celebrate and develop awareness of differences within our school and the wider world.

Intent: Religious Education and World Views Rationale

Our Religious Education and World Views curriculum has been carefully mapped out to ensure knowledge builds on knowledge and reflects the religious and non-religious demographics of our school and local community. Our curriculum is in line with guidance from Telford and Wrekin's agreed syllabus and is supplemented using NATRE planning materials. Class teachers are well supported through the NATRE units with subject knowledge, resourcing and different pedagogy for teaching an effective and memorable Religious Education and World Views curriculum.

What does our Curriculum look like?

Our curriculum is designed so that children learn **about** religions as well as **from** religions. Our enquiry-based units ensure that substantive knowledge is taught first (the know) to the children before they can complete disciplinary tasks (the how). Disciplinary knowledge covers 'ways of knowing' and 'how to know'. As a

school, we also ensure there are opportunities for children to draw upon their own personal knowledge, including their knowledge and values, to enhance their own and peers' learning. Sharing of own experiences are always done in a respectful way.

Conceptual Knowledge

Concepts are the **golden threads**, that are an integral part of our RE curriculum, which weaves through all the units. We have 7 key golden threads: **tradition, symbolism, belief, belonging, worship, festivals and care.** Please refer to the table within this document to see the coverage and progression in the golden threads.

Symbolism (concepts that are common to many religions and that are used in the study of religion)	What is special to themselves? What is special to their family? To recognise similarities and differences between people. To learn about what is special to different people.	Why is the word God so important to Christians? *Christianity* Which places are special and why? *Christianity, Islam* Why is **Easter** Special to Christians? *Christianity* Which stories are special and why? *Christianity, Islam*	Why does Christmas matter to Christians? *Christianity* Introduction to Sikhism: Who is a Sikh and how do they live? *Sikhism*	What is the good news Christians believe Jesus brings? *Christianity* What makes some places special to believers? *Christianity, Islam* Why does **Easter** matter to Christians? *Christianity*	How is light and dark used as symbolism in Christianity and Sikhism? *Christianity/Sikhism* What is the Trinity and why is it important for Christians? *Christianity* Why is a Gurdwara a sacred place for a Sikh? *Sikhism*	Why are the 5Ks important for Sikh people? **Khanda** *Sikhism* Why do Christians call the day that Jesus died 'Good Friday'? *Christianity* **Holy Spirit** For Christians, when Jesus left; what was the impact of Pentecost? *Christianity*	How can following God bring freedom and justice? *Christianity, Judaism* What is the relationship between Judaism and Christianity? *Christianity/ Judaism* What does it mean if Christians believe God is Holy and loving? *Christianity*	How can religious people be seen as inspiring? (PE Sports people link) *Christianity, Islam* Why do some people believe in God and some not? How does faith help people when life gets hard? *Christianity, Islam, Worldviews* What difference does the resurrection make? *Christianity*

Making Connections

Our Religious Education and World Views Curriculum provides opportunities for children to make connections with their learning from across the curriculum. Examples of this include:

- In the Year 6 unit: What does it mean to be Jewish in Britain and in the world today? History links will be made to their unit on WW2 and antisemitism.
- In the Year 5 unit: Creation and science, conflicting or complementary? Children will be able to draw upon their scientific knowledge from their Earth and Space unit.
- Life Learning (PSHE/RSHE)- respecting others' views and opinions, individual's identity.

By planning in these opportunities, supports children with being able to build upon their schema and gain a better sense of the religious or non-religious views and practices.

Assessment

Throughout the units, retrieval practices are used to recall prior knowledge to strengthen current and future learning. Over-learning of key facts is common practice at the start of each session. We recognise the importance of allowing children time to discuss their learning and listen to others' experiences. Floor books are used to record children's learning and are a live knowledge organiser

to support children in being able to articulate their learning. A pivotal part of our RE curriculum is to allow for lots of speaking and listening opportunities through discussion and debate. Using floor books, allows more time for deep and meaningful discussions around key knowledge and understanding.

At the end of the unit, children complete an end of unit quiz which includes their enquiry-based question. These quizzes are an opportunity for teachers to assess both the children's substantive but also disciplinary knowledge. As part of this process, teachers are able to assess children's vocabulary as well as have discussions with children to check children's understanding of the new learning. This gives teachers a deep knowledge of what pupils have and have not remembered.

Well sequenced and Progressive

Our Early Years curriculum is based around children's own experiences and sense of belonging. Although Christianity is the prominent region covered here, other religions such as Hinduism are explored through festivals such Diwali when they arise in the year. Other world religions explored will be very much cohort specific, based on their own religious backgrounds and traditions.

In Year 1, in addition to Christianity, children receive an introduction to Sikhism. Towards the end of the year, there are built in opportunities for children to compare and contrast between Christianity and Sikhism.

As children progress through school, their knowledge continues to be built upon due to clearly, sequences units. When children move into Year 2, they will continue to explore aspects of Christianity and Sikhism but then be introduced to Islam. Again, there will be opportunities later on in the year for children to then apply their substantive knowledge into disciplinary tasks when exploring similarities and differences between Christianity, Sikhism and Islam.

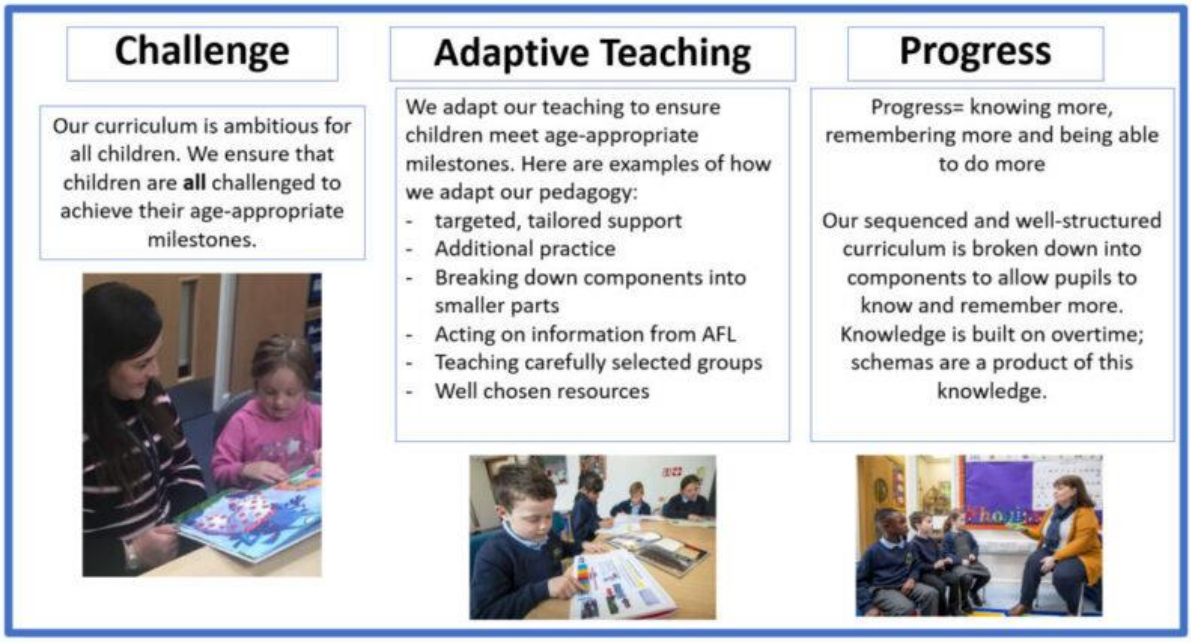
In lower key stage 2, no new religions are introduced; however, prior knowledge continues to be built upon therefore enabling children to learn new substantive knowledge and to apply their disciplinary knowledge across Christianity, Islam and Sikhism.

In upper key stage 2, Judaism is introduced in Year 5. This links to ongoing current affairs as well as historical learning in Year 6 about the impact of World War 2 and learning about persecution of the Jewish community. As with previous years, prior knowledge continues to be built upon therefore enables children learn new substantive knowledge and to apply their disciplinary knowledge across Christianity, Islam and Sikhism in addition to Judaism about how these religions are studied and known.

For some units of learning, there is discrete learning about one religion; however, as the year progresses, thematic units are plotted in whereby more than one religion is covered. This allows more opportunities for children to access disciplinary tasks and deepen their learning. At the start of each session, children are reminded about the purpose of our Religious Education and World Views curriculum. Children recall names of world religions as well as demonstrate an understanding that not all individuals are religious. Later on in the curriculum, non-religious views, such as Humanists, are introduced whereby children can look at conflicting or complementary ideas.

Adaptive Teaching

Through adaptive planning and teaching, we provide inclusivity for all learners.



Non-religious Views

Our RE curriculum covers both religious and non-religious views. Children understand the importance of different beliefs and how they are influenced. Humanism is within the KS2 curriculum where children learn that humanists do not believe in a god. They believe it is possible to live a good and fulfilling life without following a traditional religion. That Humanists rely on science to explain the way things are and that not all people with non-religious views are Humanists.

Teacher vocabulary

Staff use qualifying words such as 'some', 'many' or 'European' (instead of blanket phrases such as 'all Christians', 'Sikhs believe', 'Muslims practise') to add

clarity. This can help avoid over-simplifying or stereotyping religion and prevent misconceptions about religion from developing.

Assemblies

Our Religious Education and World Views curriculum is also within our robust assembly offer. Although there is no direct teaching of Hinduism in lessons, our assembly offer covers aspects of this religion through the following themes:

- Festivals: Diwali and Holi
- Religious symbols: including sacred places and books
- What it is like to be a Hindu in Britain?
- Although Judaism is only introduced in KS2, Jewish festivals such as Yom Kippur will be celebrated in assemblies.

Trips and Visits

Memorable experiences are key within our curriculum offer. Each year group have a linked trip or visitor to a place of worship which links to their year group knowledge or used as a precursor for the next year e.g. Year 3 visit a Gurdwara and briefly explore a Langar. Year 4 children create their own Langar in their classroom to help them understand 'what does it mean to be a Sikh in Britain today?'. Virtual visits are also a big part of the curriculum offer to ensure children are exposed to a range of places of worship.

RE Persona Dolls – EYFS/KS1



To support our young learners with key knowledge from our RE curriculum, our EYFS/KS1 teachers use 'Children of Faith Dolls' to initiate conversations about

various beliefs. These experiential learning tools are tailored to mirror faith expressions, like headwear and jewellery, offering children a direct insight into diverse religious practices and symbols. These dolls enrich the RE curriculum by igniting discussions on world religions, fostering empathy, and broadening social consciousness.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to:

- Education Act 1996
- School Standards and Framework Act 1998
- Human Rights Act 1998
- Education Act 2002
- Equality Act 2010

This policy has been created with regard to the following statutory and non-statutory guidance:

- DfE (2010) Religious Education in English Schools: Non-statutory Guidance
- Telford and Wrekin Agreed Syllabus for Religious Education (2021)
- DfE 2026 Statutory Framework for the Early Years Foundation Stage
- Ofsted (2024) Deep and Meaningful? The Religious Education Subject Report

This policy has been created in conjunction with the following school policies:

Teaching and learning policy
Life Learning policy
Equality/Equity policy

Links to the Relationship and Sex education curriculum

Here at Newdale Primary School and Nursery, Relationships and Sex Education (RSE) is mainly taught within the personal, social and health (PSHE) education curriculum. At our school, this is called the Life Learning Curriculum. However, we recognise that many other subject areas also have a valuable contribution to play to the successful delivery of this curriculum.

Within RE, we support the RSE curriculum through mapping documents. Please refer to the curriculum mapping documents as part of the RSE curriculum policy.

Aims

RE helps to develop successful learners by asking life's largest questions and presenting interesting, important conceptual challenges to pupils. Learning about religion and learning from religion has the capacity to motivate and empower pupils, enabling them to enjoy and value learning.

The aims of teaching RE in our school are to enable children to:

- Acquire and develop knowledge and understanding of Christianity and other principal religions in the United Kingdom and of the faiths represented in our local community.
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies, and cultures from the local to the global.
- Develop investigative and research skills to enable reasoned judgements about religious issues.
- Enhance their own spiritual, moral, cultural, and social development by:
    a) Reflecting on their own experiences and to develop a personal response to the fundamental questions of life, and how religious beliefs and practices can relate to them.
    b) Express their own personal viewpoints in a thoughtful, reasoned and considerate way.
- Develop a positive attitude towards other people who hold religious beliefs different from their own, and towards living in a society of diverse religions and beliefs.

Key Skills to be developed

We place emphasis on active and engaging learning in RE providing a rich and exciting range of opportunities to develop learning and thinking skills as an integral part of teaching and learning.

Personal learning and thinking skills	Key skills in Religious Education
• independent enquirers • creative thinkers	identify questions and define enquiries, using a range of methods, media and resources

• team workers • self-managers • effective participators • reflective learners.	carry out and develop enquiries by gathering, comparing, interpreting and analysing a range of information, ideas and viewpoints present findings, explore interpretations, express ideas and feelings and develop arguments use empathy, critical thought and reflection to evaluate learning and how it might apply to their own and others' lives

Attitudes to be developed

We aim to encourage and develop the key attitudes including:

Curiosity and wonder	Self- understanding
Commitment	Open – mindedness
Fairness	Critical mindedness
Respect	Enquiry

Approaches to the teaching of Religious Education

In order to make RE and Worldviews a lively, active subject we employ a variety of teaching and learning approaches through discussions, recording, art, music, drama, the use of artefacts, stories and the use of periods of stillness and reflection.

Where possible, we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith communities.

We use as a basis for our curriculum is in line with the Telford Agreed Syllabus (SACRE) and supplemented by NATRE planning and bespoke units to suit the needs of our school.

An example from our scheme of work is shown below for our year 5 RE curriculum:

					2025	
Y5 Virtual trip- Synagogue Online Jewish museum. Mosque	Unit 31 What does it mean if Christians believe God is Holy and loving? *Christianity*	Unit 32 What does it mean to be a Muslim in Britain today? *Islam*	Bespoke unit: Introduction to Judaism What is the relationship between Judaism and Christianity?	Unit 34 Creation and science, conflicting or complementary? *Christianity, Non-religious*	Unit 35 How can following God bring freedom and justice? *Christianity, Judaism*	Unit 36 What matters most to Humanists and Christians? *Christianity, non-religious*

In accordance with the Telford and Wrekin's SACRE, NATRE planning and our school demographic, we have agreed that:

- KS1 pupils will study Christianity, Sikhism and will be introduced to Islam in Year 2.
- LKS2 pupils will consolidate learning about Christianity, Islam and begin to study the Sikh religion in more detail.
- KS2 pupils will study Christianity as the principal focus, as well as Islam, Sikhism and be introduced to Judaism in UKS2. The children will also be introduced to aspects of Humanism and other religions within our local community.

All the core beliefs will be covered across KS1 and 2.

Children will be **Learning about Religions** and **Learning from Religion** through:

- Investigation; the use of first-hand and other resources to understand religious people, objects, symbols, places, events, stories.
- Questioning; developing curiosity about life, relationships and the natural world
- Empathy; developing the power of imagination to identify feelings such as wonder, forgiveness, sorrow, joy and to try to see the world through the eyes of others
- Reflection; the ability to consider thoughts, feelings, experiences, attitudes, beliefs of oneself and others
- Relating; linking significant features of religions, making associations between them, to understand what makes religions distinct and/or similar

- Expression; the ability to identify and explain feelings and aspects of religions

Teaching and Learning

R.E is taught for at least one hour each week, in every year group.

Teaching and learning in RE is based upon the key principle that good teaching in RE 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 RE curriculum.

Our teaching and learning styles in RE enable children to build on their own experiences and to extend their knowledge and understanding of religious traditions. Our lessons include retrieval tasks, alongside the key concepts embedded throughout our curriculum, which allow for the children to know more and remember more. We use their experiences at religious festivals such as Easter and Diwali 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. We also attend an RE debate with other local schools so that the children can think critically and express their own ideas.

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children investigate religious and moral issues either individually or in groups.

Equal Opportunities

All pupils will have equal access to the RE curriculum.

Learning ability, physical ability, linguistic ability, gender, ethnicity and/or cultural circumstances will not impede pupils from accessing RE lessons.

The school's Equality, Equity, Diversity and Inclusion Policy will be adhered to at all times.

When a pupil's participation in RE lessons is restricted due to the factors outlined above, the lessons will be adapted to meet the pupil's needs.

Cultural and gender differences are positively reflected in RE lessons and the teaching materials used.

We provide challenging learning opportunities for children to work collaboratively and make choices in their own learning by:

- Setting tasks which are open-ended and can have a variety of response.
- 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.

Curriculum Planning in Religious Education

We plan our RE curriculum in accordance with the LEA's Agreed Syllabus, SACRE and NATRE planning units. We ensure that the topics studied in RE build on prior learning. 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.

We carry out the curriculum planning in RE in two phases. The long-term plan maps the RE topics studied in each term during each key stage. The RE subject leader devises this plan in collaboration with teaching colleagues in each year group. We teach RE topics in conjunction with our cross curricular approach to teaching and learning. Our medium-term plans give details of each unit of work for each term.

EYFS

We teach RE to all children in the school, including those in EYFS. While the statutory requirement for RE does not extend to children under compulsory school age, it can form a valuable part of the educational experience of children in the EYFS. It can contribute particularly to personal, social and emotional development, communication, language and literacy knowledge and understanding of the world and creative development. In our reception class, religious education is an integral part of the topic work covered during the year.

The contribution of RE to the wider curriculum

English

Religious Education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in the Literacy learning have religious themes or content, which encourages discussion, story-telling and drama and this is RE's way of promoting the skills of speaking and listening.

Information and communication technology (ICT)

We use ICT where appropriate in religious education. The children find, select and analyse information, using the internet and Laptops or iPad. They also use ICT to review, modify and evaluate their work and to improve its presentation.

Life Learning

Through our RE lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. Thus, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our diverse society.

Spiritual, Moral, Social and Cultural Development

Through RE in our school we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong, through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

Assessment

In line with the school policy on assessment and monitoring, a range of methods are used. The children are encouraged to develop skills to enable them to assess their own progress in RE and to understand how to improve their RE work.

We assess children's work in RE by making informal judgements as we observe them during lessons. On completion of a unit of work, we make a summary judgement about the work of each pupil in relation to the end of unit expectations through an end of unit quiz.

Learning Resources

We have sufficient resources in our school to be able to teach all our RE units. We keep resources for RE in a central location where there is a box of resources for each unit of work. There is a selection of religious artefacts which we use to enrich learning in RE. Additional materials and artefacts are available from Shropshire Schools Library service. Each class has access to a range of books full of religious stories. Within school, there is also a full class set of Bibles, which can be used to enhance learning and familiarity with the religious book.

Parental right to withdrawal

In the UK, parents have the right to withdraw their children from RE on the grounds that they wish to make their own provision. This alternative will be the parents' responsibility. This right of withdrawal exists for all pupils in all types of school, including schools with and without a religious designation.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record and on CPOMS as a digital record. The Headteacher or delegated member of staff e.g. our Inclusion Mentor, will discuss the request with parents to understand their decision to withdraw and highlight the benefits of receiving this education with their peers and Alternative work will be given to pupils who are withdrawn from the subject. See Appendix 1 for the right to withdraw form

Subject Monitoring and Review

The RE subject leader and link governor are responsible for monitoring the standards of the children's work and the quality of the teaching in RE. They are also responsible for supporting colleagues in the teaching of RE and being informed about current developments in the subject, and for providing direction for the subject in the school. Monitoring is carried out each term.

Appendix 1 Parent form: Withdrawal from Religious Education.

To be completed by parents who wish to withdraw their child		
Name of child(ren)	Class(es)	Child's D.O.B
Name of parent	Date	
Areas you wish to withdraw your child from		
Reason for withdrawing		
Parent signature		
To be completed by the school		
Agreed actions from discussions with parents	Date	
School signature	Date	