

Bierton CE Combined School and Nursery

Religious Education Policy



Date: September 2024
Date of Review: September 2026

Christian Vision

In our Church school, our vision is to “let your light shine before others, that they may see your good deeds and glorify your father in heaven.”

What is the statutory guidance for RE?

National Curriculum 2013

The National curriculum states on page four the legal requirement that:

'Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils; and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

All state schools ... must teach religious education ... All schools must publish their curriculum by subject and academic year online'.

Please note - there is not a National Curriculum for RE.

The Education Act 1996 (Section 375) 'Every agreed syllabus shall reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.'

Local Agreed syllabus (Schedule 19)

Community schools and any foundation and voluntary schools without a religious character are required to 'give provision for religious education in accordance with an agreed syllabus'. This local Agreed Syllabus is determined by the SACRE (Standing Advisory Council for Religious Education) in your area and is statutory. Many SACRE's use the non-statutory document A curriculum framework for Religious Education in England as the framework upon which their Agreed Syllabi are developed.

Right to withdraw (Section 71)

Parents may withdraw their children from RE lessons or any part of the RE curriculum and the school has a duty to supervise them. However, in these circumstances we would aim to explore this further with parents to help understand their reasoning and aim to provide reassurance and clarity where needed.

BACKGROUND

At Bierton Church of England School it is important that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring, close community, built on a clear Christian foundation and rooted in Christian values. We aim to provide the highest quality all round education, for each and every child, in partnership with parents, within the context of a Christian community. We encourage children to 'let their light shine' through their actions, behavior and talents throughout their time in our school.

The school has a set of five Christian values that promote good relationships, so that everyone can work together with the common purpose of helping each other to learn and be the best that they can be. Each week we celebrate children in our key stage Christian Values assembly and choose individuals that have demonstrated a particular value that week. These values are displayed below and permeate everything we do:

Responsibility
Cooperation
Love
Respect
Honesty

INTENT

At Bierton Church of England School we believe that Religious Education plays a central role in a broad and balanced curriculum that will enable our pupils to participate fully in life in modern Britain and the wider world.

It aims to enable young people to hold informed and balanced conversations about religions and beliefs and aims to develop deep thinkers who are open-minded about religion and worldviews.

It provides a safe environment where pupils can explore their own ideas and learn to evaluate the opinions of others.

Through the Religion and Worldview scheme, children will secure a deep understanding of concepts in order to be able to make connections, ask and respond to challenging questions, learn to respect and appreciate worldviews that are different to their own and consider their personal preconceptions, responses and views.

Children will build their conceptual knowledge through studying religions and worldviews locally, nationally and globally in our progressive curriculum, enabling them to make links and connections between worldviews, develop disciplinary skills and build on their understanding of their positionality in relation to their learning. By revisiting key 'big questions' and building on prior knowledge, pupils will learn about how religion and worldviews are lived experiences across the world, consider the impact of worldviews on society and have opportunities to consider their personal worldviews.

Our Religion and Worldviews scheme of work enables pupils to meet the government guidance, which states that RE must reflect that 'the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'. Our scheme has been designed to fulfill the aims of a curriculum framework for Religious Education in England.

IMPLEMENTATION

Reflecting the findings of the Ofsted Research review series: religious education (May 2021), our scheme has the following three strands running through it:

- ✓ Substantive knowledge (conceptual and worldviews related).
- ✓ Disciplinary knowledge.
- ✓ Personal knowledge.

These strands are interwoven across all units to create lessons that build children's conceptual knowledge and understanding of religion and worldviews (substantive knowledge) and use a range of disciplinary lenses (ways of knowing). Children will also be equipped to explore and express their preconceptions, personal worldviews and positionality (personal knowledge) through varied and engaging learning experiences.

The Kapow Primary Religion and worldviews scheme follows the spiral curriculum model, where units and lessons are carefully sequenced so that previous conceptual knowledge is returned to and built upon. Children progress by developing and deepening their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of contexts. This is explored in greater detail in our separate document: **Religion and worldviews: Progression of knowledge and skills**.

Children begin to develop their awareness of religion and worldviews in Key stage 1, focusing on conceptual knowledge through the study of a limited range of religions and worldviews represented in the UK, including Christianity. This will support children in building knowledge they can refer to throughout their learning in Key stage 2 while encountering a greater range of religions and worldviews and considering further the diverse nature of religious and non-religious lived experience.

Each unit includes overarching 'big questions' which will be revisited throughout key stage 1, lower key stage 2 and upper key Stage 2, allowing children to apply the breadth and depth of their learning across various concepts.

These 'big questions' are:

Why are we here?

Why do worldviews change?

What is religion?

How can worldviews be expressed?

How do worldviews affect our daily lives?

How can we live together in harmony if we have different worldviews?

A more specific, focused enquiry question frames the learning across each unit. Both the 'big questions' and the focused enquiry question will allow children to explore the content they are studying, make comparisons and links within and across religions and worldviews, and explore their personal views.

Lessons are designed to be varied, engaging and hands-on, allowing children to learn and record their thoughts, answers and ideas in various ways. In each lesson, children will participate in activities involving disciplinary and substantive concepts, developing their knowledge and understanding of diverse religions and worldviews.

Guidance for adapting the learning is available for every lesson to ensure that all pupils can access lessons, and opportunities to stretch pupils' learning are available when required. Knowledge organisers support pupils in developing conceptual knowledge and schemata by summarising the key concepts covered in a unit and linking these to examples covered.


Strong subject knowledge is vital for staff to deliver a highly-effective and robust R&W curriculum. Each unit of lessons will focus on the key subject knowledge needed to deliver the curriculum, making links with prior learning and identifying possible misconceptions. Kapow has been created with the understanding that some teachers do not feel confident delivering the R&W curriculum, and every effort has been made to ensure that they feel supported to deliver lessons of high quality with confidence. The nature of R&W means that controversial and sensitive issues will be taught and discussed in some units or may come up when not directly part of a planned lesson. Throughout the units, children will learn skills to have respectful discussions and respond sensitively to one another. Teacher CPD resources will include guidance on how to facilitate such discussions and how to answer and respond to controversial or sensitive questions and viewpoints.

Our Primary Religion and worldviews curriculum emphasises the importance of diverse representations within and across religions and worldviews, focusing on real people's lived experiences of their beliefs.

Religious Education in EYFS

RE in EYFS is demonstrated in topic work around special places, celebrations and visitors to the setting. Celebrations play a significant role for our youngest children. It gives them the opportunity to visit special places and meet important local visitors. Children can also try out cultural foods, explore different ways of dressing and look at relevant artefacts/ sacred items related to that festival or celebration. Children are able to immerse themselves fully into learning about different religions and viewpoints through play. RE is not a discretely taught subject although children gain familiarity of our school Christian ethos and values through class-based prayer and reflection sessions, visits to the local church – St James' and regular collective worship with Key Stage One and the whole school.

Curriculum content per year group:

<div>  Suggested long-term plan: Religion and worldviews - Overview (Key stage 1) </div>							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Respectful R&W (1 lesson)	<u>How did the world begin?</u> Christian, Jewish, Hindu (plus option to include locally represented worldview)	What do some people believe God looks like?- coming soon!	What is God's job?	Why should we care for the world?	How do we know that new babies are special?	Why should we care for others?
Year 2		<u>Why do we need to give thanks?</u> Hindu, Christian, Humanist	<u>What do candles mean to people?</u> Christian, Hindu, Jewish (plus option to include locally represented worldview)	<u>How do we know some people were chosen in early life?</u>	What is a prophet?	How do some people talk to God?	Where do some people talk to God?

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Respectful R&W (1 lesson)	<u>What makes us human?</u> Hindu, Christian, Buddhist, Humanist	<u>Where do our morals come from?</u> Christian/Jewish, Buddhist, Muslim, Hindu, Humanist	Are scriptures central to religion? Jewish, Muslim, Christian, (plus option to include locally represented worldview)	What happens if we do wrong? Hindu, Muslim, Humanist, Christian	Why is water symbolic? Christian, Sikh, Muslim, Shinto (plus option to include locally represented worldview)	Why is fire used ceremonially? Hindu/Sikh, Zoroastrianist (plus option to include locally represented worldview)
Year 4		<u>Are all religions equal?</u> Bahá'í, Sikh, Hindu,	<u>What makes some texts sacred?</u> Sikh, Hindu, Buddhist (plus option to include locally represented worldview)	Just how important are our beliefs? Sikh, Muslim, Jewish (plus option to include locally represented worldview)	Who was Jesus? Christian, Jewish, Muslim	Why is the Bible the best-selling book of all time? Christian	Does the language of scripture matter? Christian, Muslim, Jewish
Year 5		<u>Why do people have to stand up for what they believe in?</u> Christian Muslim, Sikh	<u>Why doesn't Christianity always look the same?</u> Christian	What happens when we die? (Part 1) Jewish, Christian, Muslim Humanist	What happens when we die? (Part 2) Hindu, Buddhism (plus option to include locally represented worldview)	Who should get to be in charge? Muslim, Sikh	Why are some places in the world significant to believers? Christian, Jewish, Buddhist
Year 6		<u>Why does religion look different around the world? (Part 1)</u> Jewish, Muslim, Christian (plus option to include locally represented worldview)	<u>Why does religion look different around the world? (Part 2)</u> Hindu, Sikh, Buddhist, Jain (plus option to include locally represented worldview)	Why is it better to be there in person? Muslim, Hindu (plus option to include locally represented worldview)	Why is there suffering? (Part 1) Muslim, Christian, Zoroastrianist	Why is there suffering? (Part 2) Shinto, Buddhist, Sikh Humanist (plus option to include locally represented worldview)	What place does religion have in our world today? Interfaith Student choice

Different types of knowledge in Religion & Worldviews

Substantive knowledge

This strand consists of two elements: Conceptual knowledge and Worldview-related knowledge.

The Conceptual knowledge statements show how pupils' knowledge builds in their understanding of: Beliefs, practices, wisdom and morality, community and belonging across all religions and worldviews. The worldview-related knowledge statements show the knowledge that is covered within the units, that is relevant to a specific religion or worldview.

Conceptual knowledge must be retained for pupils to be able to progress through the scheme, as they will be expected to develop their understanding of abstract concepts, building on what has gone before.

Worldview-related knowledge enables pupils to develop their conceptual knowledge through specific examples, but does not usually need to be retained by all pupils for them to be able to make progress in R&W.

Disciplinary knowledge This document outlines how pupils gain and apply disciplinary knowledge in RE throughout the enquiry cycle, with further details available in the Long-term plan.

Personal knowledge

This strand enables children to think about their own positionality, their perspective and how it might influence their learning, and to consider their own worldview personally and in relation to others. Further explanation of personal knowledge and how it interacts with substantive and disciplinary knowledge can be found in the Long-term plan

Concept Mapping: The core concepts that are sequenced and build on each other throughout the curriculum are:

- Beliefs
- Practices
- Wisdom and Morality
- Community and Belonging

These are referenced in the progression of skills and knowledge.

Substantive Knowledge: Substantive knowledge is sequenced and builds on the knowledge that has gone before. See examples below:

Progression of knowledge

Substantive knowledge

A3 Curriculum framework attainment target for KS2: Explore and describe a range of **beliefs**, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

B1 Curriculum framework attainment target for KS2: Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

B3 Curriculum framework attainment target for KS2: Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

Beliefs	Year 3	
Conceptual knowledge	<ul style="list-style-type: none"> To know that there are organised and personal worldviews and religious beliefs fit into both of these. To know that soul means a person's spiritual and emotional sense of identity. To know that some people believe all living things have a soul and that it is immortal. To know that spirituality is connection with inner self, immaterial things and belief of something beyond oneself. To know that some people believe spirituality and soul to be unique to humans. To know that some people believe connection with a god to be a spiritual experience. To know that actions have consequences and that people think differently about what these are. To know that some people believe forgiveness from God to be having wrongdoing cancelled or unpunished. To know that religious and non-religious people have ideas about the relationship between God and humans. 	
Worldview related knowledge	<p>To know that people who follow the Hindu worldview generally:</p> <ul style="list-style-type: none"> -Believe that Brahma's (God's) spirit is within every living thing as everything comes from him. -Believe in reincarnation. -Believe that karma is affected by actions. <p>To know that people who follow the Christian worldview generally:</p> <ul style="list-style-type: none"> -Believe that they can be forgiven by God if they repent of wrongdoing. -Believe they will be judged by God on how they have lived. -Believe Eve to have been the first person to sin (do wrong). -Believe humans have an eternal soul. <p>To know that people who follow the Muslim worldview generally:</p> <ul style="list-style-type: none"> -Believe they will be judged by God according to their actions and intentions. -Believe that water is sacred. 	<p>To know that people who follow the Buddhist worldview generally:</p> <ul style="list-style-type: none"> -Believe that the way they think and what they focus on are key to being human. -Do not believe in a creator God or God as an external force in their lives. <p>To know that people who follow the Humanist worldview generally:</p> <ul style="list-style-type: none"> -Believe there is no god. -Believe that we have one life and we should make the most of it. -Believe human beings evolved naturally and have the potential to lead good and happy lives.

*Please note that it is not necessary for pupils to be able to recall all of the worldview-related knowledge, but having a sound understanding of it when studying the units will support pupils in developing their conceptual knowledge over time.

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Progression of knowledge

Substantive knowledge

A3 Curriculum framework attainment target for KS2: Explore and describe a range of **beliefs**, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

B1 Curriculum framework attainment target for KS2: Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

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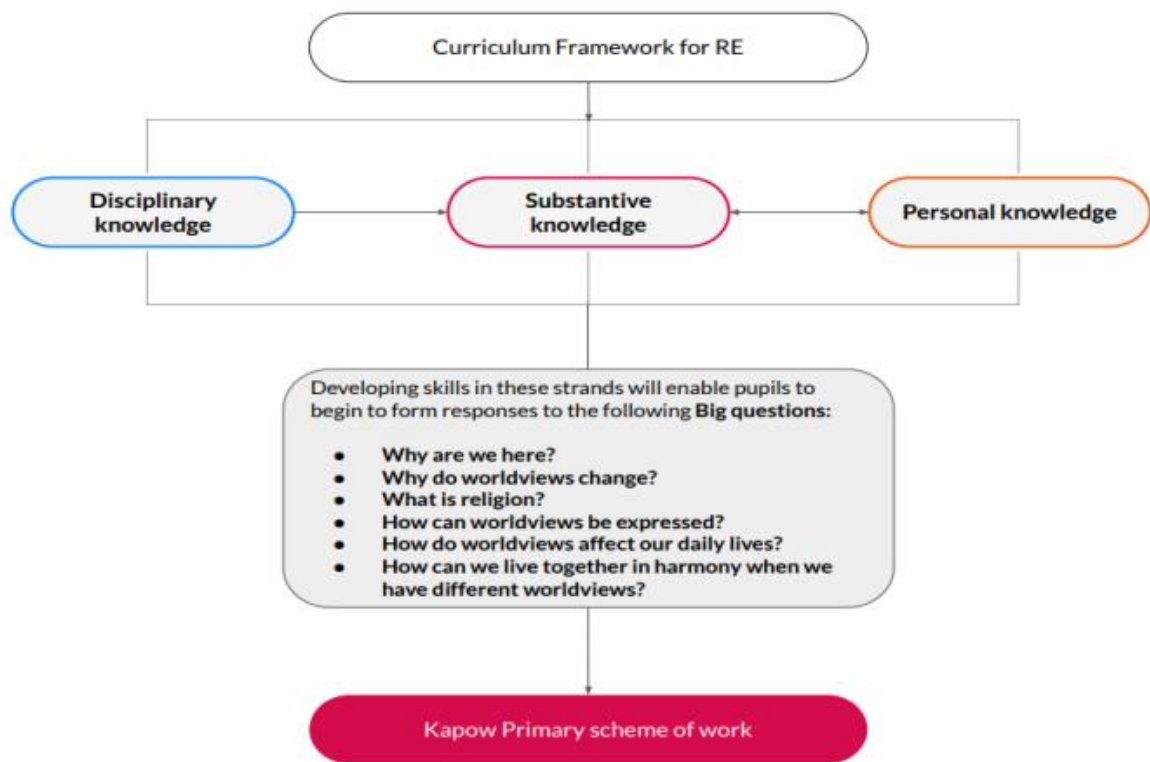
Beliefs	Year 4	
Conceptual knowledge	<ul style="list-style-type: none"> To know that religious and non-religious worldviews change over time for individuals and groups. To know that people from different religions believe some of the same things. To know that organised and personal religious beliefs change and develop over time. To know that there are historical links and connections between religions. To know that sacrifice means giving up something valued for the sake of something else. To know that holy means divine, sacred or connected to God. To know that there is evidence that Jesus was a real person and that people have different beliefs about his significance. 	
Worldview related knowledge	<p>To know that people who follow the Buddhist worldview generally:</p> <ul style="list-style-type: none"> -Believe the teachings of Siddhattha Gotama (known as the Buddha). <p>To know that people who follow the Christian worldview generally:</p> <ul style="list-style-type: none"> -Believe God wants to have a relationship with humans and this can be achieved through Jesus. -Believe Jesus was resurrected (raised from the dead) after his crucifixion. -Believe Jesus fulfilled prophecies from the Old Testament. <p>To know that people who follow the Sikh worldview generally:</p> <ul style="list-style-type: none"> -Believe in one God who is all-important and that the religion you follow does not matter -Believe that God, known by many names, who created the world. -Believe that God can be experienced personally but not be understood. -Believe that committing to trying to love God and do what he wants are more important than ceremonies, rituals and practices. 	<p>To know that people who follow the Jewish worldview generally:</p> <ul style="list-style-type: none"> -Believe Jesus to be a radical Jewish leader at the time he lived. -Believe that God made a covenant with the Jewish people. -Believe that the prophets told of a messiah but that Jesus was not the messiah. <p>To know that people who follow the Hindu worldview generally:</p> <ul style="list-style-type: none"> -Believe that their religion goes beyond time and space and is therefore eternal, (Sanatan Dharma - the eternal way). <p>To know that people who follow the Bahá'í worldview generally:</p> <ul style="list-style-type: none"> -Believe that all religions are ways to understand and describe the same God. -Believe that there is one God. <p>To know that people from the Muslim worldview generally:</p> <ul style="list-style-type: none"> -Believe that there is only one true religion.

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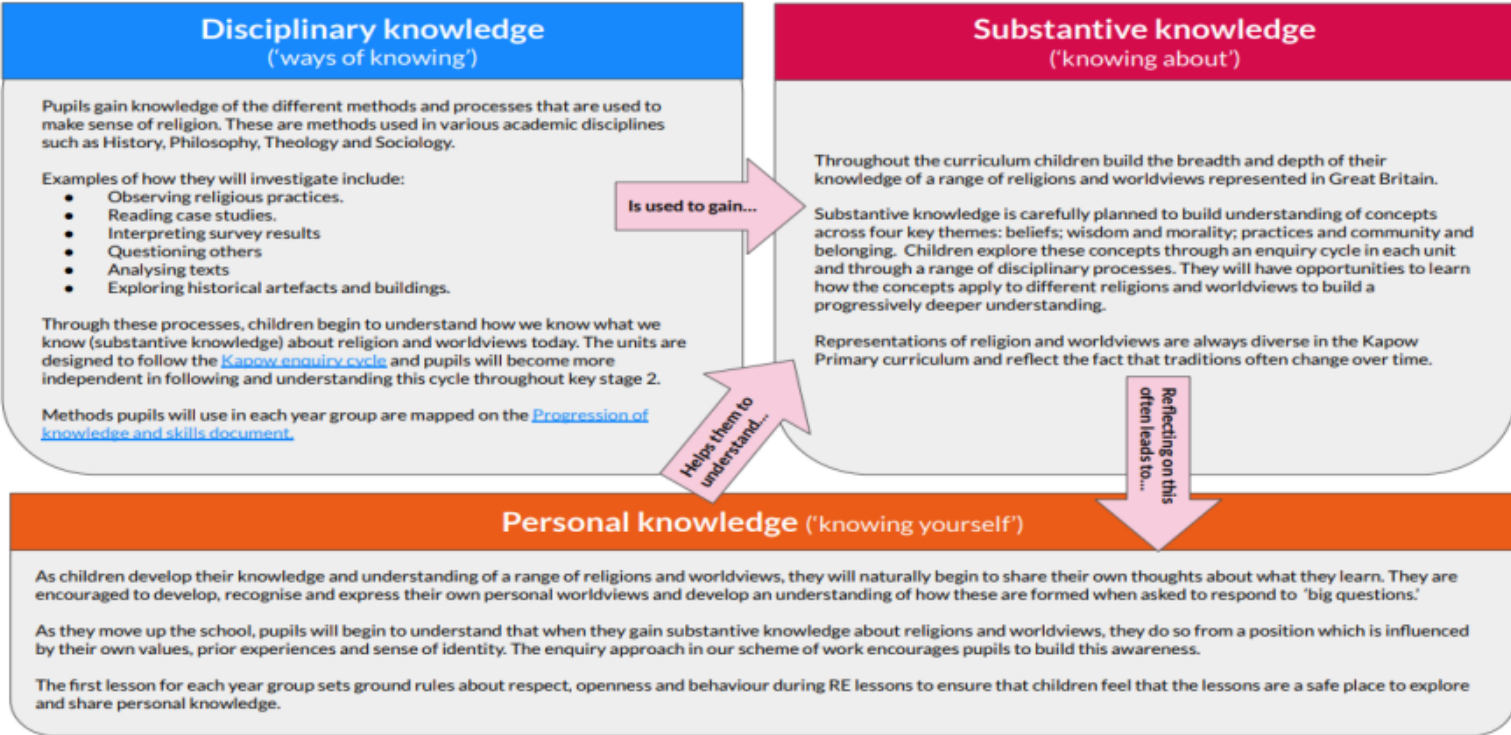
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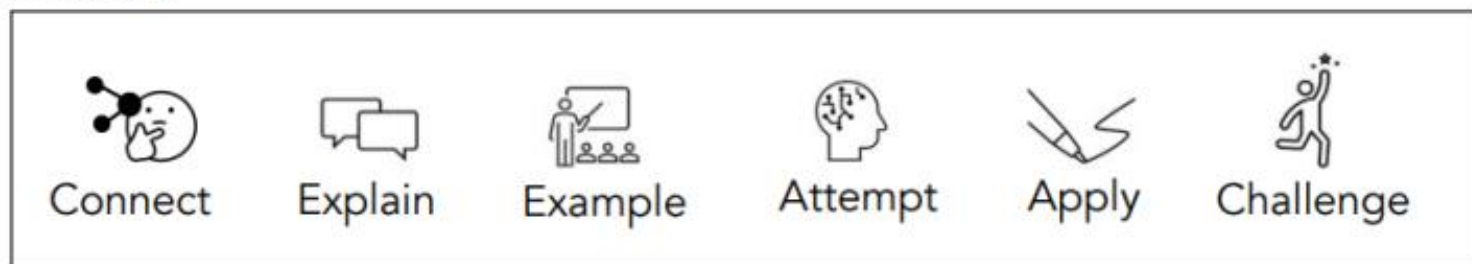
How is the RE scheme of work organised?



The interplay between different types of knowledge in RE



Lesson Design

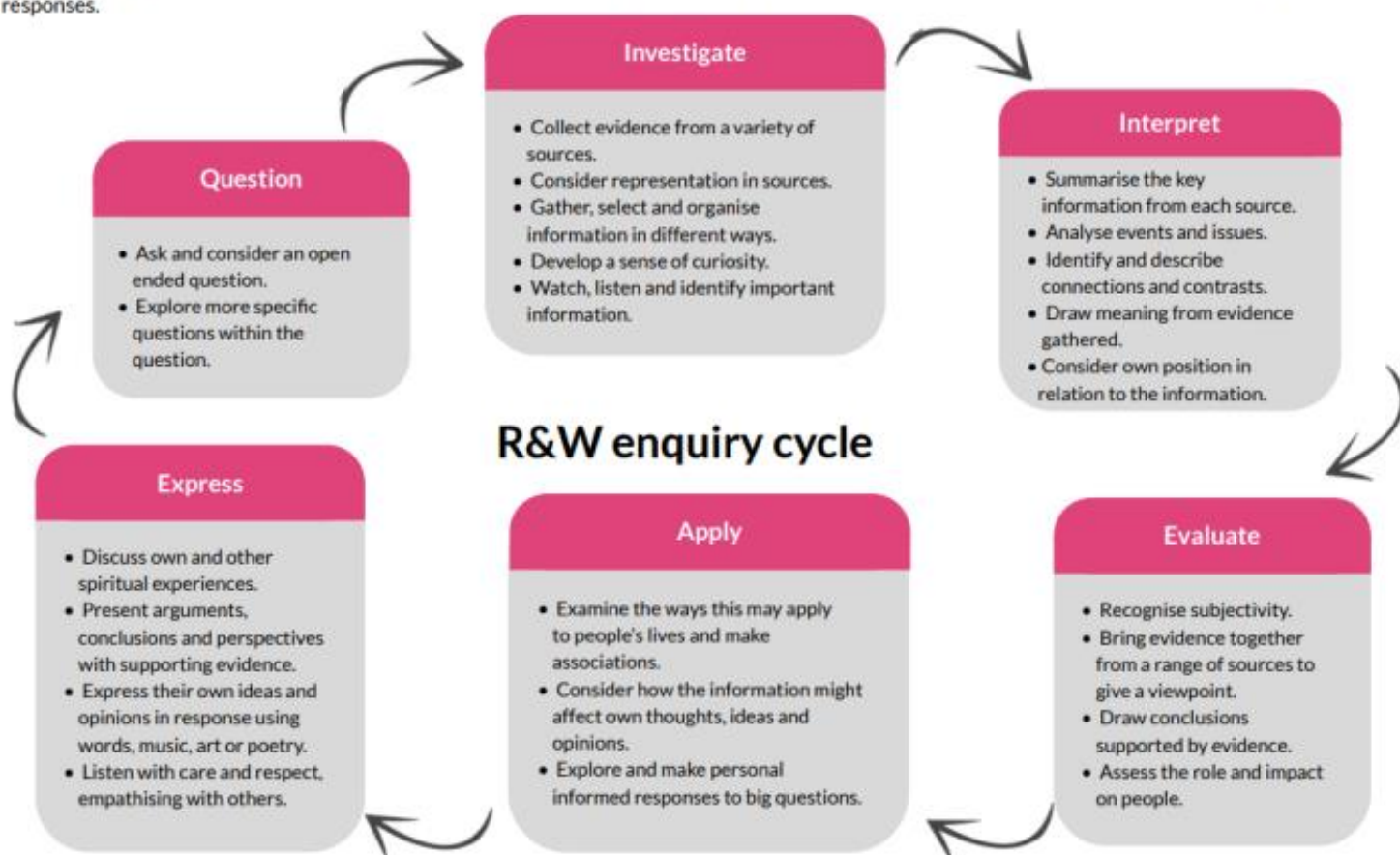


Each lesson follows the model above:

- **CONNECT** to prior knowledge
- **EXPLAIN** new content
- Give an **EXAMPLE** of new learning
- Pupils **ATTEMPT** new learning with scaffolding
- **APPLY** new learning independently
- Pupils are **CHALLENGED** to integrate learning with prior knowledge

How will the scheme develop enquiry skills?

The Kapow Primary scheme is designed to develop pupils' enquiry skills. Each unit poses a question and over the course of the unit, pupils build their responses.



IMPACT

The impact of Kapow Primary's scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a unit quiz and a knowledge catcher, which can be used at the end of the unit to provide a summative assessment.

After the implementation of the Kapow Primary Religion and worldviews curriculum, pupils will be equipped with a range of disciplinary skills and knowledge to enable them to succeed in their secondary education. They will be prepared for life in modern Britain, being able to interact with others from different religious and non-religious viewpoints in a respectful, knowledgeable and open-minded way. They will be curious learners who ask questions and make connections, confident to explore their personal worldview and have the skills to appreciate, evaluate and respond to religious, philosophical and ethical questions.

The expected impact of following the Kapow Primary Religion and worldviews scheme of work is that children will:

- Know and understand religious concepts relating to beliefs, practices, community and belonging, and wisdom and guidance.
- Develop an understanding of the influence of organised and personal worldviews on individuals, communities, countries and globally.
- Understand some of the ways religions and worldviews are studied (disciplinary knowledge).
- Develop understanding of their relationship with the content studied, being able to talk about their assumptions and preconceptions (personal knowledge).
- Build secure vocabulary which allows them to talk confidently and fluently about their learning.
- Answer questions about worldviews through an enquiry-based approach including investigating, interpreting, evaluating, applying and expressing.
- Talk about the similarities and differences between their own and others' beliefs with respect and open mindedness.
- Understand the lived experiences of religious and non-religious worldviews to be diverse within and between people and communities.
- Develop an understanding of the ways in which personal and organised worldviews may develop and change across time and place.

Open the Book

Twice a month, church wardens from the local church, St James', come to visit us and lead a special 'open the book' collective worship. This is based on bible stories and performed by a range of children across year groups.

Spirituality Ambassadors

At Bierton Church of England School we believe that pupil voice is critical and each year children from year 6 are invited to apply to be 'Spirituality Ambassadors'. Two ambassadors work together with the RE Lead to monitor prayer across the school, contribute to newsletters to update parents and run special collective worship sessions for the school.

Assessment

There is no formal assessment in R.E. Teacher assessment is used taking into account discussions that have taken place in response to the children's answers to the big question at the beginning and end of each unit. Children are assessed according to the following criteria:

All children should be able to: Most children will be able to: Some children will be able to:

Monitoring

The impact of our R.E. curriculum at Bierton is measured through the school's ongoing monitoring schedule to ensure the best outcomes for our children and give them the opportunity to excel in R.E. This includes:

- learning walks (often accompanied by our RE governor or diocesan advisor)
- looking at planning
- book looks
- lesson observations
- discussion with class teachers
- classroom displays/working walls
- pupil voice

Monitoring is used to identify and measure whether:

- our children enjoy R.E.
- our children are knowledgeable and empathetic of all faiths and none
- there is a clear progression of children's work and teachers' expectations
- teachers encourage discussion of key concepts and aid understanding
- all children including our most vulnerable are making progress

SEN/ Inclusion

At Bierton Church of England School, we value, nurture and celebrate the skills and talents of every child.

Our curriculum is aspirational, vibrant, engaging and inclusive. We strive to enable all children to do their best and optimise their potential through quality first teaching, careful planning - in line with developmental stage and interests of cohorts - removal of barriers in accessing the curriculum e.g. writing frames, visual prompts, adapted resources and alternative methods of recording.

The careful planning and learning opportunities are designed to reduce, and ultimately remove gaps between disadvantaged and vulnerable learners and their peers. Our commitment to engaging, inspiring and equipping all learners is at the heart of our curriculum intent and fosters the implementation of our curriculum and the

development of skills, in both academic and non-academic subjects equally, ensuring equality of opportunity and a broad and balanced provision- for all learners- in a holistic and personalised way.

Careful consideration is afforded to the broad and diverse offer interwoven throughout our curriculum to reflect our multi-cultural, multi faith school community and so that quality, first-hand experiences are presented in a multitude of ways enabling full participation and maximum engagement. All educational visits are risk assessed and planned, so that every child may access and enjoy these educational opportunities, capitalising on enriching and memorable experiences.

