



Religious and Worldview Education Policy

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1. Introduction

This policy should be taken and used as part of St Peter’s Anglican Methodist Primary School’s overall strategy and implemented within the context of our vision, instruments of government, aims and values as a church school.

Religious and Worldview Education (RWE) helps children to investigate and reflect on the fundamental questions of life, to develop a sound knowledge of Christianity and other worldviews, to understand what it means to have a faith and become aware of spiritual and moral issues as well as respect for the faith, beliefs and values of others.

The values of the teaching of Jesus and love and respect for your neighbour are fundamental to all aspects of our school. Children are encouraged to develop a reflective spirituality which will give them the resilience, resourcefulness and empathy to face the challenges of a changing world.

The school values of Thankfulness, Compassion, Honesty, Forgiveness, Friendship and Courage were created by the children and Governors, recognising the individual needs for social, moral, spiritual and cultural developments as well as academic. The values permeate throughout the school on a daily basis and underpin the school’s approach to religious education overall.

2. Purpose

- To promote Christian values through the South Gloucestershire Scheme of Work (2022 - 2027) for non-Christian themes and Understanding Christianity (SACRE Agreed Scheme of Work); Personal, Social, Spiritual, and Emotional Curriculum, acts of Collective Worship, school rules and organisation that should permeate all aspects of school life.
- To give time for discussion and questions in order to encourage free- expression of personal belief and develop opportunities for spirituality
- Show that personal belief is linked to attitudes and forms of behaviour.
- Encourage practical involvement and a caring nature and give pupils the experience of being part of the church family

- To provide opportunities for personal response to emotion through a range of situations and rites of passage - birth, death, awe, wonder.
- To develop knowledge and understanding of Christianity, other major world religions and the good value systems found in Britain.
- Have respect for other people's views and to celebrate the diversity in society.

3. Principles

- Religious Education is planned with reference to the South Gloucestershire Scheme of Work and Understanding Christianity for all aspects of the curriculum and with the "Teaching and Learning Policy".
- Pupil entitlement means that at least 5% curriculum time devoted to R.E.
- RWE is taught in a cross curricular way when possible. It forms an important part of the school's spiritual, moral, social & citizenship teaching.
- Different types of physical settings and grouping are used when appropriate e.g. Circle Time, small discussion groups.
- Starting points are based on human experiences which can relate to religious values e.g. "Who is my neighbour?"
- Where the topic is appropriate a thematic approach is used e.g. change, caring, growth. Otherwise termly RWE Topics are introduced.
- Values and personal belief are extended by studying their application e.g. tolerance, patience.
- At the beginning of each RWE lesson, the children are given a spaced retrieval activity to recall previous learning called '4 from Before'.

4. Detail of the policy

- Caring values are expressed in various forms of practical help- Charities e.g. Food bank, Help the Heroes, Comic Relief, Children in Need and Turn Around Bristol.
- Resources are available from the school's resource bank or from Hillside House.
- Bristol is rich in several places of worship which can be visited- both Christian and major world faiths.
- We welcome the use of visiting speakers.
- Whenever possible the school becomes involved in local church & community events and encourages involvement from members of local churches in contributing to the life of the school. e.g. in their prayers for the school community
- We welcome the support offered by the Diocese, Methodist Circuit and South Gloucestershire Authority,
- Members of Staff and Governors support the work in the school by attending Courses and keeping the staff aware of outside agencies which provide support.
- Continuity and progression is ensured using the South Gloucestershire Scheme of Work for non-Christian themes and Understanding Christianity (SACRE Agreed Syllabus). Standards are monitored by the R.E. Coordinator, who will also advise staff. Each member of staff is responsible for assessing the progress of pupils in their class, twice a year.
- Governors are involved in monitoring R.E. through the Foundation Governors, Ministers of St Peter's Church and the IATAC.
- This policy is used along with other school policies- social inclusion, racial equalities and equal opportunities, teaching and learning, assessment & monitoring and Collective Worship.

5. The Legal Position of Religious and Worldview Education

- Our school curriculum for RWE meets the requirements of the 1988 Ed Reform Act (ERA)
- ERA stipulates that RWE is compulsory for all children. Parents may, after written notice to the Head Teacher, withdraw their child from R.E. classes. Staff have the legal right to withdraw from RWE teaching after giving due notice of their intention to the school governors.
- ERA states that the R.E. syllabus should reflect that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teaching and practices of other major religions.

6. Right to Withdraw for RWE

Parents have the statutory right under Section 71 of the School Standards and Framework Act 1998 to request their child/ren are wholly or partly excused from:

- RE lessons in accordance with the schools' basic curriculum
- Acts of Collective Worship in schools

As parents, you do not have to provide a reason for requesting the withdrawal. However, before exercising any right of withdrawal, we would recommend you discuss your concerns with the Executive Headteacher, Head of School or RWE leaders.

Important - limitations to withdraw

If pupils are withdrawn from RWE, schools have a duty to supervise them, though not to provide additional teaching. A pupil may be required to work in another area of the school, such as library/middle area.

Whilst parents or carers have a right to withdraw children from RWE, they should note that child/ren may also encounter religions and beliefs and wider aspects of faith in other areas of the National Curriculum from which there is no right of withdrawal.

On occasion, spontaneous questions about religious matters are raised by pupils or issues related to religion arise in other curriculum subjects such as history or PSHE. For example, schools promote community cohesion and help pupils to understand ideas about identity and diversity, feelings and emotions within both religious and non-religious contexts.

Managing the Right of Withdrawal

All requests for withdrawals should be made in writing, addressed to the headteacher.

If pupils are withdrawn from RWE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises where it is feasible and appropriate.

Where a request for withdrawal is made, the school must comply and excuse the pupil until the request is rescinded. Though not legally required, it is good practice for a headteacher to invite parents to discuss their written request.

(Section 71(3), School Standards and Framework Act 1998).

7. Guidelines

RWE is taught over a 2-year cycle.

In EYFS Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.

At Key Stage One pupils focus on Christianity, Islam, Hinduism and Judaism.

Key Stage Two pupils focus upon Christianity, Hinduism, Islam, Judaism and non-religious worldviews such as Humanism.

- RWE is taught through three disciplinary lenses—Theology, Philosophy and Human/Social Sciences (Sociology). Pupils develop disciplinary knowledge by exploring each lens through three characters: Theo (the theological lens), Sophie (the philosophical lens) and Livvi (the human/social sciences lens). These characters help introduce disciplinary thinking in an age-appropriate way and each unit or lesson is rooted in one of these disciplines to support pupils in understanding how knowledge in religion and worldviews is formed, questioned and applied.
- Because of the broad nature of RWE, it will form cross-curriculum links with other subjects such as English, Art or Drama. A balance between the two attainment targets is maintained with clear learning outcomes for all units of work.
- RWE is inclusive and taught at an appropriate level to the needs and abilities of the pupils.
- Wherever possible, a range of visitors will be invited and visits arranged to support the teaching and learning of RWE. The new SOW offers a variety of suggestions for visits linked to the local Bristol and South Gloucestershire areas.

8. Monitoring and Assessment of Religious Education

- The RWE subject leader will support and monitor assessment of RWE and will liaise and report to the Governing Body the progress in RWE. The RWE subject leader is Nic Baykaa-Murray.
- Assessment of RE in South Gloucestershire is matched closely to the assessment systems of English and Maths. The children are assessed at Developing, Secure and Greater Depth.
- RE is reported to parents via the annual report and is assessed as 'working towards standard', 'at standard' and 'above standard'.
- Examples of work are kept in a floor book.

9. Conclusion

RWE enables children to reach the school's objectives which are:-

- Develop as well-rounded individuals and are encouraged to respect Christian values and the environment
- See learning as fun and are motivated to reach their full potential in a happy secure environment
- Are encouraged to participate in all areas of school life with confidence and enjoyment
- Are responsible for their actions and know the rewards and consequences
- Will learn the benefits of a healthy lifestyle

- Are encouraged to view learning as a life-long challenge
- An understanding of Christianity and other world views
- To enable all children to flourish through the school's vision of Dream, Believe and Achieve.

10. Policy Agreed:

By the Full Governing Board at their meeting on May 2026

This policy will be reviewed by the Foundation governors in line with the overall policy timetable which is every three years.

Review May 2029