



Date Policy Agreed by Governors:		Date Policy to be Reviewed:	
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Religion and Worldviews Policy

Aim

At Hallgate, we aim to enable children to gain a knowledge and understanding of religions and worldviews. Through the teaching of religion and worldviews children learn to articulate their own views, values and personal beliefs, while respecting the right of others to differ.

Through our delivery of a successful Religion and Worldviews curriculum, pupils should:

- know about and understand a variety of religious beliefs which form a part of society
- experience and discuss challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human.
- become successful learners, confident individuals and responsible citizens.
- gain the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices

The curriculum set out by the 2022 Agreed Syllabus for Religion and Worldviews further represents aims to improve Religious Literacy by;

- Knowing about and understanding a range of religions and worldviews, learning to see these through the disciplines of Theology, Philosophy and Social Sciences.
- Expressing ideas and insights about the nature, significance and impact of religion and worldviews through a multidisciplinary approach whilst engaging critically with them.
- Gaining and deploying skills taken from the disciplines of Theology, Philosophy and Social Sciences to enhance learning about religions and different worldviews.



Statutory Requirements

Hallgate's religion and worldviews curriculum is based on the East Riding Local Authority's Agreed Syllabus. It fully aligns with all legal requirements.

These are that: -

- The basic curriculum will include provision for religious education for all pupils on the school roll.
- The content of RE shall reflect the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of other principal religious traditions represented in Great Britain.

Time Allocation

In order to meet the statutory requirement of the LA's Religions and Worldviews syllabus the time allocated for teaching RE at Hallgate Primary School is:

EYFS	Planned within the EYFS Framework
KS1	60 minutes per week
KS2	75 minutes per week

Where possible, religion and worldviews is taught as a weekly lesson, however teachers are given the flexibility to block some of their teaching if appropriate to do so.

Intent

Within our school, pupils should garner a thorough and meaningful level of understanding around key topics and questions surrounding religious faiths, beliefs and practises. Pupils should be engaged learners, keen to explore, discover and question their own views and the views of others without fear of judgement or discrimination. By the time pupils leave the school at the end of KS2, they should be able to communicate effectively with people from all worldviews.

Implementation

At Hallgate, our curriculum is based on the Hull and East Riding Syllabus for RE, alongside this our RE subject leader has carefully worked to create 'unit overviews' where



objectives for each year group are progressively mapped out to ensure our pupils are given the acquired skills and knowledge the further their education journey into KS3.

We have tailored our curriculum to meet the needs of our children. The two key religions explored in depth across Key Stage One and Key Stage Two are Christianity and Islam alongside the World View of Humanism. Buddhism and the Hindu tradition are explored within Key Stage Two, however, the curriculum has the flexibility and scope for many faiths and world views to be explored whenever suitable, relevant or worthwhile links can be made.

- Early Years Foundation Stage (EYFS) - the learning outcomes are referenced to Christianity and as appropriate to a range to other beliefs and cultures.
- KS1 - Christianity, Islam and Humanism
- KS2 - Christianity, Islam, Hinduism Buddhism and the Hindu tradition

At Hallgate, our religion and worldviews curriculum is carefully mapped out into a long-term plan by the subject leader. This enables links between subjects to be identified and carefully planned for in order to support pupil's retention of knowledge, skills, behaviours and attitudes. The academic year is broken down into three units, per year group, across the year with an additional progressive unit covering Easter and Christmas.

'Big Questions' encourage pupils to think about their own opinions and consider alternative opinions of others. Pupils are sometimes offered the opportunity to research, discuss or work as a group to discover and investigate an aspect of the Religion and Worldview curriculum before applying them in differentiated and engaging tasks based around their questioning, ideologies or symbols and artefacts. Reflection and questioning is an integral aspect of religion and worldviews lessons and opportunities for questioning and reflection may arise at different points in the lesson. Each class records their religion and worldviews lessons in a class floorbook. Floorbooks will include a range of quotes from class discussions and examples of individual children's work.



In addition to the discrete, weekly religion and world views lessons, all pupils will be included in collective assemblies where visitors from local faith communities are invited into school and a range of festivals and celebrations discussed and celebrated. As a school, we have links with the local church 'St. Mary's,' and we gather there as a full school for our Christmas, Easter and Harvest celebrations.

Impact

In EYFS, formative assessments inform the provision of activities and experiences which develop children's skills and knowledge as well as giving opportunity for further practise. In KS1 and KS2, our teaching sequence allows children to respond to a 'Big Question' to assess the knowledge absorbed into the long term memory of pupils. Formative assessments are also carried out by teachers after each lesson which will allow them to inform future planning. Prior learning is revisited at the start of each lesson which supports children to remember more over time.

The subject leader regularly monitors the effectiveness of religion and worldviews by moderating class floor books and through discussions with both pupils and staff throughout the course of the year. This informs the subject leader of any further areas for curriculum development, pupil support and/or training requirements for staff.

Right to withdraw

Parents/Carers may withdraw their children from all or part of our religion and worldviews curriculum. They do not have to provide a reason for this and the school must comply with the request. The school has a responsibility to supervise any pupils who are withdrawn from these lessons but is not required to provide additional teaching or incur extra costs. If parents/carers wish their child to receive an alternative programme of religion and worldviews it is their responsibility to arrange this. This could be provided at our school or at another local school. The pupil may receive external RE teaching provided that this does not significantly impact on his/her attendance.



Assessment

Assessment in RE takes place as part of a continuous process over the course of the academic year. Using clear progression documents which track a pupils' journey through the school, teachers are able to see the types of questioning a child in their class should be able to respond to with confidence. Through this, we track the development of a pupil through both verbal and written feedback, enabling a much broader understanding of where a pupil is in relation to their peers, as well as offering pupils of a different ability level to access the same targets in different ways. Formal assessment in religion and worldviews is taken from evidence completed and collated into class floorbooks. Pupils make progress towards the objectives over the course of the year. This informs staff members clearly about what progress is being made by both an individual pupil, and the cohort, offering opportunities to spot areas for improvement or development.

Equality Duty

In our school we aim to ensure equal opportunity for all regardless of gender, age, ability, religion, race or cultural/ethnic background. Equality at Hallgate School is about enabling all pupils to achieve their maximum potential as individuals and as members of society, and of ensuring equality of opportunity and treatment for all pupils, members of our staff and school community. Our school ethos is to actively promote a warm, caring community where all are valued.

This policy will be reviewed at least bi-annually and necessary improvement will be made following review.

Date of policy: November 2024

Date of Review: November 2026