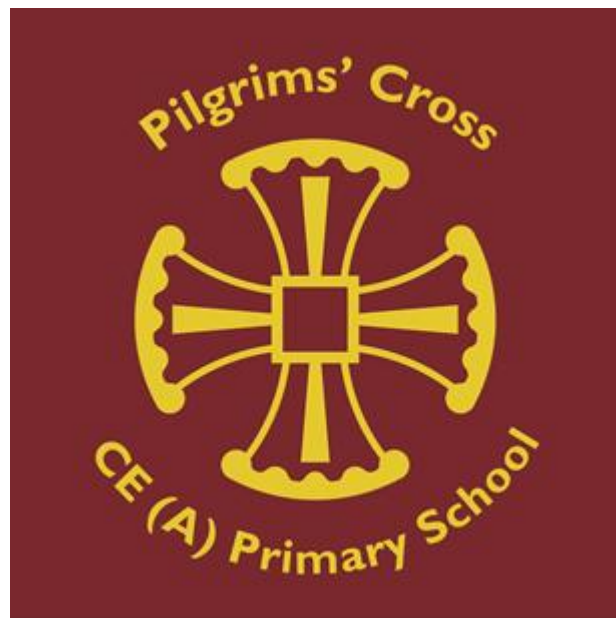


*Learning, to make a difference,
in God's world*

Pilgrims' Cross CE Aided Primary School



Religious Education Policy

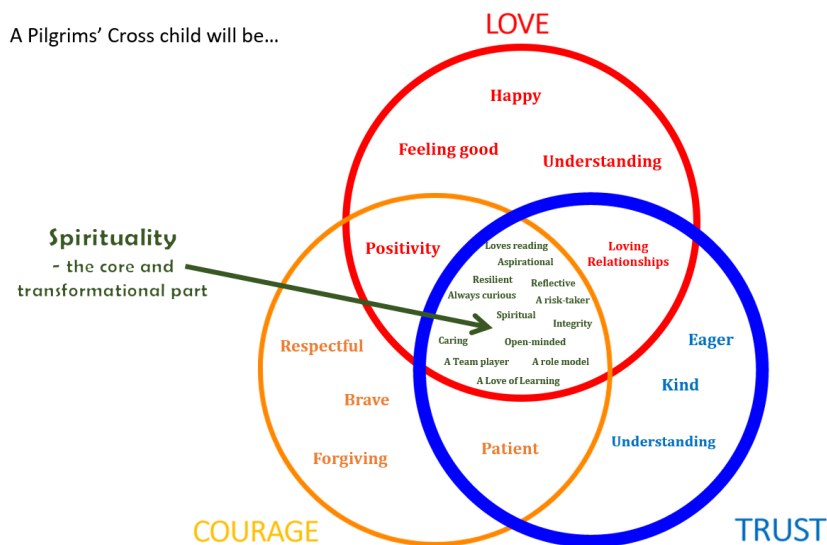
Reviewed by	Religious Education Policy	Authorised by	FGB
Last review	March 2025	Review Cycle	Annually

PILGRIMS' CROSS CE AIDED PRIMARY SCHOOL

Religious Education Policy

Pilgrims' Cross Core Values

We believe that Pilgrims' Cross Core Values help embed and underpin the curriculum and support our ethos and culture toward learning. Our values of **LOVE**, **COURAGE** and **TRUST** when brought together create a central core of **SPIRITUALITY** that can transform children's learning experiences, enabling them to believe in their capabilities and remove any limitations.



‘At Pilgrims' Cross CE (A) Primary School **we are**
LOVING, COURAGEOUS and **TRUSTWORTHY** so we will become **TALENTED**
ROLE MODELS and **MAKE A POSITIVE DIFFERENCE** in God's world.’

These core values are taught through: whole school and class worships; RE lessons; modelling by adults across the school. Our values are celebrated in Vision Worship at the end of the week, with a child from each class who has demonstrated the core values throughout the week being recognised with a 'Vision Certificate'. The 'Keeper of the Values' Trophy is also awarded to a class in school that has demonstrated the core focus for each half term.

RELIGIOUS EDUCATION AT PILGRIMS' CROSS

Pilgrims' Cross is a Church of England Voluntary Aided School, under the control of the joint Education Diocese of Portsmouth and Winchester. As an aided school, knowledge and understanding of Christianity will always remain central to the ethos and teachings of the school, with religious education contributing significantly to the school's Christian character. As an inclusive community, we will also encourage learning from and about a diverse range of religious and non-religious beliefs. We will then reflect on the effect these beliefs have on the pupils and the Christian faith when appropriate. The school will foster a respectful religious tolerance and will promote this to all pupils.

The purpose of Religious Education (RE) is to support the development of children's values and their spiritual, moral, social and cultural understanding. At Pilgrims' Cross Primary School, this entails enabling children to interpret and respond to a variety of concepts, beliefs and practices within religions and world views as well as their own and others' cultural and life experiences. This takes the form of encountering religious stories, festivals, artefacts, places of worship, rituals and beliefs.

INTENT

At Pilgrims' Cross the RE curriculum intends for our children to learn about Christianity as a global and living religion and how it is deeply rooted in British art, culture and heritage. Our children will also encounter a diverse range of other faiths and beliefs throughout their time in our school. It is our aim that children will encounter these experiences as concepts that they relate to their own life and reflect on their beliefs. At Pilgrims' Cross Primary School, we intend for the RE curriculum to facilitate our pupils to show mutual respect and religious tolerance as key British Values whilst also developing their integrity, spirituality and appreciation for the diverse world in which they live.

IMPLEMENTATION

At Pilgrims' Cross Church of England Aided Primary School we follow the Kapow Primary curriculum on a *Religion and Worldviews* approach. This approach focuses on religion and worldviews as personal and diverse. It aims to reflect the changing nature of religion and worldviews in modern Britain and help children to understand that religion and worldviews are a lived experience for people and communities. Children should become increasingly reflective about their own worldview and how it is influenced.

What are worldviews?

Every person has their own worldview, their way of looking at and explaining life and the world. This may be religious or non-religious, organised or personal.

Organised worldviews are an established philosophy, attitude or set of beliefs with a group of believers or followers and may include certain practices. Christianity is an example of a religious, organised worldview. Humanism is an example of a non-religious organised worldview. Although organised worldviews have an established set of beliefs, there will be variations in the way individuals interpret and practise these beliefs.

Personal worldviews are an individual's view of life and the world. They take different ideas and beliefs from religion, experience, and others' worldviews and often change over time. A personal worldview may be in line with an organised worldview, may agree with some elements but disagree with others or may be a mix of many religious and non-religious worldviews.

Which worldviews will be covered?

The Kapow Primary Religion and worldviews curriculum covers a number of organised worldviews with increasing depth and breadth. In line with government guidance and Census 2021 information, the curriculum will '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'. Please note that this does not mean that more than 50% of curriculum time should be spent on the teaching of Christianity and Ofsted refer to this as being a common misinterpretation of the guidance in the Ofsted research review series: Religious education.

Exploring concepts through an enquiry based approach, children will investigate a variety of worldviews, including but not limited to:

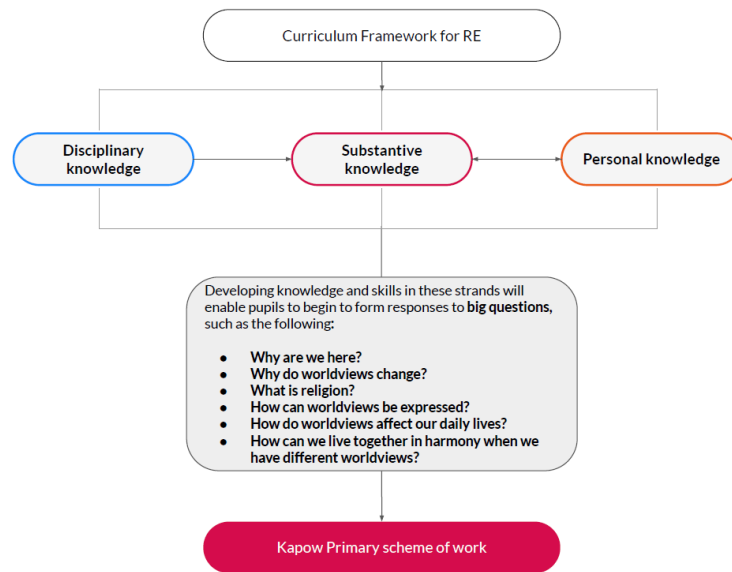


Below is the Long-Term Map which provides the foundations for each of our half term's learning.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS (Rec)	<u>Time to celebrate*</u>	<u>What makes us special?</u>	What are special times?	Why are some places special?	What makes the world special?	Why are some things special?	Why are some stories special?
	Adaptable	Christian	Hindu, Christian	Christian, Muslim	Christian	Christian, Jewish	Christian, Muslim
Year 1	Respectful R&W (1 lesson)	<u>How did the world begin?</u>	<u>What do some people believe God looks like?</u>	<u>What is God's job?</u>	<u>Why should we care for the world?</u>	<u>How do we know that new babies are special?</u>	<u>Why should we care for others?</u>
		Christian, Jewish, Hindu	Christian, Hindu, Muslim	Jewish, Zoroastrianist, Muslim, Hindu, Christian	Jewish, Muslim, Hindu, Jain, Humanist	Muslim, Hindu, Christian, Humanist	Sikh, Christian, Jewish, Muslim, Humanist
<u>Why do we need to give thanks?</u>		<u>What do candles mean to people?</u>	<u>How do we know some people have a special connection to God?</u>	<u>What is a prophet?</u>	<u>How do some people talk to God?</u>	<u>Where do some people talk to God?</u>	
Year 2		Hindu, Christian, Humanist	Christian, Hindu, Jewish	Sikh, Muslim, Christian, Jewish, Hindu	Christian, Muslim, Jewish, Sikh	Muslim, Jewish, Hindu	Hindu, Alevi, Muslim, Sikh

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

How is the Religion and worldviews scheme of work organised?



When implementing the R&W curriculum approach where possible, other curriculum links are made. This approach is taught in accordance with the school's teaching and learning policies. We use a number of strategies to enable us to cover all styles of learning. These include:

- Using cross-curricular links wherever possible
- Links are made with creative arts such as drama, music, art and literacy
- Use of ICT to develop learning in RE where possible.
- A mix of whole-class, group and individual approaches
- Mixed ability grouping where appropriate

We encourage children to question and discuss the stories and *big questions* to deepen their own understanding of a concept being studied. We also encourage children to form opinions through rich discussion and debate.

The school has strong links with St Mary's Andover, where visits for collective worship and learning will be planned (when possible) to ensure that all children have a quality experience. Outside visitors also contribute to the Religious and worldviews curriculum.

IMPACT:

The RE Lead will provide long-term, medium-term planning, and exemplar short-term planning detailed in the *Kapow* scheme. Individual teaching staff are responsible for, short-term planning of each unit of work to suit the individual needs of the class and resourcing. Teachers must also ensure that they have a sound knowledge of the concept before they teach it. Teaching notes and resources are available with each concept that is taught. Support from the RE leader is always available if needed.

Monitoring of RE teaching, discussion with learners, book looks and moderation will take place by the RE leader, governors and HT on a regular basis. The aim of any monitoring is to ensure that the quality of teaching, learning and assessment, leads to an improvement in the performance of learners across the school. Religion and worldviews assessment is available on the *Kapow* scheme to help teachers evaluate the effectiveness of children's attainment and understanding.

Responding to 'big questions'

The strands of our RE curriculum are developed in each unit and as pupils develop their competencies in these strands they should be able to draw upon their knowledge across the strands to form thoughtful answers to some of life's big questions.



Each of the 'big questions' in the *Kapow* Primary Religion and worldviews curriculum is revisited at least twice in each key stage allowing children to consider, discuss and answer the questions in increasing depth and with a broader range of knowledge and understanding to draw on. We believe that providing regular opportunities for pupils to consider these questions, in light of substantive, disciplinary and personal knowledge gained, will help to prepare them for the challenges of living in a world with increasing complex and diverse worldviews, being able to have balanced and informed dialogues about religion and worldviews.

5% of curriculum time is devoted to Religion and worldviews, with learning activities addressing both learning about and learning from religion.

A range of resources are available to enrich the R&W curriculum. The school library is also a valuable resource for Bibles, books about other faiths, religious stories or stories exploring a range of concepts.

Spiritual, Moral, Social and Cultural Development:

Religious Education is a key opportunity for children to develop spiritually, morally, socially and culturally. In RE lessons, PHSE and our Collective Worship planning (see Collective Worship Policy), children are invited to reflect on their personal responses to *big questions* and consider and appreciate other people's responses. We help them to recognise the difference between right and wrong through the study of moral and ethical questions and enhance their social development by helping them to develop a sense of identity in a multicultural society.

PARENTAL RIGHT OF WITHDRAWAL:

In accordance with the Education Reform act 1988, parents have the right to withdraw their children from the teaching of RE. In order to avoid misunderstanding, any parent wishing to withdraw their child may arrange a meeting with the Headteacher in order to discuss this matter.

REVIEW:

This policy should be reviewed annually.