CHILTON FOLIAT CofE VA PRIMARY SCHOOL

Our School Christian Vision

With thankfulness, courage and love,
we strive to improve heart and mind.

At Chilton Foliat Primary School we honour our educational heritage, supported by a strong Christian ethos. We strive to provide a diverse education that inspires children to develop a **thirst for knowledge**. This is delivered in a safe, thoughtful and nurturing environment promoting self-discipline, motivation and excellence in all that we do. We encourage strong partnerships and inclusive relationships amongst pupils, parents, carers, staff and the wider community. Our children leave Chilton Foliat Primary School with a deep understanding of the impact of living out our school vision and values. As a result, they are well-rounded, confident and able to contribute positively to a wider community. They want to continue to **thirst for knowledge** and strive to improve **heart** and **mind** enjoying a diverse curriculum in their next educational setting.

Religion and World Views Policy

Date Reviewed	March 2025
Review Period	Annually/2 Yearly/Readopted/Other
Review Body	Headteacher/RWE Lead/Foundation Committee

Jesus said, "Everyone who drinks of this water will be thirsty again, but whoever drinks the water I give him will never thirst". John 4:13

Introduction

Religion and Worldviews education (previously known as Religious Education) is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

A Statement of Entitlement [1]

Religion and Worldviews education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together.
Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person. [2]
A high-quality sequential religion and worldviews education (RWE) programme is essential to meet the statutory requirement for all state funded schools, including academies and free schools, to teach a full curriculum that prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain. Central to RWE in Church schools is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. There is a clear expectation that as inclusive communities, church schools provide sequenced learning about a range of religions and worldviews fostering respect for others. In voluntary aided schools, RWE must be taught in accordance with the trust deed: this document will help schools interpret that legal requirement.

Chilton Foliat Church of England VA Primary School provides a Religious and Worldviews curriculum that:

- Enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, including the ways in which it is unique and diverse
- Uses high-quality resources, for example, the Understanding Christianity resource and Discovery RE
- Involves the children in the study of biblical text and theological ideas.
- Engages and challenges all pupils in exploration of core concepts and questions
- Provides meaningful and informed dialogue with a range of religions and worldviews
- Provides the opportunity for understanding the role of foundational texts, beliefs, rituals, and practices and how these help form identity in a range of

religions and worldviews. Pupils should also be able to explore how these may change in different times, places and cultures

- Embraces all learners and learning activities must provide fully for the needs of all pupils
- Develops a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection
- Provides a safe space for all children to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging
- In addition, the RE curriculum will contribute to British values and spiritual moral social and cultural development.

At Chilton Foliat Church of England VA Primary School, Religious and Worldviews Education will:

- Provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human
- Encourage pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives
- Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society
- Teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice
- Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion
- Enable pupils to develop a sense of awe and wonder and mystery.

How is RWE is organised?

- The RWE Subject Leader is Mrs Emma Pinnegar and the RWE appointed Governor is Penny Williams
- We deliver RWE drawing on resources from Understanding Christianity and Discovery RE
- We have developed a whole school subject plan and progression map for RWE
- We believe that RWE is about subject knowledge, critical / evaluative thinking and personal spiritual development
- RWE is an important part of the whole education of the child and threads throughout the curriculum

- RWE will be allocated at least 5 - 10% of curriculum time. RWE will be taught to all pupils unless any parent exercises their right for their child to be withdrawn (see below in 'The Right of Withdrawal from RWE')
- RWE is sometimes taught in the form of a whole school RWE Day, for example "Trinity Day" which covers a unit of work for each class in a creative and engaging way, allowing for a deeper understanding to be explored.

Our Approach

RWE should always be appropriate to the age, aptitude and ability of the pupils, in a meaningful and relevant way. RWE will be well planned, adopting a range of teaching strategies including class, group and individual learning activities. The use of art, drama, music, story, artefacts, discussion and questioning, reflection, visits and visitors are all vehicles for effective teaching and learning in RE.

Support for Vulnerable Pupils

We are able to demonstrate how the RWE curriculum is tailored to meet the needs of all pupils the school serves. We pride ourselves on the inclusive, engaging and cross-curricular approach to all forms of learning, including RWE, which supports our vulnerable pupils. To ensure inclusion for all pupils, teachers will respond to pupils diverse learning needs and set suitable and appropriate tasks.

The Right of Withdrawal from RWE

As a Voluntary Aided Church school we aim for the involvement of all children in the RWE teaching although parents have the right to withdraw children from RWE and should contact the Head teacher if they wish to arrange this. However, the Christian ethos of the school is conveyed throughout the curriculum and children cannot be withdrawn from this experience.

Managing the Right of Withdrawal

The school will ensure that parents who want to withdraw their children from RWE are aware of the RWE syllabus and that it is relevant to all pupils and respects their own personal beliefs.

- Parents should be made aware of its learning objectives and what is covered in the RWE curriculum and should be given the opportunity to discuss this, if they wish
- The school may also wish to review such a request each year, in discussion with the parents
- The use of the right to withdraw should be at the instigation of parents and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given

- Parents have the right to choose whether or not to withdraw their child from RE without influence from the school, although a school should ensure that parents or carers are informed of this right and are aware of the educational objectives and content of the RWE syllabus. In this way, parents can make an informed decision
- Where parents have requested that their child is withdrawn, their right must be respected, and where RWE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated
- 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 a pupil has been withdrawn, the law provides for alternative arrangements to be made for RWE of the kind the parent wants the pupil to receive. This RWE could be provided at the school in question, or the pupil could be sent to another school where suitable RWE is provided if this is reasonably convenient
- If neither approach is practicable, outside arrangements can be made to provide the pupil with the kind of RWE that the parent wants, and the pupil may be withdrawn from school for a reasonable period of time to allow them to attend this external RWE
- Outside arrangements for RWE are allowed as long as the LA is satisfied that any interference with the pupil's attendance at school resulting from the withdrawal will affect only the start or end of a school session.

Recording and Assessment

Assessment should be part of the teaching and learning process and planned into the programme of study. Assessment will take place in a variety of different ways, including oral question-and-answer sessions based on discussion and reflections on completed work. Assessment tasks will be set at the end of each unit of work. Evidence of work can be found in children's individual RWE books, which continue with them throughout the school and in class folders/reflection books. The school uses Insight Data tracker to capture RWE progress data twice a year. This is shared with governors and used by practitioners to identify gaps in knowledge or understanding.

Role of the Subject Leader and Governors

At Chilton Foliat School the RWE Subject Leader is Mrs Emma Pinnegar, who is responsible for planning and monitoring RWE teaching across the school, supporting staff on themed days and in the EYFS. The Subject Leader is also responsible for organising and replenishing resources and for monitoring progression within the school.

All governors must bear in mind the principles of the Church of England, of the Trust Deed and of the Ethos Statement of the school in relation to the core elements of governance. It is the role of the Foundation governors to put all decisions and discussions within the context of the Christian foundation of the school. Penny Williams, one of the school's Foundation Governors, has the role of monitoring RWE at the school on behalf of the governing body.

Provision for Monitoring and Review

The teaching and learning of RWE will be monitored and reviewed annually by the Subject Leader, the Headteacher and the nominated Foundation Governor. Strengths and areas for development will be highlighted and noted.