

Booker Avenue Infant School



'Working together, learning together'

RE and Worldviews Policy

Introduction

The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and reviewing rests with the RE and Worldviews subject leader.

Aims

At Book Avenue Infant School, we use Kapow's Primary Religion and Worldviews Curriculum in order to develop:

- Deep thinkers who are open-minded about religion and worldviews.
- Reflection and preparation for life in modern Britain.
- A deep understanding of concepts in order to be able to make connections, ask and respond to challenging questions.
- Respect and appreciation of worldviews that are different to their own.

Teaching and Learning

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum. Our teaching and learning studies in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, Passover etc. to develop their religious thinking. We organise talks, where family members or local representatives of religious groups can come in and talk to the children. Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children discuss religious and moral. We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

EYFS

It is important in the foundation stage to give children a broad, play based experience of RE in a range of contexts. Early years learning environments should feature RE scenarios based on experience in the real world, such as in role play where possible. We teach RE to all children in EYFS. This is taught on a weekly basis and led by the RE lead. RE planning in Reception follows Kapow. This plans objectives that lead towards the children achieving their Early Learning Goals as set out in the EYFS statutory framework.

Cross Curricular Links

In our school, RE and Worldviews is not taught in isolation, where possible we make links across the curriculum to encourage children to use their knowledge and skills in all subject areas. This is referenced within the medium term plans. Weekly assemblies have a Worldview theme and are discussion based, encouraging the children to share their own views and to respect others.

Assessment

Assessing RE is an integral part of teaching and learning and central to good practice. As assessment is part of the learning process it is essential that pupils are closely involved. Assessment can be broken down into:

- *Formative assessments* - carried out during and following short focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity.

- *Summative assessment* – review of pupils' capability and provide a best fit level. Use of independent open ended tasks, provide opportunities for pupils to demonstrate capability in relation to the term's work.

Feedback is given to the RE Lead, regarding children who have not met the expected level, and steps are put in place to ensure all children reach the best possible outcome.

Equal opportunities

At Booker Avenue Infants, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

Inclusion

We believe that all children have the right to access the RE curriculum. In order to ensure that children with special educational needs achieve to the best of their ability, it may be necessary to adapt the delivery of the curriculum for some pupils. We teach the RE curriculum to all children, whatever their ability. Through the teaching of RE we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Where appropriate we may support SEN children in small groups or on a one to one basis.

Withdrawal from RE Learning

Parents may request that their child is withdrawn from R.E. We are mindful that everyone holds different beliefs and this is taken into consideration at Booker Avenue Infant School, and in RE lessons.

Date of policy: July 2025 **Date of next review:** July 2026