Religious Education (Religion and Worldviews) Policy

Lovington Church of England Primary School

01963 240305
office@lovington.ppat365.org

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Policy Lead: Headteacher Meg Small
Monitoring Responsibility: Local Governing Body and SIAMS Governor

Vision:

"To be the best we can be"

Biblical Foundation:

"Still other seed fell on good soil, where it produced a crop."

The Parable of the Sower - Matthew 13:1–23

1. Policy Statement

At Lovington Church of England Primary School, Religious Education is a core academic subject and a central part of our Christian vision. Through our Religion and Worldviews curriculum, we seek to develop religious and worldview literacy, enabling all pupils to make sense of their own beliefs and values whilst developing understanding, respect and appreciation for the beliefs and worldviews of others.

Our curriculum is rooted in our Christian vision, *"To be the best we can be"*, inspired by the Parable of the Sower, in which Jesus teaches of seeds falling on good soil and growing to produce a rich harvest. Like seeds that need the right conditions to grow and flourish, we believe every child should be nurtured and supported to reach their full potential. Through RE, pupils are equipped with the knowledge, skills and understanding needed to flourish academically, spiritually, morally, socially and culturally.

As a Church of England school, Christianity is studied in depth and forms the majority religion within our RE curriculum. Alongside this, pupils engage with a range of religious and non-religious worldviews, reflecting the diversity of modern Britain and the wider world.

2. Aims of Religious Education

Through Religious Education, pupils will:

- Develop religious and worldview literacy.
- Gain a secure understanding of Christianity as a living and diverse global faith.

- Explore a range of religious and non-religious worldviews.
- Develop substantive knowledge and disciplinary knowledge.
- Ask thoughtful and challenging questions.
- Explore meaning, purpose, identity and belonging.
- Respect and understand different beliefs and perspectives.
- Reflect critically upon their own worldview.
- Develop empathy, curiosity and intellectual resilience.
- Become informed, respectful and active citizens.
- Understand how beliefs shape individuals, communities and societies.

3. Legal Framework

Religious Education at Lovington C of E Primary School is taught in accordance with:

- The Education Act 1996.
- The School Standards and Framework Act 1998.
- The Church of England Statement of Entitlement.
- The 2025 Somerset Agreed Syllabus for Religion and Worldviews.

As a Church of England school, RE remains a statutory subject for all pupils.

Parents retain the legal right to withdraw their child from all or part of Religious Education.

4. Our Curriculum Vision

At Lovington Church of England Primary School, our Religion and Worldviews curriculum is rooted in our Christian vision: **"To be the best we can be."**

Inspired by Jesus' Parable of the Sower, we believe that, like seeds planted in good soil, every child has the potential to grow and flourish when they are nurtured and given the right opportunities. Through education, reflection and understanding, we seek to provide the conditions in which every child can develop strong roots and *"be the best we can be."*

Through enquiry, discussion and reflection, pupils develop a deep understanding of Christianity alongside a range of religious and non-religious worldviews.

Through the Understanding Christianity approach, pupils explore the interconnected theological concepts of:

- God
- Creation
- Fall
- People of God
- Incarnation
- Gospel
- Salvation
- Kingdom of God

These concepts help pupils understand the grand narrative of the Bible and how Christian beliefs continue to shape lives today.

Guided by our Christian values of:

- Kindness and Respect
- Courage and Resilience
- Gratitude
- Hope
- Trust
- Peace

pupils grow into thoughtful, compassionate and courageous individuals who seek to contribute positively to their communities and wider society.

5. Curriculum Framework

Lovington C of E Primary follows the Somerset Agreed Syllabus Religion and Worldviews approach. This recognises that religions and worldviews are lived, diverse and dynamic rather than fixed systems of belief.

At Lovington, this is organised through an EYFS programme, a two-year rolling programme in Pippin Class (Years 1 and 2) and a four-year rolling programme in Russet Class (Key Stage 2). Enquiry questions are planned across theology, philosophy and human and social sciences so that pupils encounter Christianity,

other religious traditions and non-religious worldviews in a coherent and progressive way.

The curriculum is built around three disciplinary lenses:

Theology

Pupils investigate:

- What people believe.
- Sacred texts.
- Sources of authority.
- Religious concepts.
- The nature of God and ultimate reality.

Questions may include:

- What did Jesus do to save human beings?
- What is God like according to Hindu Dharma?
- Who was Muhammed and what was important to him?

Philosophy

Pupils investigate:

- Meaning and purpose.
- Ethics and morality.
- Truth and knowledge.
- Big questions about life.

Questions may include:

- When people make bad choices, how can they be put right?
- What do Christians learn from the Bible about right and wrong?
- Should we care for the world and why does it matter?

Human and Social Sciences

Pupils investigate:

- How religions and worldviews are lived.
- Communities and identity.
- Diversity within traditions.

- The influence of belief on society.

Questions may include:

- How does living in Somerset affect how different Hindus live out their faith?
- What makes a church/temple special?
- What is significant about how Jesus treated people? What impact has that had on the world today?

These disciplines enable pupils to develop increasingly sophisticated understanding as theologians, philosophers and social scientists.

6. Understanding Christianity

As a Church of England school, Lovington uses Understanding Christianity to support the teaching of Christianity.

This resource enables pupils to develop theological understanding through the exploration of eight core concepts:

Core Concepts

- God
- Creation
- Fall
- People of God
- Incarnation
- Gospel
- Salvation
- Kingdom of God

Pupils revisit these concepts throughout their primary education, building depth of knowledge and understanding.

Through Understanding Christianity, pupils learn to:

Make Sense of Texts

Understanding biblical narratives and theological meaning.

Understand the Impact

Exploring how Christian beliefs influence people's lives.

Make Connections

Reflecting upon their own ideas and experiences in response to Christian teaching.

7. Curriculum Progression

Early Years Foundation Stage

Children begin their Religion and Worldviews journey through exploration of:

- Special people
- Belonging
- Celebrations
- Stories
- Caring for the world
- Community
- Identity

They develop initial understanding of Christianity whilst beginning to recognise that people may believe and live differently.

Key Stage One

Across the two-year rolling programme, pupils develop their understanding through:

- **Religions and worldviews:** Christianity, Judaism, Islam, Hindu Dharma and non-religious/personal worldviews.
- **Beliefs and concepts:** God, Creation, Incarnation, Gospel and Salvation.
- **Sacred texts and stories:** exploring important texts within Christianity and Judaism and learning about Jesus and his significance.
- **Living faith and practice:** Christmas, Easter, Diwali, Eid al-Fitr and what it is like to live as a Jewish person in Somerset.
- **Ethics and responsibility:** making good and bad choices, caring for the world and understanding why this matters.
- **Religion and worldviews in context:** exploring the significance of Glastonbury to different people and how beliefs and worldviews are expressed within Somerset.

Knowledge and understanding are developed through increasingly structured enquiry, enabling pupils to ask questions, explore different perspectives and begin to explain their ideas using appropriate religious and worldview vocabulary.

Key Stage Two

Across the four-year rolling programme, pupils deepen their understanding through:

- **Religions and worldviews:** Christianity, Islam, Hindu Dharma, Buddha Dharma and non-religious worldviews.
- **Beliefs and concepts:** the Trinity, good and evil, ahimsa, creation and science.
- **Living faith and practice:** submission in Islam, prayer and worship.
- **Ethics and decision-making:** sources of authority, moral decision-making, justice and environmental responsibility.
- **Religion and worldviews in context:** using data to explore and understand worldviews in Somerset.

Knowledge and understanding are developed through increasingly sophisticated enquiry, enabling pupils to analyse evidence, explore and compare different perspectives, justify their ideas and construct reasoned responses using appropriate religious and disciplinary vocabulary.

Pupils increasingly apply the disciplinary lenses of theology, philosophy and human and social sciences independently, recognising that religions and worldviews are diverse, lived and experienced in different ways.

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8. Local Context

In line with the Somerset Agreed Syllabus, pupils explore religion and worldviews through a strong local lens.

Learning is enriched through consideration of:

- Lovington and the surrounding Somerset community.
- St Thomas A Beckett Church and parish community within the Six Pilgrims.
- The Diocese of Bath and Wells.
- Glastonbury and Somerset's religious and cultural heritage.
- Wells Cathedral.

- Local faith and worldview communities.
- Religious and non-religious worldview demographics within Somerset.

This enables pupils to understand how beliefs are lived and expressed within their own locality as well as nationally and globally.

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9. Teaching and Learning

High-quality RE teaching includes:

- Enquiry-based learning.
- Discussion and debate.
- Philosophical questioning.
- Storytelling.
- Investigation of sacred texts.
- Use of artefacts.
- Visits and visitors.
- Reflection opportunities.
- Collaborative learning.
- Independent research.

Teachers encourage respectful discussion and support children to articulate ideas using appropriate religious and disciplinary vocabulary.

10. Spiritual Development

RE plays a vital role in pupils' spiritual development.

At Lovington, we understand spirituality as **growing in our awareness of ourselves, others, the world around us and God, helping us to reflect, make connections and flourish.**

RE provides opportunities for pupils to experience:

- Awe and wonder.
- Reflection and stillness.
- Curiosity and questioning.

- Creativity and imagination.
- Appreciation of diversity.
- Exploration of meaning and purpose.

Spiritual development is woven throughout the curriculum rather than taught separately.

11. Assessment

Assessment reflects the Somerset Religion and Worldviews approach and focuses upon both substantive and disciplinary knowledge.

Assessment in RE values both written and spoken responses. Oracy is an important part of assessment, enabling pupils to articulate their thinking, use appropriate religious and disciplinary vocabulary, listen and respond to different viewpoints, and justify their ideas.

Substantive Knowledge

What pupils know and understand about religions and worldviews.

Disciplinary Knowledge

How pupils apply:

- Theology
- Philosophy
- Human and Social Sciences

to investigate and interpret religious and worldview questions.

Assessment methods include:

- Pupil discussion and **oracy**, including the ability to articulate, explain and justify ideas
- Written responses
- Enquiry outcomes
- Reflection tasks
- Presentations
- Creative responses
- Pupil voice

12. Inclusion

All pupils are entitled to access a rich and ambitious RE curriculum.

Teaching will:

- Respect diversity.
- Promote equality.
- Challenge stereotypes.
- Encourage respectful dialogue.
- Support individual needs.
- Ensure all pupils can participate and achieve.

13. Leadership and Monitoring

Monitoring of Religious Education will include:

- Lesson visits.
- Learning walks.
- Planning scrutiny.
- Book scrutiny.
- Assessment reviews.
- Pupil voice.
- Governor monitoring.
- SIAMS self-evaluation.

Monitoring will consider:

- Curriculum quality.
- Religious literacy.
- Progression.
- Teaching effectiveness.
- Understanding Christianity implementation.
- Spiritual development.

- Impact of the Christian vision.

14. RE and Collective Worship

Religious Education and Collective Worship are distinct but complementary.

Religious Education

- Curriculum subject.
- Academic discipline.
- Investigative and enquiry-based.
- Encourages critical thinking.

Collective Worship

- Expression of the school's Christian vision.
- Inclusive, invitational and inspirational.
- Provides opportunities for prayer and reflection.

Both make significant contributions to pupils' flourishing and understanding of faith and belief.

15. Policy Review

This policy will be reviewed every two years or in response to:

- Changes in legislation.
- Updates to the Somerset Agreed Syllabus.
- Changes to Understanding Christianity.
- Church of England guidance.
- SIAMS recommendations.
- School improvement priorities.