



Religious Education Policy and Procedures

Date of issue	Next review	Version	Signed: Chair of Governors	Signed: Headteacher
May 2024	May 2026			

Single Equality Statement

The [Equality Information and Objectives](#) document, for Veritas MAT, provides a format for addressing the statutory duties of the Equality Act 2010 and The Children and Families Act 2014. This supersedes and brings together all previous statutory duties in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the school's statutory duties in these areas.

Governor Statement

The Headteacher in each school is the leader of their school. Each member school has autonomy over its curriculum and provision and, while upholding the three core values of the trust, we expect each school to have an individual character relevant to the community it serves.

Each school has a Regional Governing Body that sits six times a year. Each Regional Governing Body reports up to the MAT Board and Trust Members who quality assures their work.

The Regional Governing Body is responsible for a hub of up to three academies. The Regional Governing Body reports up to the Trust Board who quality assures their work. Veritas MAT has three Regional Governing Bodies.

Key areas of responsibility for the Regional Governing Body are:

Standards, Finance and Audit, Human Resources, Infrastructure and Procurement

The Executive Board consists of the CEO and Company Secretary / Trust Business Manager who run a team that support core operational tasks across the trust. Roles include finance, standards, research, training, school-to-school support and mentor-coaching. The CEO and a designated Trust Board Trustee also sit on the Regional Governing Body.

The Board of Trustees set the strategic direction, vision and ethos of Veritas Multi Academy Trust and are accountable to the Secretary of State for Education for standards across trust schools.

Intent

At Mundella Primary School, we follow the Kapow Primary's Religion and Worldviews curriculum which aims to develop deep thinkers who are open-minded about religion and worldviews.

We aim to ensure that the Religion and Worldview curriculum is relevant to pupils, reflecting and preparing them for life in modern Britain.

Through the scheme, children will secure a deep understanding of concepts with the intention of being able to make connections, ask and respond to challenging questions, learn to respect, and appreciate worldviews that are different to their own and consider their personal preconceptions, responses and views.

Children will build their conceptual knowledge through studying religions and worldviews locally, nationally, and globally in our progressive curriculum, enabling them to make links and connections between worldviews, develop disciplinary skills and build on their understanding of their positionality in relation to their learning.

By revisiting key 'big questions' and building on prior knowledge, pupils will learn about how religion and worldviews are lived experiences across the world, consider the impact of worldviews on society and have opportunities to consider their personal worldviews.

Kapow Primary's Religion and Worldview scheme of work enables pupils to meet the government guidance, which states that RE must reflect that 'the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'. The scheme has been designed to fulfil the aims of A Curriculum framework for Religious Education in England. It also falls in line with Kent's Agreed Syllabus.

Implementation

Reflecting the findings of the Ofsted Research review series: religious education (May 2021), the scheme has the following three strands running through it:

- Substantive knowledge (conceptual and worldviews related).
- Disciplinary knowledge.
- Personal knowledge.

These strands are interwoven across all units to create lessons that build children's conceptual knowledge and understanding of religion and worldviews (substantive knowledge) and use a range of disciplinary lenses. Children will also be equipped to explore and express their preconceptions, personal worldviews, and positionality (personal knowledge) through varied and engaging learning experiences.

The Kapow Primary Religion and Worldviews scheme follows the spiral curriculum model, where units and lessons are carefully sequenced so that previous conceptual knowledge is returned to and built upon. Children progress by developing and deepening their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of contexts. This can be seen in the Religion and worldviews: Progression of knowledge and skills.

In Key stage 2, the children develop a greater awareness of the range of religions and worldviews and consider further the diverse nature of religious and non-religious lived experience.

Each unit includes overarching 'big questions' which will be revisited throughout lower key stage 2 and upper key Stage 2, allowing children to apply the breadth and depth of their learning across various concepts.

These 'big questions' are:

- Why are we here?
- Why do worldviews change?
- What is religion?
- How can worldviews be expressed?
- How do worldviews affect our daily lives?
- How can we live together in harmony if we have different worldviews?

A more specific, focused enquiry question frames the learning across each unit. Both the 'big questions' and the focused enquiry question will allow children to explore the content they are studying, make comparisons and links within and across religions and worldviews, and explore their personal views.

Lessons are designed to be varied, engaging and hands-on, allowing children to learn and record their thoughts, answers, and ideas in various ways. In each lesson, children will participate in activities involving disciplinary and substantive concepts, developing their knowledge, and understanding of diverse religions and worldviews. Guidance for adapting the learning is available for every lesson to ensure that all pupils can access lessons, and opportunities to stretch pupils' learning are available when required.

Knowledge organisers support pupils in developing conceptual knowledge and schemata by summarising the key concepts covered in a unit and linking these to the examples covered.

Each unit of lessons will focus on the key subject knowledge needed to deliver the curriculum, making links with prior learning, and identifying possible misconceptions. The nature of Religions and Worldviews means that controversial and sensitive issues will be taught and discussed in some units or may come up when not directly part of a planned lesson. Throughout the units, children will learn skills to have respectful discussions and respond sensitively to one another.

EYFS

During the Foundation Stage, children begin to explore the world of religion in terms of special people, books, times, places, objects and visiting places of worship. Children listen to and talk about stories. These are frequently used as starting points for discussions and exploration. The children are introduced to specialist words and use their senses in exploring religious beliefs, practices, and forms of expression. They reflect upon their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live in line with the principles of the EYFS. Planning and provision are relevant and begins with the child and their personal/real experiences.

The religious education curriculum is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities. By providing a safe climate, experiences can be shared, and learning can move forward as children become aware of the community around them and their place in it. Children's home backgrounds are recognised and celebrated and the faiths and beliefs to which the children in the class belong, are used as a starting point in planning to meet the needs of each cohort.

Entitlement and Inclusion

All children are entitled to access a broad and balanced curriculum at an appropriate level. Teachers provide a range of teaching styles and groupings to allow all children to make progress. Every child will be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

All children have equal access to the curriculum as expressed in our Equal Opportunities Policy. This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

The Right of Withdrawal from RE

Mundella Primary School is an inclusive community but recognises that parents have the legal right to withdraw their children from religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship. We would ask any parent considering this to contact the headteacher to discuss any concerns or anxieties about the policy, provision, and practice of religious education.

Managing the right of withdrawal

- Our school will ensure that parents who want to withdraw their children from religious education are aware of the syllabus and that it is relevant to all pupils and respects their own personal beliefs.
- Parents will be made aware of the learning objectives and what is covered in the religious education curriculum and be invited to discuss their views with the headteacher.
- The school will review requests each year, in consultation with the parents.
- The use of the right to withdraw will only be at the instigation of parents and will be determine whether it is from the whole of the subject or specific parts of it.
- Where parents have requested that their child is withdrawn, the parents will be expected to provide suitable learning activities which the school will supervise, though not provide additional teaching, or incur extra cost.

The contribution RE makes to other curriculum aims

Spiritual, moral, social and cultural development: Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Examining and exploring religions and beliefs, through the distinct knowledge, understanding and skills contained in religious education, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

Personal development and well-being

Religious education plays an important role in preparing pupils for adult life, employment, and lifelong learning. It helps children and young people become successful learners, confident individuals, and responsible citizens. It gives them 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.

Community cohesion

Religious education makes an important contribution promoting community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination.

The school community

Religious education provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored. The community within which the school is located.

Religious education provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area.

The UK community

A major focus of religious education is the study of diversity of religion and belief in the UK and how this influences national life.

The global community

Religious education involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues.

Impact

The impact of Kapow Primary's scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a unit quiz and a knowledge catcher, which can be used at the end of the unit to provide a summative assessment.

After the implementation of the Kapow Primary Religion and worldviews curriculum, pupils will be equipped with a range of disciplinary skills and knowledge to enable them to succeed in their secondary education. They will be prepared for life in modern Britain, being able to interact with others from different religious and non-religious viewpoints in a respectful, knowledgeable, and open-minded way. They will be enquiring learners who ask questions and make connections. They will be confident to explore their personal worldview and have the skills to appreciate, evaluate and respond to religious, philosophical, and ethical questions.

The expected impact of following the Kapow Primary Religion and worldviews scheme of work is that children will:

- Know and understand religious concepts relating to beliefs, practices, community and belonging, and wisdom and guidance.
- Develop an understanding of the influence of organised and personal worldviews on individuals, communities, countries and globally.
- Understand some of the ways religions and worldviews are studied (disciplinary knowledge).
- Develop understanding of their relationship with the content studied, being able to talk about their assumptions and preconceptions (personal knowledge).
- Build secure vocabulary which allows them to talk confidently and fluently about their learning.

- Answer questions about worldviews through an enquiry-based approach including investigating, interpreting, evaluating, applying and expressing.
- Talk about the similarities and differences between their own and others' beliefs with respect and open mindedness.
- Understand the lived experiences of religious and non-religious worldviews to be diverse within and between people and communities.
- Develop an understanding of the ways in which personal and organised worldviews may develop and change across time and place.

The Kapow Primary Religion and worldviews curriculum emphasises the importance of diverse representations within and across religions and worldviews, focusing on real people's lived experiences of their beliefs.

The policy implementation is the responsibility of all staff. Its use and effectiveness will be supported and monitored by the RE Subject Leader, on behalf of the Head Teacher and Governors.