

Fioretti Trust



Religious Education and World Views Policy

"We encourage one another and build each other up, to be our best selves."

Committee Responsible: Full Governing Body
Date Proposed: 12.7.23
Date accepted: 12.7.23
Review Date: Summer 2026
Signed by Chair of Governors: Tim Bond

Religious Education and World Views Policy

Introduction:

At St Barnabas, we are committed to providing a high-quality education. Our Religious Education (RE) policy aligns with the Church of England's Statement of Entitlement for RE and is designed to foster a deep understanding and appreciation of Christianity, as well as other major world religions. With our school vision of "Inspired through Jesus, we encourage each other and build one another up to be our best selves," our RE curriculum aims to empower students to develop spiritually, morally, and ethically, while fostering respect for diversity and promoting an inclusive and harmonious learning community.

Birmingham and Erdington have a diverse community with many different faiths and cultural backgrounds. We are intimately linked to our local community and we respond to the changing population of our area. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn *from* faith as well as learn *about* religious traditions.

Intention:

- To provide a broad and balanced RE curriculum that reflects the teachings, values, and traditions of the Christianity, as well as other major world religions and beliefs, ensuring students understand and respect different faiths and beliefs.
- To enable students to explore their own beliefs and values, encouraging them to think critically, engage in respectful dialogue, and develop their personal spirituality. This also builds resilience to anti-democratic or extremist narratives.
- To nurture students' moral, social, and cultural development, promoting respect, and understanding for diverse cultures and beliefs.
- To 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. To encourage students to reflect on their own actions, responsibilities, and choices, helping them develop a strong sense of personal integrity and ethical decision-making
- To provide opportunities for students to develop their understanding of the significance of religion in history, culture, and society, while appreciating the importance of religious freedom.
- To support students in developing skills for lifelong learning, such as critical thinking, empathy and open-mindedness, which are essential for engaging with contemporary global challenges.
- To enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- To develop a sense of awe and wonder and mystery
- To establish strong partnerships with local faith communities and places of worship, allowing students to connect with the wider religious community and learn from their experiences.
- To continuously evaluate and improve the quality of our RE provision through monitoring, assessment, and feedback from students, staff, parents, and external stakeholders.

Implementation

We ensure our RE curriculum is of a high-quality RE by:

- Mapping the key knowledge, we expect our pupils to learn in each unit and across the years.
- Having a spiral curriculum which allows teachers and pupils to build on prior learning revisiting key concepts or comparing and contrasting beliefs, practice or texts from different religions or beliefs learned about through their time in our school.
- Sequenced units to build pupil's knowledge and experience of similar or contrasting beliefs or practice both within and across different religions and world beliefs.
- Ensuring that 'Ways of knowing' are appropriately taught alongside the substantive content and are not isolated from the content and concepts that pupils learn.
- Regularly encouraging pupils to reflect on what their learning means to them and the impact this might have on them personally.

Curriculum progression - three types of knowledge in RE

These broad types of knowledge are the 'pillars of progression' in RE. Getting better' at RE comprises knowing more and remembering more of these pillars as they are set out within the RE curriculum:

- first, '**substantive**' knowledge: knowledge about various religious and non-religious traditions
- second, '**ways of knowing**': pupils learn 'how to know' about religion and non-religion
- third, '**personal knowledge**': pupils build an awareness of their own presuppositions and values about the religious and non-religious traditions they study

Substantive content and concepts in RE

Through our curriculum we ensure that pupils explore religious practice and experience and we encourage pupils to make links by comparing and contrasting other religious and beliefs taught. For example, how both Christians and Muslims see God as compassionate or the difference in belief in prophets or gurus being messengers of God but Jesus as being part of the Trinity and the son of God. Activities are planned to ensure pupils explore religious stories, texts and practice. Pupils explore concepts as well as challenging questions.

Ways of knowing (disciplinary knowledge)

To ensure that we clearly teach each ways of knowing alongside substantive content, we ensure that each unit covers the disciplines of 'theology', 'philosophy' and 'human/social sciences'.

Theology believing – what do people believe and why? Foundational ideas and beliefs – where do ideas come from? The key sources of authority

Philosophy - thinking about big questions, values and morality asking questions about reality about good and evil and how we engage with the world around us/ Thinking and being aware of how we make judgments morality.

Human sciences – Living What impact has the view or belief had on individuals, community and society? understand the lived and diverse reality of religion and world views the impact of belief on individuals, communities and societies

When pupils study RE content, they do so 'from a position'. This position is their 'viewpoint' or perspective on the world, which is influenced by, for example, their values, prior experiences and own sense of identity. Through the curriculum at primary and secondary level, pupils build 'personal knowledge', which includes an awareness of the assumptions that they bring to discussions concerning religious and non-religious traditions

- Lessons will incorporate a variety of teaching strategies, including direct instruction, group discussions, visits to places of worship, and engaging with religious texts and artefacts.
- Links between RE and other subjects, such as history, art, and geography, will be established to promote interdisciplinary learning and a holistic understanding of religious and cultural contexts.
- Respectful dialogue, active listening, and open-mindedness will be encouraged during RE lessons, promoting a safe and inclusive environment for all students to express their opinions and beliefs.
- Resources and materials used in RE lessons will be diverse and inclusive, representing different religions and cultures, while ensuring they are appropriate for the age and maturity of the students.
- Continuous professional development opportunities will be provided for staff to enhance their subject knowledge, pedagogical skills, and understanding of diverse religious perspectives.
- Assessment methods will be employed to gauge students' progress and understanding, including formative and summative assessments, self-reflection, and peer evaluations.
- Regular communication and engagement with parents/carers will be maintained to inform them about the RE curriculum, provide resources.

Scaffolding

For children with SEND or EAL, adaptations are sometimes required. This may be through adult support, different material, vocab banks, visual aids or symbols, sentence stems or cloze activities as well as working with peers, and reading support.

Impact

Through our RE teaching and curriculum the impact on our pupils will be:

- **Spiritual Development:** Through our RE curriculum, students will have the opportunity to explore and develop their spirituality, cultivating a sense of awe, wonder, and personal connection with their own beliefs and the wider world.
- **Cultural Understanding and Respect:** By learning about different religions and belief systems, students will develop a deep understanding and respect for diverse cultures, fostering empathy, tolerance, and an appreciation for the richness of human diversity.
- **Moral and Ethical Awareness:** Our RE lessons will empower students to reflect on their own actions and choices, promoting a strong sense of personal integrity and ethical decision-making. Students will develop the skills and knowledge necessary to navigate complex moral dilemmas in an informed and compassionate manner.
- **Interfaith Dialogue and Collaboration:** Through respectful and open-minded dialogue, students will engage with peers from different faith backgrounds, fostering mutual understanding, cooperation, and the ability to work together for the betterment of their communities.
- **Lifelong Learning Skills:** Our RE curriculum will develop students' critical thinking, communication, and analytical skills, enabling them to engage with complex ideas, respect diverse perspectives, and contribute to constructive discussions about religion and belief throughout their lives.
- **Community Engagement and Partnerships:** By establishing partnerships with local faith communities and places of worship, students will have the chance to learn from and engage with individuals from different religious backgrounds, promoting interfaith understanding, and building positive relationships within the wider community