WOODMANSEY CE
PRIMARY SCHOOL

Building Strong Foundations • Unlocking Potential • Inspiring a Generation

Religion & Worldviews Policy

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Approved by: Governing Body

Date: September 2025

Next Review: September 2028

1. Relationship Between Charter, Policy and Planning

At Woodmansey CE Primary School, our curriculum is shaped by our vision of "Building Strong Foundations, Unlocking Potential, Inspiring a Generation." Religion & Worldviews contributes to this vision by helping pupils understand belief, belonging, meaning, morality and the influence of religion and worldviews on individuals, communities and society.

This policy explains how Religion & Worldviews is organised, taught, assessed and led at Woodmansey. It should be read alongside the Woodmansey Curriculum Statement, the Religion & Worldviews Charter, the Hull and East Riding of Yorkshire Agreed Syllabus for Religion and Worldviews, the Church of England Statement of Entitlement for Religious Education, the long-term curriculum plan, associated unit plans, the Collective Worship Policy, the Spirituality Policy and the school approach to inclusion and safeguarding.

2. Subject Overview

Religion & Worldviews is a rigorous, knowledge-rich and reflective subject. It enables pupils to study religious and non-religious traditions, explore different ways people make meaning, and understand how beliefs, practices and values influence life locally, nationally and globally.

At Woodmansey, the subject is not taught as personal persuasion or devotional instruction. It is taught as an academic, multidisciplinary subject in which pupils learn about religion and worldviews and learn how to think carefully, respectfully and critically about them. Pupils encounter Christianity, other major religious traditions and non-religious worldviews, while also recognising that people within the same tradition may live, interpret and express their worldview in different ways.

The curriculum develops religious literacy. This means pupils build secure knowledge of key beliefs, practices, texts, stories, people, communities, ethical questions and ways of living. It also means they learn to use appropriate vocabulary, ask thoughtful questions, interpret evidence and express their own ideas with increasing clarity and respect.

Religion & Worldviews at Woodmansey helps pupils to:

- understand Christianity as a living and diverse faith, particularly within the context of a Church of England school
- learn about a range of religious and non-religious worldviews with accuracy, depth and respect
- explore big questions about meaning, purpose, truth, identity, morality and belonging
- recognise diversity between and within traditions, avoiding stereotypes and simplistic generalisations
- develop the language and confidence needed for respectful dialogue

- reflect on their own developing worldview without being required to share personal beliefs
- understand how religion and worldviews shape culture, history, art, music, law, community life and personal choices

3. Intent

The Religion & Worldviews curriculum at Woodmansey is designed to develop pupils who are knowledgeable, thoughtful and respectful. Pupils learn that religion and worldviews are complex, diverse and significant. They learn that beliefs matter because they shape how people understand themselves, relate to others, respond to suffering, celebrate, worship, make moral decisions and imagine what it means to live well.

The curriculum aims to move pupils beyond surface familiarity with festivals or artefacts. It enables them to build systematic and powerful knowledge over time, returning to important ideas with increasing depth. Pupils learn substantive knowledge about specific traditions and worldviews, disciplinary knowledge about how those traditions can be studied and personal knowledge as they reflect carefully on their own questions, assumptions and values.

By the end of primary school, pupils should be able to speak with growing confidence about a range of religions and worldviews, use subject vocabulary accurately, explain similarities and differences carefully, recognise diversity within traditions, interpret sources and practices thoughtfully, engage with ethical and philosophical questions and show respect for people whose beliefs or ways of living may be different from their own.

4. Curriculum Structure and Sequencing

Woodmansey follows the Hull and East Riding of Yorkshire Agreed Syllabus for Religion and Worldviews. The curriculum is planned through a progression of units which balance Christianity with the study of other religious and non-religious worldviews. As a voluntary controlled Church of England school, Woodmansey gives significant attention to Christianity while ensuring pupils encounter a broad and balanced range of traditions and perspectives.

The subject is taught weekly and is not blocked. This protects the subject as a regular part of pupils' intellectual and spiritual development and allows concepts, vocabulary and questions to be revisited over time. In Key Stage 1, pupils receive at least 60 minutes of Religion & Worldviews each week. In Key Stage 2, pupils receive at least 75 minutes each week.

Curriculum Element	How this works at Woodmansey

Christianity	Studied throughout the school through biblical texts, Christian belief, Church practice, festivals, moral teaching, worship, community life and visits to Christian places of worship.
Focus faiths and worldviews	Units are planned so pupils encounter other religious and non-religious worldviews in a structured and meaningful way, including through visits, visitors, stories, artefacts, festivals and lived experience.
Disciplinary lenses	Units use Theology, Philosophy and Social Sciences to help pupils understand what kind of question they are asking and how knowledge is being developed.
Key concepts	Important ideas such as belonging, creation, temptation, sacrifice, justice, freedom, sacredness, faith, community and hope are revisited with increasing depth.
Local and global context	Pupils learn about religion and worldviews in their local community, in Britain and across the world.
Unit plans	Each unit identifies prior learning, future learning, key questions, vocabulary, essential knowledge, disciplinary skills, suggested enquiry and expected outcomes.

The curriculum is deliberately connected to wider school life, but Religion & Worldviews retains its own disciplinary identity. Lessons may link with English, history, geography, art, music, PSHE, collective worship and spirituality, but they must remain focused on the intended Religion & Worldviews knowledge and questions rather than becoming generic moral education or creative activity.

5. Knowledge in Religion & Worldviews

High-quality Religion & Worldviews depends on clarity about what pupils are learning. At Woodmansey, unit plans identify both the knowledge pupils should acquire and the ways of thinking they should practise. The curriculum develops three connected forms of knowledge.

Type of Knowledge	What this means in Religion & Worldviews	Examples at Woodmansey
Substantive knowledge	Knowledge about religions and worldviews: beliefs, practices, stories, texts, people, traditions, concepts, places, symbols and ways of living.	Knowing what Christians believe about creation, temptation, Easter or justice; knowing how a faith community may express belonging, worship, celebration or service.
Disciplinary knowledge	Knowledge of how the subject works: how we ask questions, use evidence, interpret texts, compare viewpoints and understand lived experience.	Using Theology to explore sacred texts, Philosophy to consider moral or ultimate questions, and Social Sciences to investigate how beliefs are lived in community.
Personal knowledge	Careful reflection on pupils' own assumptions, questions and developing worldview, without requiring disclosure of private belief.	Considering what makes something special, how people decide right and wrong, how communities show belonging or how people respond to hope and suffering.

6. Disciplinary Lenses

The agreed syllabus frames Religion & Worldviews through three mutually supportive lenses. These lenses help pupils understand that different questions require different ways of thinking. Teachers should make the lens clear where appropriate so pupils know whether they are investigating belief, reasoning about meaning and ethics, or exploring lived experience.

Lens	Core Question	Pupils learn to...
Theology	What do people believe and where do these beliefs come from?	Explore sacred texts, stories, sources of authority, beliefs about God, creation, humanity, salvation, worship and religious tradition.

Philosophy	How do people reason about meaning, truth, morality and existence?	Ask and respond to big questions, consider arguments, distinguish opinion, belief and fact, and reason about right and wrong, purpose and truth.
Social Sciences	How are religions and worldviews lived by individuals and communities?	Investigate practice, community, identity, diversity, ritual, celebration, belonging, local lived experience and the impact of belief on daily life.

These lenses prevent Religion & Worldviews from becoming either a list of isolated facts or a series of personal opinions. They help pupils understand that the subject has methods, evidence, vocabulary and ways of reasoning.

7. Implementation

i. Teaching Approach

Religion & Worldviews lessons should be thoughtful, enquiry-rich and respectful. Teachers introduce key knowledge clearly, use precise vocabulary and help pupils connect new learning to what they already know. Lessons should include opportunities for pupils to listen, observe, read, discuss, interpret, compare, question, reflect and explain.

Effective teaching includes:

- clear teaching of key concepts, vocabulary and background knowledge
- careful use of sacred texts, stories, artefacts, images, music, art, visitors and visits
- questions that move pupils beyond simple recall towards explanation, interpretation and reasoning
- opportunities for respectful dialogue where pupils can hear and respond to different perspectives
- careful distinction between learning about a worldview and being asked to participate in that worldview
- regular retrieval of prior learning so pupils can build a connected understanding over time
- high-quality written, oral, creative or reflective outcomes that demonstrate the intended RE learning

ii. Enquiry, Dialogue and Reflection

Pupils should be encouraged to ask questions that are curious, careful and respectful. Some questions will have factual answers; others will invite interpretation, disagreement or reflection. Teachers should help pupils understand the difference

between these types of questions and support them to use evidence and reasoning rather than assertion alone.

Reflection is important, but it must be handled sensitively. Pupils may consider their own ideas and responses, but they should not be required to disclose personal beliefs. The classroom should be a safe space where pupils can think, listen and respond without pressure, ridicule or assumption.

iii. Use of Texts, Artefacts, Visitors and Visits

Religion & Worldviews should be rooted in rich encounters with texts, artefacts, places and people. Pupils should learn that these sources need careful handling. Sacred texts are not simply stories; artefacts are not simply objects; visitors do not represent every member of a tradition. Teachers should frame each source clearly so pupils understand what it can and cannot tell us.

Visits to places of worship and encounters with faith or worldview representatives are used to deepen understanding of lived religion and community practice. Visitors should be briefed carefully so their contribution supports the planned curriculum and remains appropriate for the age and stage of pupils.

iv. Recording and Floor Books

The majority of pupil work should be recorded in Religion & Worldviews exercise books. Floor books may be used to capture whole-class discussion, key questions, photographs, shared responses, visitor experiences or collaborative enquiry. Floor books should support, not replace, pupils' individual opportunities to think, explain and demonstrate learning.

v. Mastery Principles

In Religion & Worldviews this means:

- Coherence - learning builds over time. Concepts, traditions, vocabulary and disciplinary lenses are revisited so pupils develop increasingly connected understanding.
- Variation - pupils encounter diversity between and within worldviews, different forms of evidence and different kinds of question. This prevents simplistic or stereotyped thinking.
- Structure - units are organised around clear questions, concepts, knowledge and outcomes. Pupils know what they are investigating and why it matters.
- Fluency - pupils become more confident using religious and worldview vocabulary, explaining ideas, interpreting evidence and discussing complex questions respectfully.
- Making Connections - pupils link beliefs, practices, texts, communities, ethics, culture and their own reflections, recognising how worldviews shape life.

8. Vocabulary

Vocabulary is central to religious literacy. Key vocabulary is identified in unit plans and must be taught explicitly. Pupils should learn the meaning of subject-specific words, use them accurately and understand when words may have different meanings inside and outside religious contexts.

Teachers should model accurate language and avoid vague or inaccurate phrasing. For example, pupils should learn to distinguish between religion, worldview, belief, faith, tradition, denomination, worship, ritual, symbol, sacred, secular, atheist, agnostic, humanist, community and personal worldview where appropriate to age and stage.

9. Misconceptions and Sensitive Content

Teachers should anticipate and address misconceptions carefully. Common misconceptions include the idea that all members of a religion believe or practise in exactly the same way; that religious traditions are fixed and unchanging; that festivals are the whole of religion; that non-religious people have no worldview; or that learning about a religion means being asked to believe it.

Some content may touch on sensitive questions about identity, family life, death, suffering, conflict, discrimination or moral disagreement. Teachers should handle these with care, accuracy and age-appropriate language. Pupils should be helped to disagree well, speak respectfully, avoid stereotypes and recognise the dignity of others.

10. Inclusion and Adaptive Teaching

All pupils are entitled to access Religion & Worldviews. Adaptive teaching should preserve the ambition of the curriculum while removing barriers to learning. Pupils with SEND, pupils who are disadvantaged, pupils with English as an additional language and pupils with different prior experiences should be supported to engage with key concepts and questions.

Support may include:

- pre-teaching or revisiting key vocabulary
- using images, artefacts, stories and concrete examples to support abstract concepts
- carefully structured discussion and sentence stems
- adult support that prompts thinking rather than replacing pupils' own responses
- alternative ways of recording, including oral explanation, drawing, sorting, mapping or supported writing
- clear links to prior learning and familiar contexts

Teachers should not make assumptions about pupils' beliefs, religious background or family practice. Pupils should not be expected to speak on behalf of a religion, culture or worldview because of their personal or family identity.

11. Challenge and Pupils with Strong Aptitude

Pupils who demonstrate strong aptitude in Religion & Worldviews should be challenged to think with greater precision, depth and independence. Challenge should not simply mean writing more. It should require pupils to reason more carefully, use evidence more effectively and recognise complexity.

Challenge may include:

- comparing diversity within a tradition rather than only between traditions
- explaining how a belief influences practice or ethical decision-making
- distinguishing opinion, belief, fact, interpretation and evidence
- using disciplinary lenses independently when responding to questions
- exploring alternative viewpoints and evaluating reasons respectfully
- making connections between religious, philosophical, social, cultural and historical contexts

12. EYFS Foundations

In the Early Years, foundations for Religion & Worldviews are developed primarily through Personal, Social and Emotional Development and Understanding the World. Children begin by exploring belonging, special people, special places, celebration, stories, kindness, wonder, difference and care for the world.

EYFS provision may include stories, role play, celebration, visitors, artefacts, songs, images, food, art and opportunities to talk about family and community life. These experiences prepare children for Key Stage 1 by developing curiosity, respect, language, listening and the ability to notice similarities and differences.

13. Assessment and Impact

FLiC (Framing Learning in Classrooms) is used to record and track pupils' attainment and progress against the curriculum objectives. Teachers update FLiC at appropriate points using practical evidence and their professional judgement. This information helps to identify next steps, inform future teaching and monitor the progress of individual pupils and groups over time.

Unit plans identify expected outcomes and support teachers in judging whether pupils are developing, secure or enhancing in relation to the intended learning. Assessment should focus on what pupils know, understand and can explain within the subject, rather than on personal belief or attitude.

By the end of primary school, pupils should:

- have secure knowledge of Christianity and a range of religious and non-religious worldviews
- use subject vocabulary with increasing accuracy and confidence
- recognise diversity within and between traditions
- explain how beliefs may influence practice, community, ethics and identity
- use Theology, Philosophy and Social Sciences to ask and answer different kinds of questions
- interpret texts, artefacts, rituals, stories and lived experiences thoughtfully
- engage in respectful dialogue and reflect carefully on their own developing worldview
- understand the importance of religion and worldviews in local, national and global life

14. Leadership, Monitoring and Review

The subject leader supports the development of Religion & Worldviews across the school by maintaining curriculum clarity, supporting staff subject knowledge and monitoring the quality and impact of provision. The subject leader is not expected to know everything about every tradition, but should understand how the subject is best taught, organised and evaluated.

Monitoring may include:

- reviewing unit plans and checking alignment with the agreed syllabus
- looking at pupil books and floor books
- talking with pupils about what they know, remember and can explain
- supporting teachers with subject knowledge, vocabulary and sensitive questions
- monitoring the balance between Christianity, other worldviews and disciplinary lenses
- reviewing the quality of visits, visitors and enrichment opportunities
- contributing to subject self-evaluation, governor reporting and school improvement planning

The policy is reviewed regularly to ensure provision remains aligned with the agreed syllabus, Church of England expectations, current research and the needs of pupils at Woodmansey.

15. Enrichment, Worship and Wider School Life

Religion & Worldviews is enriched through visits to places of worship, visitors from faith and worldview communities, links with the Diocese of York, festival and food days, Christian distinctiveness and wider opportunities to encounter religion and worldviews as lived realities.

Collective worship and Religion & Worldviews are related but distinct. Collective worship contributes to the Christian life and spiritual rhythm of the school. Religion & Worldviews is curriculum learning and should be planned, taught and assessed as an academic subject. Both contribute to pupils' understanding of faith, spirituality, values and community, but they should not be conflated.

16. Right of Withdrawal

Parents have the legal right to withdraw their child from all or part of Religion & Worldviews. Woodmansey respects this legal right and will work constructively with parents to explain the aims, content and educational value of the curriculum. However, the school will ensure that parents considering withdrawal are aware of the aims, content and educational value of the curriculum and are offered the opportunity to discuss any concerns with the Headteacher and/or subject leader.

Where a pupil is withdrawn, the school will supervise the pupil but is not required to provide alternative curriculum teaching. The request should make clear whether withdrawal is from the whole subject or from specific aspects of the curriculum.

17. Subject-Specific Non-Negotiables

The following expectations protect the quality and integrity of Religion & Worldviews at Woodmansey.

Weekly entitlement
Religion & Worldviews is taught weekly: at least 60 minutes in Key Stage 1 and at least 75 minutes in Key Stage 2. It is not blocked.

Curriculum focus
Lessons must remain focused on Religion & Worldviews knowledge and disciplinary thinking, even when creative or cross-curricular methods are used.

Disciplinary lenses
Teachers should use Theology, Philosophy and Social Sciences to clarify the type of enquiry and deepen pupils' understanding.

Respectful dialogue
Classrooms should support careful listening, thoughtful questioning, respectful disagreement and age-appropriate discussion.

No assumptions
Pupils must not be assumed to hold particular beliefs or asked to represent a religion or worldview because of personal identity.

Lived experience

Pupils should encounter religion and worldviews as lived, diverse and complex, including through visits, visitors, stories, artefacts and local context.

Christian entitlement

As a Church of England school, pupils should gain a strong understanding of Christianity while also studying a broad range of religious and non-religious worldviews.

Recording

Most individual learning should be recorded in exercise books. Floor books may be used to capture shared enquiry, discussion, visitors and collective experiences.

Safeguarding and safety

Visitors must be appropriately briefed and checked. Educational visits must follow Evolve and school risk assessment procedures.