

West Exmoor Federation



Religious Education & Worldviews Policy

May 2025

'Educating with love, for life in all its fullness'

West Exmoor Federation – Religious Education and Worldviews Policy

Vision and Values

We share the Church of England's vision for education that is deeply Christian and serves the common good. Our purpose is to enable the children and communities we serve to flourish as they experience education for wisdom, hope, community and dignity and discover life in all its fullness.

Our federation's vision, to 'educate with love for life in all its fullness', (based on Corinthians 13:7 and John 10:10) is realised through our CARIS values. Across our federation, our vision and values are central to our Christian ethos and is embedded throughout our curriculum and in our daily school life. They are an intrinsic part of what makes our federation unique.

Entitlement & the Legal Position of REW

Religious Education and Worldviews (REW) has a high profile across the West Exmoor Federation and makes a significant contribution to preparing pupils for life in modern Britain. Through inclusive learning opportunities, children are inspired to develop a wide range of skills such as enquiry, analysis, interpretation, evaluation and reflection. These skills deepen their understanding of the impact of religion and beliefs on the world. Christianity is taught as a living and diverse faith, focused on the teachings of Jesus and the Church, alongside a range of other religious and non-religious worldviews. REW encourages children to learn from different religions, beliefs, values and traditions while creating a safe space for them to explore their own beliefs and questions of meaning.

The governors have adopted the Devon, Torbay and Plymouth Locally Agreed Syllabus (updated Sept 2024) which incorporates Understanding Christianity. Our REW curriculum reflects the Church of England Statement of Entitlement 2019.

In order to allow our children to have the opportunity to explore deeper questions about life and to learn about Christianity, alongside a wide range of other faiths and worldviews, REW is treated as a core subject. Further to this, we allocate more than 5% of curriculum time to the subject, incorporating visits, visitors and special events. This time is distinct from the time allocated to collective worship. Christianity is the majority study in REW with at least 50% of the curriculum dedicated to the teaching of Christianity.

Section 48 of the 2005 Education Act requires the inspection of Religious Education in schools which have a religious character. This is the Statutory Inspection of Anglican and Methodist Schools (SIAMS). Lynton CE(VA) and Parracombe CE(VC) are both inspected by SIAMS.

Aims of R.E

We seek to teach our children:

- a) To develop an awareness of their own unique value and that of others in the context of the school, their family and the community .
- b) To engage with challenging questions of meaning and purpose.
- c) To know about, and understand, Christianity as a living faith which has most shaped British culture and heritage and influences the lives of people worldwide.
- d) To know about, and understand, other major world religions and worldviews, including their impact on society, culture and the wider world.
- e) To develop an awareness of their own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.
- f) To develop a positive attitude towards other people, respecting the right to hold different religious beliefs and value systems from their own.

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- g) To broaden their horizons, explore situations of injustice and inequality, develop a concern for others and become advocates of change.

How We Approach the Teaching of REW

In line with the Church of England RE Statement of Entitlement (2019), across the West Exmoor Federation, we aim to provide:

- A curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice.
- A curriculum that draws on the richness and diversity of religious experience worldwide.
- A curriculum that aligns with and promotes our CARIS Values (Curiosity, Achievement, Respect, Inspiration and Support).
- The opportunity for children to deepen their understanding of religious and non-religious worldviews as lived by believers.
- A pedagogy that instils respect for different views and interpretations; and, in which real dialogue and theological enquiry takes place.
- Engaging, varied and inclusive learning activities that provide for the needs of all learners, supported by high quality resources.
- The opportunity for children to develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection.
- REW that makes a positive contribution to SMSC development and also to children's understanding of British values.
- An assessment process which has rigour and demonstrates progression based on knowledge and understanding of core REW concepts.

Children experience opportunities to learn and express themselves through an enquiry-based style of learning which includes:

- Experiencing a variety of teaching and learning approaches.
- Engaging with teacher presentations, role play, drama and storytelling.
- Making their own presentations.
- Posing and discussing 'big' and challenging questions.
- Reading and critically analysing texts.
- Interpreting information from different sources.
- Researching information for themselves from books and online.
- Listening to and discussing with their teacher and peers.
- Engaging in pair and group work.
- Exploring a range of media such as artefacts, pictures, photographs, music and drama.
- Experiencing visits and visitors to connect with diverse faith and belief communities.
- Taking part in outdoor learning.
- Taking time for listening, reflection and dialogue.

Teaching in REW challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and worldviews in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. Questions, views and opinions are treated with sensitivity and respect. Teaching enables our children to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

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In both key stages Religious Education & Worldviews will be based on three main concepts:

Making Sense of Belief

- Engaging in core texts – for example, passages from the Bible or the Qu’ran.
- Finding out about the key beliefs held by believers, or those without religious belief.

Understanding the Impact

- Discovering and exploring religious and non-religious behaviours and practices which stem from the core texts and beliefs.

Making Connections

- Consider how the concepts and ideas raised can impact on our children’s own lives and thinking.
- Consider how similar ideas can link between religious and non-religious worldviews and how these ideas and ideals can affect a larger community or country.
- Begin to evaluate and justify one’s own opinions and responses to learning.

In the planning of the schemes of work it will be recognised that many children will have value systems which are not based on religious belief.

Units of work will be planned so that our children will acquire knowledge and understanding of the focused faiths whilst taking into account the Church of England foundation of our schools.

Skills and Attitudes

The expectation is that all children are religiously literate when they leave our federation and, as a minimum, they are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and world views.
- Engage in meaningful and informed dialogue with those of other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.
- Have the opportunity to broaden their horizons, explore situations of injustice and inequality, develop a concern for others and become advocates of change.

Spiritual, Moral, Social and Cultural Education (SMSC)

As a Church of England Federation the context of SMSC lies in our Christian vision and values and in British values.

The federation takes an active approach in the development of SMSC aspects of our children’s education which is reinforced by many of our policies, particularly those concerned with behaviour, equal opportunities, personal, social and health education.

All people who come in to our schools are valued as individuals. They should set and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility. The role model standards will be practiced by all staff in order to set an effective example for our children.

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Through REW pupils will be introduced to a broad spectrum of beliefs. They will be encouraged to value other people's opinions and develop a questioning mind across a wide area of the curriculum.

Equality of Opportunity and Meeting Individual Needs

Across the federation, we will ensure an understanding of the following principles that:

- people have different lifestyles, beliefs and values but share a common humanity and are independent;
- all people have a right to their own beliefs;
- respect should be shown to those of faith and those of no faith;
- the diversity of the roles of both women and men in religion should be explored;
- no-one should be discriminated against because of a code of dress, diet or religious observances;
- a global perspective is necessary as the experiences of a faith community in Britain may be different from those of the same faith elsewhere;
- faith and culture are not one and the same and should be explored as separate concepts;
- that within any faith community there are different traditions, customs and practices;
- stereotypes should be challenged and material explored for bias;
- the language used is not sexist or racist;
- good practice in religious and worldviews education will challenge discrimination and prejudice.

Assessment, Recording & Reporting

The assessment, recording, reporting and monitoring of childrens' progress in REW will be conducted in a way which is consistent with the federation's policy. It will recognise that whilst knowledge can be assessed, there will be aspects of childrens' work that it would not be appropriate to assess.

Assessment, Recording and Reporting of REW will:

- Be directly related to the expectations of the Agreed Local Syllabus.
- Seek to identify development in the different areas of learning in REW and the three key concepts of Making Sense of Belief, Understanding the Impact & Making Connections.
- Recognise the range of skills and attitudes which the subject seeks to develop.
- Help children to recognise the degree of progress which they have made in REW and enable them to identify ways of improving their work.
- Ensure that children are actively involved in reviewing their own work.
- Employ well defined criteria for assessment which identify progress and achievement as well as effort, following the federation's Assessment & Feedback Policy.
- Enable effective tracking of progress to identify areas for development for an individual's knowledge and understanding, as well as whole federation areas for development.
- Enable effective reporting to parents.
- Be manageable in the time available, make reasonable and realistic demands on teachers and minimise the amount of unnecessary duplication.

Formative and summative assessments will take place in each sequence of learning to inform teachers' planning and to indicate where progress has been made. This information will inform the end of year report to parents and will be passed on to the next class teacher.

Monitoring of RE

Members of the Humanities Curriculum Group will conduct regular monitoring activities to highlight strengths and identify any areas for further support or resourcing. REW is further monitored through the strategic monitoring and evaluation process of the Governing Board where it is reviewed in the federation's self-evaluation with the support of the Vision and Values Committee.

Staff training and development

All staff have access to RE CPD as identified within the current federation improvement plan. This is either 'in house', through the Diocese, via NATRE or other appropriate support. The Humanities Curriculum Group endeavour to keep up to date with information, initiatives and developments in REW and disseminate this as appropriate.

Managing the right to withdraw from REW

REW is taught as an engaging, inclusive and enquiry-led subject, open to all and at the centre of the curriculum, and we would hope that all parents would understand the value of this for all children. However, parents do have a right by law to withdraw their children from Religious Education lessons. In this event, we will undertake responsibility for their supervision with regard to safeguarding & health and safety. The school follows the guidance offered by the Diocese of Exeter and we always encourage parents to discuss any concerns they may have about the REW curriculum with the Executive Headteacher or Head of Teaching & Learning before making a final decision. Requests for full or partial withdrawal need to be made to the Executive Headteacher in writing.

West Exmoor Federation – REW Curriculum Overview (2025 – 2029)									
	2025/26 & 2027/28					2026/27 & 2028/29			
EYFS	U3: Being Special: Where do we belong?	U1: Why is the word 'God' so important to Christians? (Creation)	U5: What places are special and why?			U3: Being Special: Where do we belong?	U1: Why is the word 'God' so important to Christians? (Creation)	U5: What places are special and why?	
	U2: Why is Christmas special for Christians? (Incarnation)	U4: Why is Easter special to Christians? (Salvation)	U6: What stories are special and why?			U2: Why is Christmas special for Christians? (Incarnation)	U4: Why is Easter special to Christians? (Salvation)	U6: What stories are special and why?	
KS1	U15: Who is Muslim and how do they live (Part 1)?	U17: Who is Muslim and how do they live (Part 2)?	U13: Part 1 - What is the good news that Christians say Jesus brings? (Gospel)			U7: Who do Christians say made the world? (Creation)	U10: What do Christians believe God is like? (God)	U14: Part 2 - What is the good news that Christians say Jesus brings? (Gospel)	
	U8: Why does Christmas matter to Christians? (Incarnation)	U16: Why does Easter matter to Christians? (Salvation)	U18: What makes some places sacred to believers?			U11: What does it mean to belong to a Faith Community?	U9: Who is Jewish and how do they live?	U12: How should we care for the world and others and why does it matter?	
LKS2	U23: What do Christians learn from the creation story? (Creation/Fall)	U19: What is it like for someone to follow God? (People of God)	U24: How and why do people try to make the world a better place?			U27: What do Hindus believe God is like?	U29: What does it mean to be a Hindu in Britain today?	U20: What is the Trinity and why is it important for Christians? (Incarnation/God)	
	U22: How do festivals and family life show what matters to Jewish people?	U21: How do festivals and worship show what matters to a Muslim?	U25: What kind of world did Jesus want? (Gospel)			L2:13: How do people from religious and non-religious communities celebrate key festivals?	U28: Why do Christians call the day Jesus died Good Friday? (Salvation)	U24: How and why do religious and non-religious people try to make the world a better place?	
UKS2	U41: For Christians, what kind of King is Jesus? (Kingdom of God)	U34: Creation & Science – Conflict or Complimentary?	U39: Why do Hindus want to be good?			U31: What does it mean if Christians believe God is Holy & Loving? (God)	U32: What does it mean to be a Muslim in Britain today?	U2,13c: What can be done to reduce racism? Can religion help?	
	U38: Was Jesus the Messiah? (Incarnation)	U2,14: What do religious and non-religious worldviews teach about caring for the Earth?	U2,11: What does it mean to be a Humanist in Britain today?			U33: Why is the Torah so important to Jewish people?	U36: What matters most to Humanists & Christians?	U37: What would Jesus do? (Gospel)	

	Christianity	Islam	Judaism	Hinduism	Humanism		Thematic
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