

Religion and Worldviews Policy			
Policy Number	Curriculum and Standards	Date of Issue	June 2026
Status		Review Date	June 2029
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THE MORTIMER FEDERATION OF ST JOHN'S AND ST MARY'S

RELIGION AND WORLDVIEWS POLICY

The Mortimer Federation of St. John's and St. Mary's curriculum allows pupils to "Share Your Light", live "Life in all its Fullness" and instil the values of Respect, Resilience and Aspiration.

Intent

In order to build a Religion and Worldviews curriculum which develops learning and results in the acquisition in knowledge and skills our intent is:

- to enable the children to gain knowledge and understanding of a range of religions and worldviews;
- to promote a thirst for finding out about the importance of faith for different people and how this impacts on their lives, by engaging with believers;
- for the children to use their knowledge to participate respectfully in challenging but informed and balanced conversations;
- to ensure that children have many opportunities to reflect on their own beliefs and potentially developing their own worldviews, comparing them to those of others, embracing the similarities and respecting the differences;
- to raise and maintain high standards of religious literacy throughout the school.

End of Key Stage Points

Foundation Stage

Know about **similarities** and **differences** between themselves and others, and among families, communities and traditions within Christianity and Hinduism. Know that other children don't always enjoy the same things, and are sensitive to this.

Key Stage 1

Recognise simply the **core beliefs** of Christianity and Judaism. Retell a range of **religious stories** and explain how these stories link to Christian and Jewish beliefs. Describe some Christian and Jewish **festivals, celebrations** and **practices**, saying how they reflect the beliefs of believers. Recognise the **role** of priests and rabbis, and the Bible and the Tanakh within the faiths.

Key Stage 2

Years 3 and 4

Explain the **significance** of religious leaders and sacred texts such as the Bible, the Tanakh and the Qur'an. Describe a range of ways that Christians, Jews, Muslims and Hindus **express** their core beliefs, and **make links** between their belief and how they express this. Identify how Christian, Jewish, Muslim and Hindu beliefs can guide **lifestyle choices**. Recognise how **religious identity** can be shaped by the believer's family, community and what they practice.

Years 5 and 6

Describe and explain what **motivates** and **inspires** Christians, Sikhs, Muslims and Humanists, and how this can be reflected in their actions/how they practice their faith/values. Explain and demonstrate how and why Christians, Sikhs, Muslims and Humanists show **courage** and **commitment**. Explain how beliefs, practices and community can support or determine responses to matters of **life and death**. Give

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examples of how core beliefs can be **interpreted** in different ways, leading to **diverse expression and behaviour**.

Implementation

Time Allocation

Religious Education is taught for at least 36 hours per year in Key Stage 1 and at least 45 hours per year in Key Stage 2. It is taught weekly as discrete lessons but is also threaded through literacy, drama, art and story/class novel time. It may be linked to Collective Worship and Religion and Worldviews theme weeks.

Organisation

In Foundation Stage, children explore Christianity and Hinduism; Christianity and Judaism are explored in Key Stage 1; and Judaism, Islam, Hinduism and Sikhi are explored in addition to the main faith of Christianity in Key Stage 2.

Teaching Plans

Key questions and outcomes in the Pan-Berkshire Agreed Syllabus for Religious Education 2018-2023 are followed and units of work are planned from the Understanding Christianity resource, the Oxford Diocesan RE units and from guidance and current thinking taken from CPD accessed by the Religion and Worldviews co-ordinator.

Information Technology

Children should be encouraged to make full and appropriate use of IT both as an area of study and as a valuable tool to support their work in Religion and Worldviews.

Resources

Resources at Mortimer St John's are stored in the PPA room, with artefacts, books and photos stored by religion. Class discussion big books are kept in each classroom to record children's work, photos and prayers. These are kept near to the Religion and Worldviews Working Wall and the class reflection area with a Bible and prayers. At Mortimer St Mary's, each class has a discussion book and set of Understanding Christianity 'Big Story' pictures. Resources are stored in the Cottage Religion and Worldviews cupboard, each year group having their own shelf, and a variety of Bibles are stored in classrooms and in the Religion and Worldview Cottage cupboard. Children have access to practical resources and are given opportunities to listen to and interact with different beliefs through visitors coming into school, visits to places of worship and through ICT.

Health and Safety

Staff should be aware of the relevant risk assessments when planning off-site visits.

Right to Withdraw

Parents/carers have the legal right to withdraw their child from Religion and Worldviews, through written request to the Executive Headteacher.

Equal Opportunities and Special Educational Needs

Through the study of Religion and Worldviews, children will gain knowledge, understanding and respect for other beliefs, cultures and traditions, as well as their own. This will prepare them for a world of different beliefs and viewpoints. Lessons will be interactive and taught through a variety of different strategies to enable them to be accessible to all children.

Assessment, record keeping and marking

Children will be assessed at the end of each unit and recorded on the School Assessment tracker. They will be assessed against the expected outcomes for Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2 set out in the Pan-Berkshire Agreed Syllabus for Religious Education 2018-2023. Foundation Stage children will be assessed against the Early Learning Goals. Assessment may be recorded in a variety of

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ways, for example, written work, discussions / drama / hot seating (recorded on Seesaw) or through artwork. Written work will be marked according to the Marking Policy.

Impact

The impact of the Religion and Worldviews curriculum will enable all pupils to achieve their full potential; support all pupils to have the skills and knowledge to prepare them for Secondary and Further Education; and to prepare pupils for the opportunities, responsibilities and experiences for later life.

Monitoring of Impact

The curriculum co-ordinator should be aware of the on-going development of Religious Education and keep abreast of current thinking and initiatives; will attend relevant training; will oversee and organise resource requirements; offer support and advice as appropriate; will motivate and encourage colleagues in their Religion and Worldviews teaching. The Executive Headteacher, Heads of Schools and Religion and Worldviews Co-ordinator will be responsible for the implementation of teaching and learning of this policy. The Religion and Worldviews Governor monitors the delivery and impact through discussions with the curriculum co-ordinator and class visits. The impact of high quality Religion and Worldviews lessons will be evidenced by curious children who ask and answer questions using an increasing vocabulary, theological ideas and linking both between and within religions and other viewpoints.

A religiously literate person actively develops an understanding of their own worldview and can engage in deep, genuine and respectful dialogue with others.

Chair of Curriculum Committee and Standards Committee

Date

Share Your Light

John 10:10 "Life in all its fullness"