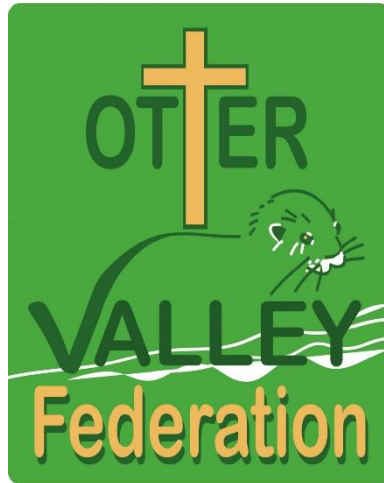


Believing and Achieving Together to be the Best We Can Be



***We aim to reflect God's love, " I have come that
they may have life, and have it to the full."
John 10:10***

OTTER VALLEY FEDERATION

Religious Education & Worldviews Policy

**This policy has been adopted by the Full Governing Board of The
Otter Valley Federation**

**This policy is reviewed by Parent and Christian Community Links
Lead Portfolio Governor**

Next Review Autumn 2025

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 pupils and communities we serve to flourish as they experience education for wisdom, hope, community and dignity and discover life in all its fullness which Jesus offers.

Our Federation's vision that **'we believe and achieve together to be the best we can be'** and 'live life to the full' (John 10:10) is realised through our Federation HEART Values. These values are embedded in our Religious Education and Worldviews curriculum (RW), wider curriculum and in our daily school life. They are very much an intrinsic part of what makes our federation unique.

Entitlement & the Legal Position of R.W

RW has a very high profile within the Otter Valley Federation curriculum and makes a significant contribution to preparing pupils for life in modern Britain. Learning activities provide fully for the needs of all learners. Pupils will be inspired by the subject and develop a wide range of skills such as enquiry, analysis, interpretation, evaluation and reflection, to 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. RW encourages pupils 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 and our RW curriculum reflects the Church of England Statement of Entitlement 2019.

In order to allow the children to have the opportunity to explore deeper questions about life and to learn about Christianity alongside a wide range of other faiths and cultures it is placed at the core of our curriculum. 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 RW. At least 50% of study in RW is 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).

Aims of R.E

We seek to teach our pupils:

- 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 encourage an awareness of God and the significance of Jesus Christ.

- d) To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- e) To enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- f) To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.
- g) To develop a positive attitude towards other people, respecting the right to hold different religious beliefs and value systems from their own and to engage in dialogue with a range of religions and world views.
- h) To explore situations of injustice and inequality, opening pupils' horizons and giving them a concern for others and become advocates of change.

How We Approach the Teaching of R.E

In line with the Church of England RE Statement of Entitlement [2019] at Otter Valley 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 HEART Values (Hope / Empathy/Achievement/Reflection and Thankfulness)
- The opportunity for pupils to deepen their understanding of the 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 and varied learning activities that provide for the needs of all learners, supported by high quality resources
- The opportunity for pupils to develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection
- RE that makes a positive contribution to SMSC development and also to pupils' understanding of British values
- An assessment process which has rigour and demonstrates progression based on knowledge and understanding of core religious concepts

Pupils experience opportunities to learn and express themselves through an enquiry-based style of learning by:

- Experiencing variety of teaching and learning approaches
- Engaging with teacher presentations, role play, drama and story telling
- 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 in libraries and on computers
- Listening to and discussing with the teacher and other pupils
- 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 RW challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and world views 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 pupils 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.

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 children's own lives and thinking.
- Consider how similar ideas can link between religious and non-religious world views and how these ideas and ideals can affect a larger community or country.
- Begin to evaluate and justify own opinions and responses to learning.

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

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

Skills and Attitudes

The expectation is that all pupils are religiously literate when they leave our schools and as a minimum pupils 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 in their search for God and meaning.
- 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 explore situations of injustice and inequality, opening pupils' horizons and giving them 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 schools take an active approach in the development of SMSC aspects of our pupils' 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 the pupils.

Through RW 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.

Spiritual Development: The Otter Valley Federation has defined spirituality as: Being curious and developing an awareness of myself, others, everything around me and beyond.

Spirituality is a core component to 'living life in all its fullness' as the mind, body and soul needs to be nurtured equally. It relates to fundamental questions about the meaning and purpose of life which affect everyone and is not dependant on a religious belief. It is also based on the search for ways to answer questions about life and a search for identity. Refer to our OVF Spirituality Framework to provide more detail.

Moral Development: this can be defined as personal development relating to human behaviour, especially the distinction between good/bad, right/wrong.

Social Development: this can be defined as personal development concerned with living and learning in a community rather than alone.

Cultural Development: this can be defined as the total of inherited beliefs, ideas, values and knowledge of a particular community and the engagement of people to build on and improve their shared culture through social action as well as pupils gaining experience of people and places associated with different religious traditions.

Equality of Opportunity and Meeting Individual Needs

Based on Christ's teaching, our schools 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 education will challenge discrimination and prejudice.

Assessment, Recording & Reporting

The assessment, recording, reporting and monitoring of pupils' progress in RE 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 pupils' work that it would not be appropriate to assess. Pupils should never be pressurised into disclosing personal or private information and no assessment of judgement should be made of their willingness or unwillingness to do so.

Assessment, Recording and Reporting of RW will:

- Be directly related to the expectations of the Agreed Local Syllabus.
- Seek to identify development in the different areas of learning in the subject and three key concepts of **Making Sense of Belief, Understanding the Impact & Making Connections** and not only in the acquisition of factual knowledge.
- Recognise the range of skills and attitudes which the subject seeks to develop.
- Help pupils to recognise the degree of progress which they have made in RW and

enable them to identify ways of improving their work.

- Ensure that pupils are actively involved in reviewing their own work.
- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's Assessment & Feedback Policy.
- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development.
- Enable effective reporting to parents.
- Be conducted in the kind of positive, supportive and constructive climate which recognises the needs and anxieties of pupils.
- 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 block of work 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 RW

Curriculum Action Teams (CAT) will conduct regular monitoring activities to highlight strengths and areas for further support in teaching and learning and to manage resources. It is further monitored through the strategic monitoring and evaluating process of the Governing Board where it is reviewed in the school's self-evaluation with the support of a Lead Governor for Christian Community & Parent Governor.

Staff training and development

All staff have access to RW CPD in line with the CAT's identified areas for development. This is either 'in house' or through diocesan or other support. The RW CAT endeavour to keep up to date with information, initiatives and developments in RW and disseminate this as appropriate.

Managing the right to withdraw from RW

RW 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 RW curriculum with the Head of School before making a final decision. Requests for full or partial withdrawal need to be made to the Head of School in writing.