

Oatlands School



RE & Worldviews Policy

Date of last review: Summer 2026

Date of next review: Summer 2028

Subject Leader at last review: Sophie Mansell

Policy Development

This policy was drafted by the Religious Education leader and then discussed and reviewed at subsequent staff meetings during Summer Term 2023.

In Summer 2023, the SACRE updated the syllabus for 2023-28 and following this, the policy was reviewed in Summer 2023 and updated in Spring 2024 and Summer 2026.

Document used in writing this policy:

- Surrey SACRE Agreed Syllabus 2023-2028

The policy also takes account of the Oatlands School Values Led education initiative introduced in Summer 2007.

The policy is updated and amended every 2 years.

Links with other policies

- PSHE and Values Education policy
- Safeguarding Policy
- Pastoral Policy
- Teaching and Learning policy
- Assessment Policy
- Educational Visits Policy

Contents Page

Section 1: Introduction

1.1 Policy Statement	4
1.2 Aims	4

Section 2: Roles and Responsibilities

2.1 Governors	6
2.2 Senior Leadership Team	6
2.3 Subject Leader	6
2.4 Class Teacher	6

Section 3: Teaching and Learning

3.1 Equal opportunities	7
3.2 Safeguarding	7
3.3 Inclusion	8
3.4 Environment	8
3.5 Planning	8
3.6 Teaching	9
3.7 Assessment	10
3.8 Resources	10
3.9 Monitoring	10

Appendix 1: Collective Worship - legal requirements	11
---	----

Appendix 2: Central RE Resources	12
----------------------------------	----

Appendix 3: Useful Addresses	13
------------------------------	----

Living our Values, Learning for Life

1.1: Policy Statement

Religious Education and Worldviews contributes dynamically to pupil's and students' education in schools by provoking challenging questions about meaning and purpose in life, beliefs (religious and non-religious), issues of right and wrong and what it means to be human. In RE and Worldviews they learn about different viewpoints, including Christianity and other principal religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to these questions.

Through the teaching of Religious Education and Worldviews, children learn to weigh up the value of wisdom from different sources and to develop and express their insight in response. Teaching of RE and Worldviews should also develop pupil's aptitude for dialogue so that they can participate positively in our society with its diversity of beliefs. Children learn to articulate clearly and respectfully their own personal beliefs, ideas, values and experiences, whilst respecting the right of others to differ.

The approach to learning RE and Worldviews is now through three Golden Threads: God, Identity and Community. God- relating to theological approaches, Identity- relating to more philosophical approaches and Community- sociological approaches. These Golden Threads are threaded throughout the units of work as part of the syllabus progression model in the way that they develop children's knowledge, understanding and skills in age-appropriate ways.

RE and Worldviews link closely to our values-led curriculum and the subject reflects many of the values we model in our daily practice. RE and Worldviews provide an opportunity for children to understand in a practical way how our values can help influence the way we treat and interact with others who may have different beliefs to ourselves, and in return how we are treated by others.

1.2: Aims

- To develop interest in and enthusiasm for the study of RE and Worldviews and enhance their own moral, social, cultural, spiritual development.
- To develop knowledge and understanding of Christianity, and of other principal religions and beliefs represented in Great Britain.
- To recognise the influence of beliefs, values and traditions on the individual, on culture and communities throughout the world.
- To develop and express their listening and conversing skills, learning to be respectful towards others when sharing their own ideas and thoughts.

- To demonstrate an appreciation of the nature of Worldviews and the important contribution of religion and belief, spiritual insights and values to the individual's search for the meaning in life.
- To support children's resilience and positive attitudes across the curriculum by teaching strategies such as 'Characteristics of Effective learning' and 'Growth Mindset'.
- To provide a curriculum that meets the needs of all learners and enhances their own spiritual, moral, social and cultural education through a clear progression of skills and knowledge that build on prior learning.
- Children learn in a safe and secure environment in which exciting, memorable and immersive learning experiences are planned for both within and beyond the classroom.
- To provide opportunities for children to embed their skills and deepen their religious knowledge and understanding independently.
- To teach children to recognise and respect the influence of beliefs, values and traditions on culture and community life.
- To engage parents and the wider community to help develop an understanding of different beliefs within the local area.

Roles and Responsibilities

2.1: The governing body will:

- Work with the head teacher to ensure that realistic funds are made available to implement this policy.
- Monitor the subject in line with the governor visits schedule.
- Meet to discuss new RE and Worldviews policy and ensure it is implemented across the school effectively.

2.2: The senior leadership Team will:

- Summarise any form of formal reporting, presented by the curriculum leader.
- Brief the curriculum leader and staff prior to formal meetings with parents, governors or inspectors.
- Provide opportunities for staff to share good practice and engaging ideas.

2.3: The subject leader will:

- Advise the Head teacher and staff on the implementation of the RE and Worldviews syllabus.
- Monitor RE and Worldviews throughout the school by observing lessons, carrying out work scrutinise, speaking to children and reviewing planning and assessment.
- Provide support to staff in the implementation of the RE and Worldviews syllabus.
- Organise, audit and order resources.
- Ensure staff are aware of new resources and how to use them effectively.
- Remain up to date on developments in RE and Worldviews.
- Plan and lead in-service training.
- Work closely with Surrey SACRE, keeping up to date with changes to the syllabus as it is implemented.
- Liaise and work closely with Manby Lodge and Cleves, ensuring a full and thorough coverage of the subject.

2.4: The class teacher will:

- Teach the RE and Worldviews syllabus to pupils with reference to individual education needs and equal opportunities.
- Use the syllabus unit questions to inform their planning and ensure the learning objectives (questions) have been answered in detail by the end of each lesson and unit.
- Assess the work and progress of pupils in learning RE and Worldviews at the end of the Thematic unit (Summer 2).

- New for 2026, KS1 to use end of year assessments to track children's understanding of the different religions they have covered.
- Provide feedback to the leader on the content and viability of the syllabus.
- Be prepared for discussion with parents/guardians on their child's progress in RE and Worldviews.
- Consult and work closely with the curriculum leader.

Teaching and Learning

3.1 Equal opportunities

Religious Education and Worldviews should be taught to all pupils in full time education, except for those withdrawn at the request of their parents.

As a school we are committed to the equality of opportunity to enable all individuals to achieve their full potential in Religious Education and Worldviews regardless of gender, sexual orientation, race, class or physical ability.

We will endeavour to do this through:

- Positively reflecting and building on the contributions of all children irrespective of gender, cultural background or ability, through valuing their work, praise and encouragement.
- Selecting and reviewing resources and activities carefully to ensure equality of access.
- Positively discriminating to ensure acquisition of skills.
- Appropriately planning and differentiating by both input and outcome.
- Using appropriate teaching styles.
- Recognise the influence of beliefs, values and traditions on culture and community life.
- Providing excellent role models and high teacher expectations.

3.2 Safeguarding

A culture of safeguarding is embedded in the school and the Religious Education and Worldviews leader oversees the implementation of this in the subject.

The Religious Education and Worldviews lead will ensure resources are age appropriate for the children being used and alongside the EV co-ordinator, that any educational visits in the subjects are risk assessed and safeguarding considerations are taken. This includes making decisions about visits based upon information provided nationally or at a local level regarding safety when visiting places of worship.

3.3 Inclusion

All activities should be adapted to fit the needs of children with special educational needs. When planning, teachers make consideration of factors likely to affect the achievement of tasks by these pupils and make appropriate provision.

3.4 Environment

There are artefacts and resources available and stored centrally that may be used for handling, investigating and display in the classroom. There is also a bank of resources available to teachers on the shared drive, linked to each lesson. These can be accessed online.

Other resources such as posters and photographs should also be readily accessible so that both teacher and child can use them. Teachers should take every opportunity to refer to these aids to help the children's awareness of religious and moral issues progress.

Children's work, posters and artefacts should all be clearly displayed and labelled and where possible displays could be interactive.

3.5 Planning

EYFS: There is no requirement for RE and Worldviews to be delivered as discrete lessons in the Early Years Foundation stage and the subject has the potential to make an active contribution to all the areas of learning in the Early Years setting. It makes a particularly important contribution to the following: Personal, Social and Emotional Development, Communication and Language, Understanding of the World and Expressive Arts and Design. There are six key questions to be discussed and answered throughout the year relating to RE and Worldviews. These key questions are not to be taught in their entirety, but they can be 'dipped' into as we follow the children's interests and topics. For example, the Christian stories of Christmas and Easter will naturally be taught at these times.

KS1: When planning and teaching RE and Worldviews, the SACRE have developed Concept Maps and Key Questions. The lesson learning objective is a question to be posed to the entire class and the teacher drives these questions, encouraging all children to participate in a meaningful, respectful discussion.

There are three compulsory units per year groups, all relating to Christianity. We have then chosen two other units relating to Islam and Judaism to explore. The last unit in Summer 2 is a Thematic unit-this is when the teachers will assess the children. The Thematic unit is designed to secure deeper connections in pupils' learning across the year and 'tie together'; the Golden Threads previously mentioned.

The teachers have been given well-structured plans to either follow or inform their own planning. These structured plans have the following:

- Prior knowledge
- Key knowledge and Key skills
- Resources needed for the lesson

- Curriculum links
- Key vocabulary
- The Value in which the lesson relates to
- The Key questions which will shape the learning of the lesson
- Expected outcomes of the lesson

When planning for RE and Worldviews, the year group may decide on an appropriate activity to follow up the learning if they feel it is necessary. Teachers should be mindful to respect the traditions and appropriateness of different activities when planning lessons and advisory notes provided in the Agreed Syllabus should be considered at all times. Children should be taught these expectations in the same way to ensure that they are aware of how to show respect when learning about different religions.

3.6 Teaching

Whilst some RE may be topic based, it is not assumed that all will be taught this way. Thus, free standing RE lessons will comprise a significant part of the work covered, whilst cross-curricular work, especially language and art, will be developed also.

Teaching should be done in context; that is, stories from religions, for example, should not be taught in ways that distance them from the background against which they were written. This helps reduce the risks associated with distortion and stereotyping.

As discussed with the Headteacher, class teachers and cluster schools, it is no longer a requirement for there to be written paper evidence (worksheets) for these lessons. It is expected that children will discuss, share, think and develop their understanding of this subject through communication and language. Notes on what the children discuss, annotated photographs and quotes from the discussions are to be collected throughout the lesson. If a worksheet lends itself to the learning and will benefit the children, then this is at the discretion of the class teacher/ year group.

Children should be encouraged to acquire and use appropriate descriptive language to enable them to express their knowledge, views and opinions on and about issues set in a religious context. Different activities should be included in RE and Worldviews; these include story, artwork, drama, mime, discussion, poetry and group analysis of texts, where appropriate.

Approaches to the teaching of RE and Worldviews should be varied, including both class teaching and smaller groups working co-operatively, outside visits and addresses from outside speakers.

The Agreed Syllabus places emphasis on the development of skills and critical thinking in RE and Worldviews. These skills should be made explicit in planning and assessing children's progress.

3.7 Assessment

For the Early Years Foundation Stage, RE and Worldviews are assessed against the Understanding the World Early Learning Goal at the end of the year. There are no separate assessment statements for RE and Worldviews.

In KS1, teachers will assess and make notes throughout the lessons. However, assessment in RE and Worldviews is all tied together with the Thematic unit at the end of the year (Summer 2). These units have been designed to pull together children's skills and knowledge in the subject for an overall, end of year assessment. In addition to this, and new for 2026, we have created an end of year assessment for KS1. This will comprise of approximately five questions which the children will answer on a 1:1 basis with the class teacher to gauge a clearer judgement of individual children's understanding of the different religions covered that year. Year One and Two will be assessed on Christianity, Islam and Judaism. EYFS will continue to work towards the Early Learning Goals for Understanding of the World.

3.8 Resources

Each member of staff has access to the school policy document for Religious Education and Worldviews and there is a copy of the SACRE Agreed Syllabus on the Teacher's Drive. Detailed planning for each year group is available in class planning folders and each class teacher has been given a folder with the structured plans to follow/inform their own planning. Additional resources for the teaching of R.E are available; these include a large range of artefacts, books, BBC clips online and activities and internet-based sources. These resources are also noted on each unit plan so the teachers know where to look for these.

Religious artefacts should be treated, at all times, with the greatest respect and reverence, irrespective of which world faith they belong to. These resources are currently stored in The Religious Education and Worldviews cupboard and in the Year 2 classrooms. Any damage to or shortage of equipment should be notified to the subject leader.

3.9 Monitoring

The subject leader monitors the subject in line with the school development plan. The subject leader is provided with leadership time to meet with their curriculum governor, prepare and implement annual curriculum development plans and review their policy. The subject leader will also support staff with any CPD needs and observe and monitor planning, teaching and progress to ensure the aims of the subject are being met.

Appendix 1

Assembly/Collective Worship

Surrey SACRE states that:

- The responsibility for arranging assembly/collective worship rests with the Headteacher after consultation with the governing body.
- In maintained schools' assembly/collective worship must be: -
 - Daily for all registered pupils on the school premises
 - Organised to allow pupils and staff to withdraw if appropriate.
 - Wholly or mainly of a broadly Christian character.
 - Non-denominational, (it should not reflect any particular Christian denomination or other religion).
 - Assembly/collective worship is not considered to be part of the 'taught day' and therefore cannot be counted as part of the recommended time for teaching the RE agreed syllabus.

Assembly/Collective Worship at Oatlands:

The law states that under the School Standards and Framework Act 1998, schools must hold a daily act of collective worship. In non-faith schools, this should generally be of a broadly Christian character. However, this does not mean it must be a whole school gathering every day, it can happen in smaller groups or individual classrooms and can be of a reflective nature. At Oatlands, the whole school aims to meet for Collective Worship/ assembly three times a week. Rather than holding daily, whole school assemblies, Oatlands meets the law requirement by encouraging class-based reflections, with all classes holding a 'calm time', mindfulness or time of reflection after the lunch play every day.

- During whole school assemblies, as the school population is predominantly Christian, this is recognised in our collective worship alongside influences, customs and beliefs from religions and cultures around the world.
- In assembly/collective worship/calm time we aim to:
 1. Make explicit links between the 22 Oatlands School Values and the beliefs and values which guide people in their religious lives.
 2. Celebrate being part of a school community.
 3. Broaden children's awareness of themselves, others and the world in which they live.
 4. Invite visitors, including the Reverend from the local church, to share Christian stories to encourage children to reflect and think deeply.
 5. Explore areas that directly concern children, related to age, ability and experience.
 6. Encourage children to explore and question their own beliefs and values, alongside the beliefs and values of others.
 7. Become reflective, deep thinking individuals in a busy and complex society.
 8. Deepen understanding of their own culture and recognise that cultural diversity is enriching rather than threatening.

9. Any parent wishing their child to be withdrawn from assembly/Collective Worship should notify the Headteacher in writing. Arrangements for supervision will then be discussed with the parent. Staff wishing to withdraw from Collective Worship should make their wishes known to the Headteacher, so that appropriate arrangements for class supervision can be made.
10. The Headteacher plans for Assembly topics and themes.

Appendix 2

Central RE Resources

(Resources are constantly expanded. List provides an indication of resources available.)

Christianity

A variety of Bibles
Babies christening garment
Books of children's prayers
Cross, crucifix, palm cross
Baptismal candle
Chalice and paten
Stole
Scallop shell
Baptism certificate
Holy Water bottle
Communion wafers
Communion veil
Rosary
Christmas crib and figures
Christmas and Advent cards
Statuette of Madonna
Harvest loaf
Selection of posters relating to Christianity

Judaism

Dreidi
Gregger for Purim
Kippah or Yamulke
Replica Torah scrolls
Challah cover
Challah loaf
Bar Mitzvah card
Havdalah candle for Shabbat
Chanukiyah
Mezuzah and facsimile
Selection of books and posters relating to Judaism

Islam

Topi
Prayer mat and compass
Qur'an stand
Tasbi or Subha
Mendhi book
Wedding headwear

Eid card
Arabic primer
Islamic sticker- Shahadah
Model of Prophets Mosque in Medinah
Hijab
Mosque jigsaw
Selection of books, pictures and posters relating to Islam

Appendix 3

Useful Addresses

St Mary's Church
Weybridge
Surrey
(01932 847963)

United Reform Church
Queen's Rd
Weybridge
Surrey
(01932 847900)

United Reform Church
Hersham Rd
Walton
Surrey
(01932 223244)

North West Surrey Synagogue
Horvath Close, Rosslyn Park
Oatlands Drive
Weybridge
Surrey KT13 9QZ
Rabbi
(01932 855400)

Shah Jahan Mosque
149 Oriental Road
Woking
Surrey GU22 7BA
(01483 760679)

National Society's RE Centre
36 Causton Street
London SW1P 4AU 020 7932 1190 or 1191