



Dunchurch Boughton C of E Infant Academy and Nursery

Religious Education (RE) and Worldviews Policy

Roots to grow. Wings to fly.

Latest policy update: June 2026

Version	Date	Author	Changes	Review date
V1.0	27.6.26	Liz Wooldridge	New policy to align with the new RE curriculum	June 2029

This policy should be read in conjunction with:

- Spirituality progression
- Trust spirituality policy
- Progression of skills and vocabulary documents for RE

And the Church of England statement of entitlement Publications:

[NSE+RE+Statement+of+Entitlement+for+publication+January+2026.pdf](#)

Aims

This policy sets out our approach to ensuring high quality, ambitious RE is taught, underpinned by our Christian ethos which is woven through all aspects of our curriculum. We base our learning and teaching style in RE and world views on the key principle that good teaching in RE allows children to learn about religious traditions and recognise similarities and differences in how people express their faith. Children use this understanding to reflect on what the ideas and concepts mean and how their learning impacts their own worldview. Children explore what it means to be part of a faith or non-religious community and are supported to develop their own spiritual knowledge and understanding. Each unit is based on an overarching enquiry question, with a focus on the key disciplinary skills used to help children to understand how to effectively improve in RE and build 'ways of knowing'. Through a worldviews approach, children explore the diversity of a lived worldview, developing an understanding of religious freedom and respect for all traditions.

Intent

As a church school, our Christian values enrich the 'good soil' to nurture learning and day-to-day lived experiences. Children will develop their own sense of personal worth and effectively portray the values of our school vision; friendship, truthfulness, thankfulness, forgiveness, generosity and courage. Our children experience at least one hour of Religious Education every week following a planned amalgamation of the Understanding Christianity scheme and the Agreed Syllabus for Religious Education in Coventry and Warwickshire. The agreed syllabus links to our local context and aligns with the guidance for the national content standard provided by the REC (2023).

[National content standard for Religious education IN England](#)

Our curriculum promotes the spiritual, moral, social and cultural development of our children and develops specific knowledge and skills derived from the practices of theology, philosophy and human and social science, such as:

- Acquiring, building and applying their knowledge and understanding of beliefs, lifestyles and religions
- Developing the ability to ask and respond to questions including 'big questions'
- Exploring ethical decision making

- Responding thoughtfully and critically to learning and expressing their learning in a range of ways
- Developing powers of personal reflection
- Exploring how the world view of a person can shape their beliefs and lived experiences.

At Dunchurch infants, the process of learning in Religious Education lessons is underpinned by our Learning Behaviours. As a Church of England school, we consider RE as a high profile subject, with the balance of our curriculum reflecting that of learning about Christianity as a diverse global living faith, along with exploring a wide range of religious and non-religious worldviews. Children also encounter additional case studies from Buddhist, Sikh, Muslim, Jewish and Hindu world views through enrichment days and thematic approaches. Our Religious Education curriculum is carefully sequenced and enhanced through a wealth of first-hand learning experiences including visits to a range of places of worship in the local and wider community. We make use of beautiful resources, books, artefacts and places of worship to inspire awe and wonder, promoting curiosity and a love of learning. We also welcome visitors from a range of religious and cultural backgrounds into school to work with the children, exploring the world views of people in a local context in addition to broadening their knowledge and understanding. Our RE curriculum is designed to ensure that every child can access meaningful learning, make progress, and flourish.

RE and British Values

As referenced in the 2024 – 29 SACRE (Standing Advisory Council on Religious Education), we identify that RE makes a significant contribution to pupils' exploration of British Values and what these values might mean in practice. High-quality RE provides structured opportunities for pupils to examine these values for themselves and to engage in thoughtful, ongoing discussion about the roles they play in contemporary society.

Through the study of diverse religious and non-religious worldviews, pupils are encouraged to consider whether so-called 'British' values are uniquely national or whether they reflect wider, universal human values. This exploration helps pupils recognise that concepts such as democracy, respect, tolerance, and the rule of law appear repeatedly across global traditions and worldviews and are encountered again and again within the case studies they examine.

Aims (SACRE)

The curriculum aims of RE education are to ensure that all children:

- Know about and understand a range of worldviews, both religious and non-religious, recognising both similarities and differences as part of study.
- Become familiar with possible answers to deep questions about self, others, the world and the possibility of a deity, drawn from a range of case studies from religion and worldviews.
- Become increasingly confident in the main disciplines of theology, philosophy and human and social sciences, and their associated tools and methods, to allow for rich academic study of religion and worldviews to take place.
- Have the time and space to reflect upon their own personal worldview and the personal knowledge they bring to RE lessons, considering what they might learn from religion and worldviews encountered and how these, in turn, might shape their own worldview.

Aims (Understanding Christianity)

- To enable pupils to know about and understand Christianity as a living world faith, by exploring key theological concepts.

- To enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians.
- To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human existence.

Implementation

Delivery of RE lessons and enrichment

RE is taught as a progressive spiral curriculum consisting of six separate topics each year. This programme consists of a combination of the 'Agreed Syllabus for Religious Education in Coventry and Warwickshire' and 'Understanding Christianity' to meet the needs of all learners. We follow the non-statutory guidance of the National Curriculum and Development Matters as well as the SIAMS framework that applies to Church schools. These cover both the areas of Christianity to explore as well as teaching about other faiths and non-religious worldviews. The religions focused upon will change dependent upon the Key Stage being taught, which is identified on the progression grids. Topics progress through each key stage, ensuring that children build on their prior learning, with knowledge and skills from previous units, providing the foundation for new learning. This ensures there is progression in children's knowledge and skills within RE. Children broaden their vocabulary through key words taught based on religious learning. We develop the skills of compare and contrast as well as supporting children's opinions by explaining why and thinking deeper. These key questions are identified in the planning of each year group, with examples in the progression grid of opportunities for enquiry and encounter, promoting a balanced development of the skills of philosophy, theology and human/social science. Children are encouraged to think about what they have learnt and use this to develop their self-knowledge, building an awareness of their personal values and sense of identity. Cross-curricular links to how world views have shaped the thinking and values of people are explored in topic work. Children are encouraged to explain their thinking in a variety of mediums, such as art, drama, discussion and debate, ensuring that a range of pathways are available to provide a rich and inclusive curriculum. Collective worship in school is carefully planned to develop children's understanding of bible stories and allow them to explore their own opinions and the opinions of others, to be inspired by the teachings of the bible and examples from stories to make a change and be a force for good. Through RE and World View enrichment days, children encounter a wider range of faiths and traditions, looking closely at the similarities and differences between themes and ideals during festivals. These days are designed to strengthen links and revisit key concepts between traditions, explore the lived experience of people in a local and global context and encourage children to relate to the world, the beyond, each other and their own sense of self.

RE in EYFS

Persona dolls are used to help children identify with the key traditions studied. This also helps to develop the idea of a lived experience and worldview e.g. 'some Christians believe' or 'Grace believes'. The key questions are explored through stories, hands on experiences, movement and role play. Children are encouraged to think about how the question relates to themselves and their personal experiences, before exploring the impact of the same question through the lens of a different world view. For example, children may explore the concept of a person being considered 'special'. Together, children explore the qualities of special people in their community. They identify people that they consider to be special, for example their parents. Then they compare the views of

two persona dolls, each having identified a person from their faith who is influential in the way they live their lives, for example Jesus or the Prophet Muhammed. Children explore how thinking about the examples set by these special people may impact on the values and actions of the persona dolls and begin to explore their own developing values. During their time in EYFS, children are introduced to the disciplinary skills of theology, philosophy and human and social science, understanding and developing these in a simple way. Children listen to and reflect on sacred stories, explore big questions and carefully notice the choices people make. Through encountering different worldviews, children begin to build a schema of how people express their lived faith.

RE in KS1

During lessons, artefacts or religious symbols are used to help children recognise and make links with the tradition or concept they are studying. The skills of RE enquiry are made visible through the use of disciplinary tools, in order for children to begin to understand and identify the skills being developed through theology, philosophy, history and human and social science. Children are encouraged to explore religious stories, ask sensible and respectful questions, debate big ideas and investigate points of view. Children reflect on what they have learnt and explore how these ideas help to shape their self-knowledge and own values. They notice similarities and differences and revisit key concepts to build a strong foundation on which knowledge and understanding can grow. For example, when studying 'How do some people show they belong?', children begin by identifying groups that they belong to and how it feels to 'belong'. They explore how religious and non-religious groups use symbolism to connect to one other and the choices they make to express their faith. Children investigate religious ceremonies that welcome people into their faith communities, with focus on being valued, loved and respected. Visitors from different faiths are questioned about the benefits of belonging to their community and the ways that they can benefit the wider community. The lived experiences of selected faith groups and the good work they have managed as a collective is explored. Children are encouraged to reflect on what they think is important and how they can use their position in the school community to bring about a positive change. This is linked back to the school Christian values and the children's developing self-knowledge. They debate and listen to each other when deciding on a cause and appeal to those in power to help them have an impact on their community.

Key Concepts and Processes

As an infant school, the main Christian concepts explored through Understanding Christianity (UC) are God, Creation, Incarnation, Gospel and Salvation. The concepts explored through the Agreed Syllabus are Belonging and Believing, Wisdom and Guidance, Personal Responsibility, Living Well, Authority and Power and Changes. Through these pupils encounter sources of authority, including sacred texts. Through a worldviews approach, children also study beliefs, practices, rituals, identity, diversity, continuity and change.

These concepts fit into a spiral curriculum, whereby concepts are revisited and explored in more depth as pupils move through the school. These are explored through key questions and through connections to other concepts. Through a carefully planned amalgamation of both UC and SACRE the children's process of learning will focus on key questions linked to a learning journey:

Explore (substantive knowledge content drawn from religion and worldviews, explored as case studies in response to each enquiry question)- **What?**

Route (disciplinary lenses and their associated methods and tools, dialogue and debate around worldviews and lived experience and embodiment of worldviews)- **How?**

Perspective (personal knowledge: the positionality, reflexivity, reflectivity and metacognition of the pupil as learner and worldview explorer in RE) – **Who?**

At Dunchurch Infants, learning opportunities in RE will include the use of drama, art, poetry, music, design and technology, class and group discussion, as well as exploring different forms of communication and writing to fully engage and motivate all pupils. Where possible, first-hand learning experiences should be planned into units of work through visits to sacred spaces or inviting visitors into school. (Teachers use the SACRE guidelines to ensure that protocol is adhered to and that such learning opportunities are fully utilised). Where such visits/events are not possible beautiful art, artefacts, interactive web resources or role play opportunities should be utilised to present an authentic learning experience. RE is taught on a weekly basis, but, in accordance with best practice guidelines, in addition teachers will devise special events or focused RE sessions, such as our Passport to World View afternoons, that enrich pupils' experiences and understanding. Wherever possible, RE learning will be linked to other curriculum areas or aspects of pupils' daily lives. Awe, grace, wonder, worship and respect are intrinsically woven through teaching and learning in RE. It is the role of the class teacher to support the children of Dunchurch Infants in making specific links between these capacities and their learning, making them overt and recognisable for reflection and further development.

Displays and prompts

Classes in school must have:

- An RE working wall in their class, updated to help recall and revisit recent and current key learning.
- A reflection area where children can go to think, pray, engage in spiritual pathways or be peaceful.
- Knowledge organisers containing key concepts, vocabulary, knowledge and images.

Impact

Religious Education at Dunchurch Infants develops pupils' knowledge and understanding of religions, religious traditions and world views which creates respect for beliefs, values and traditions.

Knowledge is revisited and built upon across lessons and year groups. The children use enquiry, encounter and questioning to consider their own thoughts and opinions on many aspects of religion creating an awareness of the world around them. The teaching of RE prepares our children for life in a multi-cultural society where they can exist in harmony with others and live life to the full.

Assessment

Assessment is used to monitor progress and to identify any child needing additional support.

- **Assessment for learning** is used:
 - During the lesson to identify gaps in knowledge, deepen understanding and correct misconceptions.
 - Using low stakes quizzes and retrieval to inform short term planning and adaptive teaching.
- **Summative assessment** is used:
 - At the end of each unit to assess progress, to identify gaps in learning that need to be addressed, and to identify any children needing additional support.
 - To evaluate the impact of the planned curriculum on all groups of children.

- To review and improve the long term plans and enrichment opportunities.

It is important that learning in RE is transparent – that pupils are aware of their ‘learning’ and are developing the understanding of how they can make specific progress. Wherever possible, pupils should be involved in the assessment of their work. Pupils’ self-assessment and peer-assessment through reflective opportunities are strongly recommended. Assessment information from both SACRE and Understanding Christianity units will be combined and summarised to formulate annual reports for every child’s attainment to parents/carers.