

Religious Education and World Views

Intent

At Longleaze Primary School we teach Religion and Worldviews in order to help prepare students to understand and confidently take their place in an increasingly complex world. Through a multi – disciplinary approach, that promotes deep thinking and meaningful dialogue, we aim to teach children to think like a theologian, a social scientist and a philosopher and to ask big questions of themselves to help them develop their own worldview. As a result, RW at our school, is a vital part of our students’ journey towards becoming thoughtful, informed and respectful citizens.

We aim to:

Develop pupils’ knowledge and understanding of the beliefs and practices of a wide range of Christians and people of other principal world religions, and non-religious worldviews in our local, national and wider global community. Enable pupils to explain how beliefs and practices can inform and change the way people see the world and the way they live and treat others. Help pupils to develop their own sense of identity and belonging. Help pupils to gain an understanding of differences held within a religious or non-religious worldview and of the similarities of beliefs and practices held in common by people within and across traditions. Equip pupils to be sensitive to others’ beliefs, be able to express their own views well, be open minded and respectful, show curiosity and have the skills to ask appropriate questions when meeting people different to themselves. Recognise and build on children’s prior learning, opinions and experiences, provide first hand learning experiences and encourage children to develop their thinking in the three key strands of RW (theology, philosophy and the social sciences) whilst exploring and enriching their own beliefs and values. We also aim to develop spirituality

Implementation

As a LA school we follow the AS (2025) that asks us to explore big questions across different worldviews using a multi-disciplinary approach that asks children to think like theologians, like social scientists and like philosophers.

To ensure that our curriculum is progressive we have adopted an enquiry-based approach grounded in 5 golden threads that together promote critical thinking.

These golden threads are:

Investigating views on the existence and nature of God

Origins of the universe and responsibility for the environment (creation)

The nature of humanity (beliefs, belonging and spirituality)

The journey of life (rites of passage and the afterlife)

Global issues (e.g. social justice, conflict, inequality ...)

As children progress in their learning we consider increasingly complex questions.

We have chosen to include the study of Islam at KS1 and Judaism at KS2 to broaden our pupils outlook in an increasingly multicultural/ multi- faith Britain.

Lessons will be taught discreetly and regularly in accordance with the guidelines in the AS, as recommended by Ofsted in their 2024 review (Deep and Meaningful) with some additional theme days or weeks. This equates to approximately 5% of curriculum time.

Through content and pedagogy, we aim to be fully inclusive.

Much of what we do will be oral, encouraging dialogue and curiosity with pupils free to respond in art, poetry, drama as well as the written word.

[Curriculum Map 2026-2027](#)

Parent/carers have a right to withdraw their children from RE and WV.

Impact

We will use assessment for several purposes

- Ongoing assessment in lessons will allow teachers to adjust their teaching to meet the needs of their pupils
- Summative assessment will allow us to check that pupils are making good progress
- Through assessment we can also check that our provision is effective

The multi-disciplinary AS is inherently progressive and identifies what we expect children to know by the end of each key stage and how they will develop their critical thinking skills as they move through the key stages. The Ofsted review of 2024 deemed that if pupils have learnt the curriculum, then they have made progress.

As professionals we believe that teachers are best placed to determine their pupils' progress.

This may be evidenced in floor books / subject leaders files and might, for example, be based on contributions to discussion, poetry, art or drama...

The assessment of spirituality is much harder but may be seen through pupils' ability to be reflective, empathetic, curious, imaginative and joyous (ref AS page 10).

Parents will receive an annual report on the attainment and progress of their child.