



IGNITE INNOVATE INSPIRE

**Policy for Religion and Worldviews
Updated March 2025**

“All religions try to benefit people, with the same basic message of the need for love and compassion, for justice and honesty, for contentment.”

- Dalai Lama

Curriculum Vision: Why we teach this RW curriculum

At Monkhouse, we believe all children will be ambitious, courageous, resilient, respectful and kind so that they fulfil their unique potential and become active members of the wider global community.

What we teach in our RW curriculum

At Monkhouse, we provide a broad, balanced and progressive RW curriculum which is integrated into other areas of the curriculum where appropriate. We aim to ignite a passion for learning and exploring religious education. Our vision for RW revolves around ‘respecting beliefs’ as we strive towards inspiring children to see the world as a global community and provide them with the skills and confidence to innovate their knowledge of RW to make meaning to their learning.

We hope to inspire children to see the world beyond the experiences they have in their own families or community and we aim to provide them with the knowledge and skills of RW to recognise the cultural and religious differences in the vast world around them.

How we teach our RW curriculum

At Monkhouse, we follow an enquiry based scheme of learning. Each class studies two enquiry questions over the year. During each RW lesson the enquiry questions are revisited and built upon with current learning. Christianity is taught in every year group developing on the learning in a progressive way. Alongside this a second religion is taught to compare worldviews including: Buddhism, Hinduism, Islam, Judaism and Sikhism.

Children are able to compare and evaluate different religious elements and gain an insight into the impact religion can have on the wider world. Teachers tailor their lessons based on information provided in an RW knowledge organiser, which has been carefully constructed for Monkhouse. The organiser sets clear expectations of what the children will learn, allowing them to build on their knowledge of five key religions year on year.

In the EYFS, educators prepare children for the primary RW curriculum through developing the children’s understanding of what is important to both themselves and others. Through cultural projects and learning about different celebrations and traditions, children will look at the similarities and differences between themselves, others and among families, communities and traditions. Children are encouraged to ask questions and explore answers, which will help to develop the children’s emotional, spiritual and moral

understanding. Furthermore, children explore cultural celebrations and traditions. This includes Diwali, Eid and Chinese Lunar New Year. The learning will be enriched further through different means. Examples include stories, texts, videos, photos, pictures, role-play, food, dance and drama.

Upon entry into KS1, children continue their education by exploring the general beliefs of a variety of religions. They then deepen this understanding further through the study of religious festivals and other practises. In KS2, children's knowledge and understanding is developed through the study of places of worship and important figures in addition to creation and other religious stories.

Across all year groups, our vision of 'respecting beliefs' is the foundation of religious learning. Each lesson allows children to discuss their own thoughts and experiences of religion. Subsequently, they listen to the ideas of their peers from whom they can hone their understanding of what it means to be considerate and mindful of the broad spectrum of beliefs in our world.

In our Religion and Worldview sessions across the year, we celebrate a variety of religious festivals as whole-school events to promote inclusivity, understanding, and respect for different faiths and cultures. Celebrations like Ramadan, Eid, Rosh Hashanah, and Holi are marked with special assemblies, activities, and discussions that educate students about their significance. These events provide an opportunity for everyone to learn about diverse traditions, fostering a sense of community and appreciation for different beliefs within our school.

Project Based Learning Opportunities

We use ICT as a means of virtual exploration as it allows the children to gain an insight into the significance and importance of religion in various communities around the world. Children use ICT to research, record and present information in digital forms such as Key Note and IMovies. Children will be encouraged to make individual progress during lessons through a range of activities, irrespective of their starting level. During a lesson or series of lessons, all children will have the opportunity and be supported to access mastery through a number of ways.

Assessment and Monitoring

We use a SOLO approach to assess key skills and knowledge in a unit and this helps identify children who require more support or have a greater depth of understanding. During a unit of work, practical evidence demonstrating RW skills and knowledge may be uploaded to the Seesaw folder. At the end of each term, the subject leader provides feedback to the SLT through a subject leader report. This includes analysis of data and evidence in books and details actions for the coming term based on the analysis. Where necessary, staff support and CPD is delivered on the outcomes of this monitoring.

Participation - Community School, Local, Regional, National and Global

At Monkhouse, we recognise the importance of community links to both the pupils, parents and the wider community. Through the participation in the study of some of the world's most widely followed religions, children can develop an appreciation of the multifaceted world we live in. We make great use of our assembly time as we welcome visitors to talk to the children and share with them important and interesting elements of their religion. Members of our community are always invited and encouraged to visit the school to see the product of the children's hard work during Christmas performances. The importance of community links is further supported through visits to local places of worship. These trips are particularly beneficial to the children and it is something we always seek to provide.