



CRIGGLESTONE ST. JAMES CE PRIMARY ACADEMY



Ready For The Future

Religion and World Views Policy

September 2026



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1. Vision and Rationale

At Crigglestone St James CE Primary Academy, Religion and World Views (RWV) lies at the heart of our curriculum and reflects our Christian vision of preparing children to be **"Ready for the Future."**

Our Vision

Ready for the Future

To enable us to be 'Ready for the Future', our vision is rooted in the parable of the 'Good Samaritan' (Luke 10:25-37) where children, staff and the wider school community can be their best selves and serve others by living our six values:

- Kindness
- Responsibility
- Respect
- Forgiveness
- Compassion
- Perseverance

As a Church of England school, we believe every child should flourish through developing a rich understanding of Christianity as a diverse global living faith, whilst gaining knowledge and understanding of a range of religious and non-religious worldviews. Our curriculum enables pupils to engage meaningfully and critically with the multi-religious and multi-secular world in which they live and promotes respect, dignity and understanding for all.

Religion and World Views provides opportunities for pupils to explore beliefs, practices, values and ways of living, helping them to develop religious and worldview literacy and to articulate their own developing personal worldview.

2. Aims

Through Religion and World Views, we aim to:

- Develop pupils' religious and worldview literacy.
- Enable pupils to know and understand Christianity as a diverse global living faith.



- Develop knowledge and understanding of a range of religious and non-religious worldviews.
- Foster respect, understanding and appreciation of diversity.
- Encourage pupils to grapple with questions of meaning, purpose, identity and belonging.
- Equip pupils to engage in balanced, respectful and informed dialogue.
- Support pupils in exploring and developing their own personal worldview.
- Promote spiritual, moral, social and cultural development.
- Prepare pupils to flourish in modern Britain and the wider world.

3. Legal Requirements and Statutory Guidance

Religion and World Views (RWV) is taught in accordance with:

- The Leeds and York Dioceses Agreed Syllabus for Religion and World Views.
- The Church of England Religious Education Statement of Entitlement (2026).

As a Church of England school, RWV is a high-profile academic subject, distinct from Collective Worship, and forms a key part of the school's broad and balanced curriculum.

Religion and World Views is allocated sufficient curriculum time to meet Church of England expectations, aiming towards 10% of curriculum time and never less than 5% across EYFS, Key Stages 1 and 2.

Christianity is the principal religious worldview studied and accounts for at least 50% of curriculum time. Pupils also study a range of religious and non-religious worldviews.

4. Parental Right to Withdraw

Parents have the legal right to request that their child be wholly or partly withdrawn from Religion and World Views lessons.

Requests should be made in writing to the Headteacher. The Headteacher will discuss the request with parents to ensure they understand the aims, content and educational nature of the curriculum and the benefits of participation.

Where a pupil is withdrawn from RWV, appropriate supervision will be provided. The school is not required to provide alternative teaching or alternative curriculum content.

Criggleshstone St James CE Primary Academy welcomes pupils and families of all faiths and none. RWV is taught in an objective, critical and pluralistic manner that promotes respect for all beliefs and worldviews.

5. Curriculum Intent

At St James, Religion and World Views is an essential part of our curriculum. We believe that high-quality RWV prepares children for life by enabling them to engage in balanced, respectful and informed conversations about religion, belief and worldview at personal, local, national and global levels.

Our curriculum enables pupils to:

- Engage meaningfully and critically with religion and belief.
- Understand Christianity as a diverse global living faith.
- Explore a range of religious and non-religious worldviews.
- Appreciate diversity, complexity, continuity and change.
- Explore questions of meaning, purpose and identity.



- Develop disciplinary knowledge and understanding.
- Reflect upon and articulate their own personal worldview.

6. Curriculum Implementation

At St James, we follow the Leeds and York Dioceses Agreed Syllabus for Religion and World Views, which fulfils the expectations of the Church of England Religious Education Statement of Entitlement (2026).

Christianity is the principal religious worldview studied throughout the school and accounts for at least 50% of curriculum time. Understanding Christianity is used to support the teaching of Christianity as a diverse global living faith.

The curriculum is structured around three core elements:

- **Making Sense of Beliefs and Texts**
Pupils investigate beliefs, sacred texts and sources of authority.
- **Understanding the Impact**
Pupils explore how beliefs influence individuals, communities and societies.
- **Making Connections**
Pupils reflect on their own thinking and make connections between different worldviews and lived experiences.

These elements enable pupils to engage with theology, philosophy and the human and social sciences, developing disciplinary knowledge and religious and worldview literacy. Religion and World Views is taught through:

- Weekly lessons.
- Whole-school themed learning days.
- Educational visits.
- Visitors from faith and belief communities.
- Enquiry and discussion-based learning.
- Reflection and debate.

As a one-and-a-half form entry school, the curriculum is delivered through a carefully planned two-year rolling programme that ensures progression and full curriculum coverage.

Teachers use progression documents, knowledge organisers and planning provide by the subject co-ordinator to support learning and adapt teaching to meet the needs of all pupils.

7. Curriculum Structure and Progression

The curriculum is carefully sequenced to build knowledge, understanding and skills over time.

EYFS

Children begin exploring:

- Belonging
- Special Stories
- Special Places
- Creation
- Incarnation
- Salvation

alongside encounters with Christianity, Judaism, Islam, Hindu traditions and Humanist perspectives.

Key Stage One

Pupils develop understanding of:



- Creation and Fall
- Incarnation
- Gospel
- Salvation

alongside studies of:

- Judaism
- Islam
- Belonging
- Sacred Places

Lower Key Stage Two

Pupils deepen understanding through study of:

- Festivals
- Commitment and Journey
- Trinity
- Creation and Fall
- Salvation

alongside studies of:

- Sikhism
- Hinduism

Upper Key Stage Two

Pupils engage with:

- Messiah
- Creation and Science
- Salvation
- Pilgrimage
- Diversity and Community
- Belief and Non-Belief

alongside deeper study of:

- Judaism
- Islam
- Non-religious worldviews

Throughout all phases, pupils revisit and deepen understanding of Christianity through the concepts of:

- Creation
- Incarnation
- Gospel
- Salvation

using the Understanding Christianity framework.

8. Teaching and Learning

Teaching and learning are enquiry-led and encourage pupils to:

- Ask deep and meaningful questions.
- Think critically about beliefs and practices.
- Consider different viewpoints.
- Use evidence to support their ideas.
- Engage respectfully with differing opinions.
- Develop informed and balanced responses.



Learning activities may include:

- Discussion and debate
- Storytelling
- Drama and role play
- Artefact exploration
- Visits and visitors
- Reflection and personal response
- Independent enquiry

Teachers provide opportunities for pupils to engage with theology, philosophy and human and social sciences in age-appropriate ways.

9. Personal Worldviews

A key aim of the curriculum is to support pupils in exploring and developing their own personal worldview.

Through discussion, reflection and enquiry, pupils are encouraged to:

- Explore their own beliefs and values.
- Reflect on questions of meaning and purpose.
- Understand what influences their thinking.
- Listen carefully to the views of others.
- Express their own ideas with confidence and respect.

Pupils are supported in understanding that individuals may hold religious, spiritual, philosophical or non-religious worldviews.

10. Inclusion

Religion and World Views is an inclusive subject that is accessible to all pupils.

Teachers ensure:

- Appropriate challenge and support.
- Adapted resources where necessary.
- High expectations for all learners.
- Inclusive representation of diverse voices and experiences.
- Effective provision for pupils with SEND.

All pupils are valued regardless of faith, belief, ethnicity, gender, ability or background.

11. Assessment

Assessment is ongoing and informs future teaching. Pupils are assessed through:

- Written work
- Discussion
- Reflection
- Pupil voice
- Retrieval activities
- End-of-unit outcomes

Assessment focuses on progression within:

- Making Sense of Beliefs and Texts
- Understanding the Impact
- Making Connections

Teachers assess both substantive knowledge and disciplinary knowledge.



12. Monitoring and Evaluation

The Subject Leader monitors the quality of provision through:

- Lesson visits
- Learning walks
- Planning scrutiny
- Work scrutiny
- Assessment analysis
- Pupil voice
- Professional dialogue

Monitoring information is used to inform subject development, staff training and curriculum improvement.

13. Impact

By the end of Year 6, pupils will:

- Be religiously and worldview literate.
- Understand Christianity as a diverse global living faith.
- Have secure knowledge of a range of religious and non-religious worldviews.
- Engage respectfully in dialogue about religion and belief.
- Think critically and reflectively.
- Develop and articulate their own personal worldview.
- Understand the influence of beliefs on individuals, communities and society.
- Be prepared to flourish in a diverse and ever-changing world.

Through Religion and World Views, our pupils become confident, respectful and reflective citizens who are truly **Ready for the Future**.

14. Roles and Responsibilities

Subject Leader

The Subject Leader is responsible for:

- Leading curriculum development.
- Supporting staff.
- Monitoring teaching and learning.
- Managing resources.
- Reporting to senior leaders and governors.
- Supporting school improvement in RWV.

Teachers

Teachers are responsible for:

- Delivering high-quality lessons.
- Assessing pupil progress.
- Adapting learning to meet pupils' needs.
- Maintaining high standards within the subject.

SLT/Governors

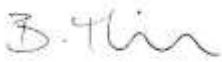
Governors are responsible for:

- Monitoring statutory compliance.
- Supporting the school's Christian vision.
- Holding leaders accountable for standards in RWV.



15. Review of Policy

This policy will be reviewed every two years or sooner in response to changes in statutory requirements, diocesan guidance or school priorities.. The next scheduled review date for this policy is September 2028.

Date policy agreed:	September 2026
Date of next review:	September 2028
Head teacher signature:	
Chair of governors' signature	