

RELIGION AND WORLD VIEW POLICY

HATFIELD PEVEREL INFANT AND NURSERY SCHOOL



Inspiring a Love of Learning

APPROVED BY GOVERNORS: JULY 2026

POLICY TO BE REVIEWED: JULY 2027

Statement of Intent for Religion and World View

Religion and World Views (RW) at Hatfield Peverel Infant and Nursery School promotes positive attitudes of respect towards people who hold different views and beliefs. It teaches Christian values and knowledge of other world religions and beliefs. It encourages pupils to reflect, express their own ideas and ask questions about a variety of religious and non-religious world views. We aim for all pupils to become tolerant and respectful members of society.

Aims

By following the Saffron Academy Trust Syllabus for Religious Education, the following aims will be met:

- To know about and understand a range of religious and non-religious worldviews by learning to see these through theological, philosophical and human/social science lenses.
- To express ideas and insights about the nature, significance and impact of religious and non-religious worldviews through a multidisciplinary approach.
- To gain and deploy skills rooted in theology, philosophy and the human/social sciences engaging critically with religious and non-religious world views.
- To develop a positive attitude to life and become aware of his or herself as a person.
- To develop an interest in, appreciate and reflect upon the world around them.
- To develop relationships and to be sensitive to others.
- To develop concepts, attitudes, values and skills to help them to understand their world.
- To develop a growing awareness of joy and sadness, love, trust and security.
- To develop a knowledge and understanding of religious and non-religious insight, beliefs and practices.
- To develop acceptable moral standards and to distinguish between right and wrong.
- To develop tolerance and understanding of other faiths and cultures.
- To engage with questioning arising from the study of religion and beliefs so as to promote spiritual, moral, social and cultural development.

Teaching and learning

As a school we follow the Saffron Academy Trust scheme which is based on the Essex Agreed Syllabus for Religious Education.

- Reception, Year 1 and Year 2 teachers also follow the Saffron Academy Trust scheme which is an enquiry-led, multi-faith syllabus viewed, considered, and explored through three distinct lenses:

Theology Lens

The theology lens is about asking questions that believers would ask. It requires pupils to think like theologians, or to look at concepts through a theological lens. Pupils will then explore questions and answers that arise from inside religions and worldviews.

Philosophy Lens

The philosophy lens is about asking questions thinkers would ask. It requires pupils to think like philosophers or to look at concepts through a philosophical lens. Pupils will

explore questions and answers raised through considering the nature of knowledge, existence and morality.

Human/Social Lens

The Human and Social Lens is about asking questions that people who study lived reality or phenomena would ask. It requires pupils to think like human and social scientists or look at concepts through a human/social lens. Pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives.

- Nursery focus on festivals throughout the year. They also look at religions that children have personal experience of, as appropriate.
- The Primary Curriculum Map outlines which topics/religions each year group will focus on throughout the year. Each topic is based on an enquiry question, for example, 'Why is the word God so important to Christians?' Reception focus on three enquiry questions throughout the year, whereas KS1 focus on a different enquiry question each half term, with the final half term used for revision.
- Our curriculum and planned assemblies provide a balance of faiths, cultures, celebrations, stories. Lessons and assemblies help pupils to develop an awareness of the world and the opportunity to explore feelings, develop relationships and an understanding of each other. The children are taught through topics and the events arising from the religious calendar. A range of appropriate resources and books that will support the delivery of lessons are available in the resource room. Resources are reviewed annually in consultation with members of staff, subject to budget availability.
- In line with our school's cross curricular approach to teaching and learning, when possible, we will use RW as the basis for English or History or The World focus.
- British values are recognised and dovetailed with either the RW topic or within assembly themes.
- All planning, recording and assessment should be in accordance with the appropriate policies currently in place. KS1 Teachers input assessments for pupils' attainment in RW onto the RW foundation subject tracker at the end of each term. Pupils are assessed against the progression statements for their year group from the Saffron Academy Trust scheme.
- Staff refer to the relevant policy in order to ensure children are given equal opportunities. Staff provide support for pupils with SEN, more able pupils, EAL pupils, pupils with a disability. Considerations and adapted provision is provided when necessary.
- Unlike other subjects, teachers have the right to opt out of teaching this subject. When this happens, the RW Lead and the Headteacher has the responsibility of ensuring the children are taught.
- Occasionally, parents may exercise their right to withdraw their child from Religious Education lessons. If this occurs, the child would be given an alternate activity to

complete. The RW Lead and the Headteacher would be responsible for these arrangements.

Collective Worship

“Collective worship can and should be an inclusive experience which, when done well, can make a valuable and highly positive contribution to life in general in all schools.”

(Guidance on Collective Worship in Schools 2013)

Aim

Daily assembly adds to the value of school life. It engenders a sense of belonging to all who participate. The school community comes together to share a time of quiet reflection and celebrate the achievements of others. Collective Worship involves the sharing of experience, the outward expression of shared values within the school. Prayer or reflection time is used as a time of quiet thinking when children can reflect on their experiences.

Organisation & Philosophy

- Assembly takes place at either the beginning or end of the school day.
- Different themes are covered over the week. Assemblies often include a time for reflection.
- The opportunity is given for the children to share their work, progress, events, concerns and matters of worth and value.
- Visitors of different faiths, cultures and organisations are invited to share in assemblies enhancing the children’s understanding and experience throughout the year.
- Special days such as Children in Need, Remembrance Day and Grandparents’ Day give the children the opportunity to experience empathy, thankfulness, awe and wonder, pride and value, a feeling of shared sadness and loss.
- Assembly offers the opportunity to experience a sense of peace and stillness in the midst of a busy life.
- Occasionally, parents may exercise their right to withdraw their child from assembly; on these occasions’ arrangements are made for the child to be supervised in an activity elsewhere.

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