

SUBJECT ON A PAGE

Religious Education and Worldviews



AT RIDGEWAY FARM WE BELIEVE WE BELIEVE EVERY CHILD IS KNOWN, VALUED AND ABLE TO FLOURISH. RE ENABLES PUPILS OF ALL FAITHS AND NONE TO EXPLORE QUESTIONS OF MEANING, TRUTH, IDENTITY AND PURPOSE IN A SAFE AND RESPECTFUL ENVIRONMENT.



Believe— We aim to...

Develop secure knowledge of Christianity as a diverse, global and living faith, alongside other religious and non-religious worldviews.

Understand that worldviews influence how people believe, think, live and belong, and that there is diversity within and between them.

Become curious, informed thinkers who investigate sources, ask thoughtful questions and consider different perspectives.

Reflect on the influences shaping their own developing worldview, without being required to adopt or disclose personal beliefs.

Develop religious and worldview literacy, empathy and the confidence to disagree respectfully.



Learn — How do we achieve our aims?

Our progressive curriculum builds substantive knowledge, disciplinary knowledge and personal knowledge from Reception to Year 6. Understanding Christianity supports our teaching of Christianity; the Swindon Agreed Syllabus informs our wider study, including Judaism, Islam, Hinduism and Humanism. Weekly teaching revisits concepts, vocabulary and sources so that children remember learning and make increasingly sophisticated connections. Christianity accounts for at least half of RE curriculum time. Dedicated RE time is separate from collective worship. Children investigate through three disciplinary lenses: Theology — Theo the Theologian: interpreting texts, beliefs and traditions; exploring sources of authority and why interpretations differ. Philosophy — Sophie the Philosopher: exploring meaning, truth and ethics; giving reasons, examining arguments and considering different viewpoints. Human and social sciences — Livvi the Social Scientist: investigating lived worldviews through people's experiences, interviews, observations, case studies and data. Teaching is people-centred. Encounters with real people, visits, visitors and varied resources reveal how worldviews are lived in different contexts. We challenge stereotypes and use precise language such as "some", "many" and "most" where supported by evidence. Discussion, enquiry, retrieval and creative responses deepen understanding. Adaptive teaching maintains ambitious learning for all. Reflection supports spiritual development through relationships with self, others, the world and God.



Grow — What children gain — As children progress through school, they increasingly:

Recall and explain significant knowledge about the religious and non-religious worldviews studied.

Use subject vocabulary accurately and make connections between beliefs, practices, identity and lived experience.

Recognise diversity within worldviews and explain why people may interpret sources differently.

Apply theological, philosophical and social scientific approaches to enquiry.

Use evidence and reasons to communicate thoughtful conclusions.

Recognise influences on their own thinking and engage respectfully with different perspectives.

We evaluate learning through pupils' cumulative knowledge, discussion, interpretation of sources, work and application of disciplinary thinking. Assessment identifies misconceptions and informs teaching; it does not judge personal faith or spirituality. Children grow as knowledgeable, curious and reflective individuals, equipped to understand themselves, respect others and contribute positively to a diverse world.