BRAILES C*of* E
PRIMARY SCHOOL

Religious Education and Worldviews Policy



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1. VISION, MISSION AND VALUES

Christian Vision: Grow together, shine bright – "Let your light shine"

At Brailes School, we embrace the adventure of learning, encouraging everyone to step out further and think more deeply. We support and encourage all to aspire to great things, to find and nurture their passion, to live life in all its fullness and for the light of each life to shine and make a positive difference, in our school, our communities and our world.

Aiming for excellence in all that we do, through high standards, mutual respect and compassion, we encourage and nurture confident, articulate, resilient, reflective and flexible citizens who are courageous, curious and empowered to steer their own lives, challenging and supporting those around them. We build and sustain strong relationships which enables every child to learn about themselves, value themselves and others, celebrate differences and their personal strengths and to use these gifts to help others.

We value everyone's contribution and expect that everyone will participate. Together, we grow and shine brightly.

"Grow together, shine bright 'Let your light shine'" is a direct reflection of Matthew 5:14-16. To understand these verses, we look to Jesus' Sermon on the Mount, where He addressed a crowd to teach them how to live as His followers. After revealing the eight blessings known as the Beatitudes, Jesus continued His teaching by using the metaphors of salt and light to describe the impact his followers should have on the world.

The core message is illuminating life by being a positive, visible influence in our school, trust and community, demonstrating God's goodness through our everyday actions:

Recognition of God-given Uniqueness (You are the Light): The vision is rooted in the belief that every child and adult is a source of spiritual light, possessing God-given gifts and talents that must be nurtured. This relates to the concept of Imago Dei, where every individual is recognised as being made in God's image and is therefore uniquely valuable and full of potential.

Visibility and Community Impact (A City on a Hill): Just as a city on a hill cannot be hidden, Brailes aims to be a beacon that shines its light far and wide. The vision emphasises that the

school's achievements and the brilliant things children learn should not be hidden but should create a positive, hopeful force that illuminates families, the community, and the wider world.

Purposeful Action and Service (Good Works): The call to "let your light so shine" informs the school's focus on action and purpose. At Brailes, this means that learning is an adventure where "good works" are expressed through positive character (compassion, courage, and curiosity) and service to others. Our actions are seen as the vehicle through which we share the light of Jesus with those around us.

Overcoming Barriers to Flourishing (Not under a basket): The metaphor of the lamp on a lampstand informs the school's commitment to inclusion and empowerment. By shining their lights collectively, the community works to banish darkness, negativity, and fixed mindsets, ensuring everyone can see clearly to take the steps required to reach their very best selves. This helps children overcome fear and doubt to confidently "shine for God".

Ultimate Purpose (Glorify your Father): The theological depth of the vision ensures that "shining" is not for self-glory but for witness and service. The ultimate goal of the "good works" performed by the pupils and staff is to point people toward God and lead them to praise and glorify Him.

We believe every child, adult, and member of our wider school family has a God-given gift or talent they can share and have celebrated in our school. By shining our lights collectively, we ensure that everyone can see clearly to take the steps required to reach their very best selves, banishing darkness, negativity, and fixed mindsets. As part of The Stour Federation, this vision supports our commitment to providing a future-focused education where children feel safe, valued, and inspired to live “life in all its fullness” (John 10:10).

Theological Concepts

At Brailes, our vision of being the "light of the world" finds its deepest theological roots in the concept of Creation:

Everyone is Made in God's Image (Imago Dei): We recognise each person as uniquely made by God, possessing a "spiritual light" or spark that must not be hidden. Every part of our community bears the mark of its Maker, and we see it as our sacred duty to look for and nurture this potential.

Creativity and Purpose: Creativity is an inherent part of who we are as beings made in God's image. Just as God created the world with purpose, He gave each of us talents intended to be shared on a "lampstand" for the benefit of all, rather than hidden away.

God's Plan for Flourishing: Our belief is that God's plan is for all of creation to flourish. At Brailes, this means providing the right conditions—through our curriculum and ethos—for every child to grow like a healthy plant, reaching toward the light.

2. THE PURPOSE OF RE

Religious Education (RE) is central to the life of our school. Its purpose is to engage pupils in a curriculum that is rich and varied, enabling them to acquire a thorough knowledge and understanding of the Christian faith, alongside other principal world religions and non-religious worldviews. RE enables pupils to explore life's big questions and develop their own beliefs and values, helping them make sense of religion, spirituality, and moral issues, both personally and within wider society.

Through high-quality RE teaching, we foster empathy, tolerance, and a deep sense of community and global awareness. Pupils are encouraged to become aware of their own personal worldview and the positionality that shapes it, developing the skills to hold conversations about their own worldview and those of others.

3. LEGAL CONTEXT AND CURRICULUM FRAMEWORK

As a Church of England Primary School, Brailes follows:

- The Coventry & Warwickshire Religion and Worldviews Agreed Syllabus for Religious Education (2024-2029). This syllabus is the legal framework for our RE plans and reflects the predominance of Christian traditions in Great Britain while also considering other principal religions and non-religious worldviews.
- The Understanding Christianity resource.
- The Church of England's Statement of Entitlement for Religious Education (2026)

We provide RE in accordance with our trust deed and national requirements, ensuring Christianity is the core religion studied, alongside other principal world religions and non-religious worldviews. RE must be provided for all registered pupils in full-time education, from Reception to Key Stage 2. Collective Worship is distinct from RE and time allocated for RE should not include time allocated for collective worship.

4. AIMS OF RELIGIOUS EDUCATION

The curriculum for RE aims to ensure that all pupils:

1. **Know about and understand Christianity as a living faith**, understanding its diversity, how it influences lives worldwide, and how it has shaped British culture and heritage.
2. **Know about and understand a range of religions and worldviews**, enabling them to describe, explain, and analyse beliefs and practices, recognise diversity, show respect for different views, investigate questions, and appreciate the nature and impact of different ways of life.
3. **Express ideas and insights about the nature, significance, and impact of religions and worldviews**, explaining how beliefs and practices influence individuals and communities, and articulating personal reflections and critical responses to questions about identity, diversity, meaning, value, and ethical issues.
4. **Gain and deploy the skills needed to engage seriously with religions and worldviews**, enabling them to investigate concepts of belonging, meaning, purpose, and truth, respond creatively, enquire into respectful coexistence, and articulate beliefs and values.

5. CURRICULUM IMPLEMENTATION

RE is taught weekly as a discrete academic subject through a carefully sequenced and balanced programme. In accordance with the National Society Statement of Entitlement (2026), dedicated curriculum time allocated to RE accounts for no less than 5% (aiming close to 10%) of overall timetable time in Key Stages 1 and 2. This provision is strictly separate from collective worship.

Understanding Christianity units, making up at least 50% of teaching time. This syllabus supports pupils in developing a deep and coherent understanding of Christian belief and practice, structured around eight core concepts:

- God.
- Creation.
- Fall.
- People of God.
- Incarnation.
- Gospel.
- Salvation.

- Kingdom of God.

Each unit follows an enquiry-based model: Making Sense of Beliefs, Understanding the Impact, and Making Connections.

Coventry & Warwickshire Agreed Syllabus units, covering religions such as Islam, Judaism, Hinduism, Sikhi, Buddhist Traditions, and worldviews such as Humanism. The Agreed Syllabus is structured around seven core concepts:

- Belonging and Believing.
- Wisdom and Guidance.
- Personal Responsibility.
- Living Well.
- Authority and Power.
- Changes.
- Grand Narratives.

These concepts are revisited as part of a spiral curriculum, from different angles provided by case studies, 'ways of knowing' (disciplines), and increasing age and maturity.

To build confident religious literacy, learning throughout Key Stages 1 and 2 explicitly utilises three core disciplinary lenses:

- **Theology**: Exploring religious texts, concepts, and beliefs to understand how believers make sense of sacred texts and core doctrines.
- **Philosophy**: Engaging with questions of meaning, purpose, truth, morality, and human experience.
- **Human and Social Sciences**: Investigating how religions and worldviews are lived out in daily life, cultures, and communities across different times and places

Teaching on a 2-Year Cycle (as a small rural primary school): Recognising Brailes' context as a small rural primary school with mixed-age classes, the RE curriculum will operate on a 2-year rolling programme. This ensures full coverage of the Coventry & Warwickshire Agreed Syllabus and Understanding Christianity units across all year groups. While some units will be repeated, different worldview case studies and approaches will be used in alternating cycles, allowing for depth and variety in learning. Teachers will adapt learning, simplifying for younger and the range of needs of pupils and adding additional challenge for older children, considering the disciplinary

knowledge and skills being developed and ensuring the delivery of the RE curriculum is accessible to all learners. All classes will undertake units on Incarnation and Salvation.

RE is delivered using a range of teaching methods, including discussion, storytelling, drama, art, music, visits to places of worship from other religions, and visitors from faith communities. Layover units from the Agreed Syllabus are available to provide in-depth focus on organised worldviews as needed, adapted to pupil needs.

6. SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) DEVELOPMENT

Our school vision is a key driver in providing opportunities for personal development, and RE makes a significant contribution to the spiritual, moral, social, and cultural development of pupils. We adopt a whole-school and cross-curricular approach to support and inform this development.

Spiritual Development:

At Brailes, our approach to spirituality is guided by our “Grow together, shine bright – Let your light shine” vision, focusing on discovering purpose, building community, growing as individuals, and making a positive impact. We understand spirituality as a fundamental aspect of being human, influencing all areas of life and education, and not solely dependent on religious belief. It is primarily about our relationships: with ourselves, with others, and from a Christian perspective, with God. We create a nurturing environment where good relationships can flourish and acknowledge different ways of connecting with each other and with God. We use the relational consciousness model of spiritual development, based on the work of Dr David Hay and Dr Rebecca Nye, which anticipates pupils asking, pondering, and reflecting on life's big questions as they deepen their understanding of what it means to be fully human. This model explores relationships with:

Self: Awareness of inner thoughts, feelings, uniqueness, fostering self-respect and identity.

Others: Developing empathy, compassion, and meaningful relationships, recognising the worth of each individual.

Beauty (The World): Perceiving and relating to the physical and creative world, appreciating nature, art, music, and human achievements.

Beyond (Transcendence): Exploring experiences and meaning beyond the everyday, including "big questions" about life, purpose, and existence, and, for believers, a relationship with God.

Love is the connecting idea that binds these four aspects of spirituality. We explore "WOWS" (awe-inspiring moments), "OWS" (challenging experiences), and "NOWS" (stillness and ordinariness) of life, using metaphors like Kintsugi, the art of mending broken ceramics with gold, to illustrate how cracks can be filled with wonder and spiritual growth. RE provides a safe space for pupils to explore their own religious, spiritual, and philosophical convictions, engaging in meaningful dialogue with diverse worldviews.

Moral Development: Our approach is based on the teachings of Jesus Christ and other religious figures, providing a secure foundation for pupils to make decisions and build their lives. We teach the 'golden rule' of Christianity – 'treat others as you wish to be treated' – and refer to Jesus' teaching to be kind to one another. Our Behaviours and Relationships Policy emphasises forgiveness, which is one of our school values. RE explores ideas about right and wrong and how these shape people's lives.

Social Development: RE develops pupils' understanding of living in a diverse community where the school's vision, based on Christian values, is put into practice. It promotes a positive attitude towards others and an appreciation of cultural diversity.

Cultural Development: RE provides opportunities to develop an understanding of Christianity and other religions as worldwide, multicultural faiths that impact millions of people. It contributes to the accumulation of cultural capital, preparing pupils for life in modern Britain.

7. ASSESSMENT

RE assessment aligns with learning outcomes from *Understanding Christianity* and the *Coventry & Warwickshire Agreed Syllabus*, evaluating pupils' substantive, personal, and disciplinary knowledge. Teachers use termly formative assessment to track progress and address misconceptions, alongside periodic summative reviews.

Assessing Disciplinary Knowledge & Lenses:

Assessment evaluates how effectively pupils apply three core disciplinary lenses across all units:

- Theology: Examining texts, core concepts, and sources of authority (*Making Sense of the Text* / *Believing*).
- Philosophy: Engaging with questions of meaning, truth, purpose, and ethics (*Making Connections* / *Expressing*).
- Human and Social Sciences: Investigating how worldviews are lived out in cultures and communities (*Understanding the Impact* / *Living*).

Pupils are assessed as working towards, expected or *at greater depth*. The RE subject leader monitors this data to evaluate standards and adapt curriculum delivery. We acknowledge that personal knowledge and individual spiritual development are not quantifiable or appropriate for assessment. However, ample opportunities are provided for pupils to reflect on their own worldview, positionality, reflexivity, and reflectivity.

8. INCLUSION

RE is accessible to all pupils regardless of background or ability. We differentiate appropriately to ensure tasks are meaningful for pupils, including those with Special Educational Needs and Disabilities (SEND). Learning is scaffolded to enable access to content, delivered with sensitivity to children's gender, ethnicity, disability, and personal worldviews, allowing equal access for all. Children are encouraged to share their own beliefs in a respectful and safe environment. Multi-sensory approaches, such as drama, role-play, visits, visitors, and experiential learning, are used to make abstract concepts concrete for all learners, especially neurodiverse pupils.

9. COLLECTIVE WORSHIP AND RE

RE is distinct from collective worship. While both contribute to pupils' spiritual development, RE focuses on learning about and from religion and worldviews, while collective worship offers an opportunity for reflection and worship rooted in Christian practice. Collective worship and daily liturgy—anchored by the Brailes School Prayer—form the "beating heart of our school", providing space for shared experiences, reflection, invitational prayer, and engagement with Christian practices and stories.

The Brailes School Prayer serves as an explicit, systemic, and theological blueprint lived out daily across four relational directions (Windows, Mirrors, Doors, and Beyond) to nurture spiritual flourishing:

School Prayer Line	Vision, Values & Mission Link	Spiritual Direction & Theological Rooting
God be in my head, as I wonder, ask and grow.	Curiosity | Aspire	Creation & God's Plan for Flourishing (Windows / Looking Outward)
God be in my eyes, putting others first as I go.	Compassion | Belong	Imago Dei & Hospitality (Mirrors / Looking Inward)
God be in my mouth, with words kind, brave and true,	Courage & Compassion | Belong & Aspire	Love, Reconciliation & Courageous Advocacy (Doors / Moving Outward)

God be in my heart, showing compassion in all I do.	Compassion | Believe	Love & Restorative Behaviour (Doors / Moving Outward)
God be at my end, to try new things, look outward and achieve,	Courage | Aspire	Overcoming Fixed Mindsets & Service (Doors / Moving Outward)
To grow together, shine bright, and believe.	All Core Values | Believe & Aspire	The Trinity, Matthew 5:14–16 & City on a Hill (Beyond / Looking Upward)

10. RIGHT OF WITHDRAWAL

Parents have the right to withdraw their children from all or part of RE. However, we encourage full participation as RE forms a vital part of our school's ethos and curriculum. Parents wishing to withdraw their child should meet with the Headteacher to discuss this, outlining how they intend to support their child's understanding of RE. Teachers also have the right to withdraw from teaching RE. The right of withdrawal does not extend to other curriculum areas where religious matters may spontaneously arise.

11, PARTNERSHIPS AND COMMUNITY LINKS

We have strong links with St. George's Church, Lower Brailes and Coventry Cathedral as an ICON School. Our RE is enriched through visits, clergy contributions, and the celebration of Christian festivals. We also organise visits, virtual visits to places of worship from other religions to promote understanding and respect for diverse worldviews.

12. MONITORING AND EVALUATION

The RE subject leader oversees the planning, teaching, and assessment of RE. They support staff through training and curriculum development. Governors regularly review RE provision and monitor its effectiveness as part of their statutory role. Monitoring of teaching standards and pupil progress is conducted termly. Formal monitoring and evaluation will take place in line with the Coventry & Warwickshire Agreed Syllabus review cycle.

13. EQUAL OPPORTUNITIES

The school believes it is important for all children to have access to opportunities for spiritual development and to develop an understanding of religions and beliefs. Structured learning objectives are designed to support less able pupils and extend more able pupils, in ways that are sensitive to issues relating to personal belief and practice, cultural beliefs, and lifestyles. RE

fosters a balanced view of our multicultural society while respecting individual faiths, non-faiths, or cultural backgrounds.

14. REPORTING TO PARENTS

Religious Education is included in the annual report to parents, providing an overview of their child's progress and effort/engagement with the curriculum.

15. RESOURCES

Resources for RE include the Understanding Christianity materials and the Coventry & Warwickshire Agreed Syllabus for Religious Education (2024-2029) documents. These include unit plans, mood board presentations, resource sheets, layover units, cumulative knowledge organisers (CKO), and the Pupil Worldview Passport. We also utilise the rich array of places of worship and faith communities in Coventry and Warwickshire as resources for studying religion and worldviews.