

RAVENSCOTE JUNIOR SCHOOL

RELIGION AND WORLDVIEWS (RAW) POLICY

2024 - 2025



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Ravenscote Junior School

RAW Policy

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RELIGIOUS AND WORLDVIEWS EDUCATION

1. SCHOOL

Ravenscote is a large Junior School with a five class entry. It is situated in a pleasant, suburban, residential area and has extensive grounds. The school is organised into twenty mixed ability classes in four year groups (Years 3-6). A member of staff in each year group takes responsibility for the individual lesson plans for RAW for a year group, so that all pupils have access to equal learning opportunities. These members of staff form the RAW curriculum team.

RAW is organised by way of units of work. Different units of work are planned for each term with resources and ideas for work provided by the RAW Subject Leaders and members of the RAW curriculum team. Festivals such as Christmas and Easter have been planned to ensure continuity and progression within the school. Recording of pupils' work may be in written form but, at times, discussion, art, or drama may be a more appropriate response. Visiting speakers are invited into school from Christian denominations and other faiths, as well as from non-religious backgrounds.

2. AIMS

The aims of RAW at Ravenscote are those promoted by the Agreed Syllabus for Religious Education in Surrey Schools 2023-2028 as well as the UNDERSTANDING Christianity resource and should enable pupils to:-

1. Appreciate the distinctive nature of religion and the important contribution of religious and spiritual insights and values to the individual's search for meaning in life;
2. Develop knowledge and understanding of Christianity and of the other principal religions represented in Great Britain both through their history and their contemporary expression.
3. Develop interest in and enthusiasm for the study of religion and enhance their own spiritual, moral, social and cultural education;
4. Develop the ability to make reasoned and informed and creative responses to religious and moral issues;
5. Recognise the influence of beliefs, values and traditions on the individual, on culture and on community life.

The aims of Ravenscote School are outlined in the mission statement in the school brochure, and RAW has a central role in the implementation of these aims.

3. NATIONAL CURRICULUM REQUIREMENTS

It is a legal requirement that RAW is taught. However, parents have the right to withdraw pupils from RAW lessons as well as collective worship. Where pupils are withdrawn, separate provision will be made for them. This may vary from year to year depending on resources available in school.



4. WHERE IS RAW FOUND IN RAVENSCOTE?

RAW should be found throughout everything we do at Ravenscote:-

- Ethos of the school.
- Lessons - see Key Stage Plan
- Assemblies.
- Displays
- Festivals - Christmas, Easter, Diwali etc.
- Class discussions - as part of RAW lessons, but also in the unexpected occurrences of our lives.
- Stories read to pupils or time allowed for reading.
- Visitors –
 - bring in the outside world
 - give pupils a variety of experiences
 - different lifestyles
- give pupils experience of coping with codes of behaviour
- Cross curricular links with other subjects especially History, Geography and Science.
- Spiritual, moral, social and cultural development of the pupils.

5. KEY STAGE PLAN (next page)

Lessons are one hour duration and are weekly. There is flexibility so that special events may be discussed and unexpected opportunities are used as they arise, e.g. birth of a sibling, death of a pet, disasters etc. Literature can be used to support themes. There is also the possibility of blocked time too. A RAW curriculum day adds additional teaching time.



	AUTUMN	SPRING	SUMMER
3	What are important times for many Jews?	How does worship show what is important to many Muslims?	What do many Christians learn from the creation story?
	What do many Christians believe God is like?	Understanding Christianity- Salvation Unit 1.5- Why does Easter matter to many Christians? (6-8 hours)	What is the Golden Rule and why do so many people follow it?
4	Sikhi- What do Sikhs value?	How do many Humanists/ non-religious people celebrate new life?	What is the Trinity?
	What is it like to follow God?	Why do Christians call the day Jesus died Good Friday?	How do people use creativity to express their beliefs?
5	What does it mean to be part of a synagogue community?	What helps Muslims to lead a good life?	When Jesus left, what was the impact of Pentecost?
	What would Jesus do?	What did Jesus do to save human beings?	What can be done to reduce racism? Can religion help?
6	What is the Buddhist way of life?	What helps many Hindus to worship?	Creation and Science- Conflicting or Complimentary?
	Was Jesus the Messiah?		How is pilgrimage different to a journey?
		What difference does the resurrection make to Christian life?	

6. ASSESSMENT ORGANISATION

Assessment in Religion and Worldviews will be concerned with pupils' knowledge and understanding and their application of cross-curricular skills. It will not be used for judging a pupils' personal beliefs, attitudes or behaviour. Surrey's Agreed Syllabus suggests that most assessment of RAW can be based on:-

- Teacher observation of pupils: talking; presenting their work to the whole class or in one to one conversation.
- Assessment of written work, wall displays etc.
- Pupil assessment or peer assessment.

Reporting to parents will occur at the end of each year as part of the School Report. Class teachers will grade knowledge acquired, according to the following grades:

- Working towards expected standards
- Working at expected standards
- Working beyond expected standards

Teachers will assess pupil knowledge at the end of each unit according to children's responses to the key question/task for each unit.

Pupil self-assessment will take the form of adding to a knowledge organiser at the end of each lesson.

7. TEACHING AND LEARNING

Principles for Teaching and Learning are laid out in the Ravenscote Teaching and Learning Policy Document but there are specific aims for RAW

Teaching

RAW is usually taught in a mixed ability class setting although some work may be carried out in small groups, e.g. discussion, group work on different aspects of a topic. Group work may also be mixed ability. There should be opportunity for questions and discussion about both religious and moral issues and these should reflect the relationship between RAW and Spiritual, Moral, Social and Cultural development of pupils. There are regular occasions for reflection at the end of each lesson and the kind of reading and discussion that develops a sense of morality as well as gaining factual knowledge. Use should be made of both the local environment and visiting speakers.

Learning

Learning in RAW should widen pupils' experience and allow progression and maturity in understanding about themselves and others. It should prepare pupils for today's world and encourage flexibility in thought, in order to cope with life. Pupils should recognise that RAW is wider than just knowledge of Christianity and other major faiths. It should enable pupils with no religious faith themselves to understand what belonging to a religious tradition or worldview can mean to believers. It should help pupils form opinions and analyse their own and others' beliefs. A range of activities should be used to enhance learning in RAW; making RAW an investigation e.g. through artefacts, Art, Music, story and visits and visitors.



8. PROGRESSION / DIFFERENTIATION

Progression

Progression in R.A.W should occur in several ways.

- Skills (listed in no particular order):
 - Reflection
 - Empathy
 - Investigation
 - Interpretation
 - Evaluation
 - Analysis
 - Synthesis
 - Application
 - Expression
- Attitudes (listed in no particular order):
 - Fairness
 - Respect
 - Self – understanding
 - Enquiry
- Type and amount.
 - The content of work for each Year Group aims to develop and expand on previous experience and knowledge. Some themes are more suited to particular age groups. Christmas and Easter will have a different focus in each Year Group, as outlined in the Agreed Syllabus for Religious Education in Surrey Schools 2023-2028.
- Area.
 - The work will progress from the local environment to the wider world.
- Experience.
 - As in all good teaching practice, work will progress from the pupils' own experience, onto the wider community and then onto more abstract ideas. Children should progress in understanding about themselves and others to develop personal experience and empathy.

At Ravenscote, by the end of Key Stage 2, most children will be able to describe the key beliefs and teachings of the religious and non-religious worldviews studied, connecting them accurately with other features and making some comparisons between worldviews. They will understand what belonging to a religion involves.

They will show how religious beliefs, ideas and feelings can be expressed in a variety of forms.

They will be able to give meanings for symbols, stories and language, using technical terminology.

They will be able to ask questions about the significant experiences of key figures, puzzling aspects of life and moral and religious aspects and suggest answers from their own and others' experience, referring to the teaching of religions and showing understanding of why certain things are held to be right and wrong.

Ultimately, our Ravenscote pupils will endeavour to find similarities and build connections between the various groups that they encounter. They will be able to identify the common values held by many of the world religions and worldviews and have a tolerant and understanding perspective of people who come from different places and have different beliefs. We aim for our pupils to not only tolerate, but to embrace diversity, to seek it out and be excited by different perspectives and viewpoints that open their mind to different possibilities and challenge their own beliefs as well.

Differentiation

Differentiation in R.A.W will follow the basic principles outlined in the School's Teaching and Learning Policy Document. In mixed ability classes this may include:-

- different tasks.
- different methods
- different outcomes
- different questions. This is an important aspect of RAW and it is vital to ensure by open questioning and



discussion that all pupils are able to be involved and able to succeed. The ethos of the classroom and the relationship between pupils and the teacher should encourage all pupils to contribute in a meaningful way.

9. SPECIAL EDUCATIONAL NEEDS

This will follow the principles outlined in the School's Teaching and Learning Policy Document. RAW will be taught within the class structure but with special helpers where needed, e.g. statemented pupils.

Many pupils with special educational needs find abstract concepts difficult. Therefore, the starting point for RAW should be based on personal, concrete and immediate experiences.

Teaching resources need to be carefully chosen to reflect the age of the pupil but also be accessible to him/her.

RAW lessons are appropriate for all children as the teacher will adapt as necessary for those children with additional needs. Liaison with the Inclusion Assistant Headteacher may sometimes be necessary. Teachers will include all children in RAW lessons by ensuring the skills are the same for all learners but the journey to the same end point may be different. The use of the 5 a day principles (explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and using technology) are apparent in lessons to enable pupils to develop knowledge and build on knowledge from previous years. For example, inclusion pupils are given topical word banks to refer to when explaining their thinking and learning is scaffolded through adaptations in resources, such as godly play resources and the use of new books such as the Gill Vaisey Worldviews books. All children will benefit from aspects of the lesson, such as discussion and other children communicating and sharing ideas.

10. EQUAL OPPORTUNITIES

All pupils will be given equal access to the RAW syllabus, with no distinction being made on the basis of ability, gender, race or religion.

11. I.C.T. and RAW

ICT is used to enhance children's knowledge and understanding. Staff have the opportunity to use iPads to record displays, dramas, guest speakers and educational visits should they wish to. With the improved provision of computers in the school there is now more scope to use ICT in RAW. Pupils are encouraged to access Virtual Reality visits to places of worship as well as access festival information and stories on the Internet. The Interactive whiteboards can also be used to play interactive games as part of lessons. Laptops and Learn pads are also used where appropriate, by the pupils, often to help with research and to enhance learning.

12. RESOURCES

Resources for RAW include the following: -

- Teacher resources.
- Pupil resources for some themes.
- Artefacts. Artefact boxes for Christianity, Judaism, Hinduism and Islam have been organised by the RAW Subject Leaders are accessible to all staff. Additional artefacts will be purchased to complete each collection.
- Visitors. Visiting speakers are invited from Christian denominations as well as other faiths and voluntary organisations to contribute to themes.
- Parents or others who can offer a personal insight into some aspect of the work are also involved as far as possible.
- Places. Visits (including virtual) are made to places of/for worship in accordance with current policies on frequency of trips. The aim is for the following year groups to visit the following places of worship:
 - Year 3 Synagogue



- Year 4 Gurdwara
- Year 5/6 Local church or Mosque
- Interactive Whiteboard programmes.

13. MONITORING AND EVALUATION

Monitoring of RAW will follow the school's guidelines for other areas of the curriculum. The RAW Subject Leaders will be responsible for:-

- Looking at medium term plans of each year group and their evaluations.
- Sampling work and providing written feedback to the year groups.
- Talking to children about their work.
- Working alongside colleagues and pupils in lessons, offering advice and support
- Meeting with members of the curriculum team to discuss future development.
- Guiding ECTs and new members of staff through staff meetings.
- Reviewing the RAW policy each year.
- Observing Teaching
- Leading introductory assemblies for each unit during which pupils are questioned about what they have learnt/ remember.

14. CROSS CURRICULAR LINKS

It is intended that many aspects of the RAW syllabus will reinforce and complement the work done in other areas of the curriculum.

15. COLLECTIVE WORSHIP

A separate policy document on Collective Worship has been produced.

16. SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Opportunities exist for SMSC across the whole curriculum and through the whole of school life including, for example:

- within the curriculum – in terms of both the content taught and the activities selected to promote learning. RAW plays a key role, alongside personal, social and health education (PSHE) and citizenship, in promoting SMSC but all areas of the curriculum have a part to play
- school organisation, policies and practices
- behaviour and the quality of relationships evident and encouraged across the school
- through collective worship and in extra-curricular activities

See the Surrey Agreed Syllabus 2023-2028 for further guidance on this.

