



Hindon CE VA Primary School

Religions and World Views Policy

This document provides a guide for staff and parents of pupils at Hindon Primary School.

Our Vision

Within a culture where every child matters, pupils are encouraged to be the very best they can be. Guided by an understanding of fundamental British values, supported by a nurturing Christian ethos: Happy Children Learn.

'Teach children how they should live, and they will remember it all their life.' (*Proverbs 22:6*)

It is our intent, within our Christian ethos, to nurture the development of the whole child, through a holistic approach to education in order that they are ready to embrace the next stage in their education and to be positive a member of society. We foster a lifelong love of learning and support the innate desire within us all to be kind. We teach our pupils to understand a need for justice and equality and to respect individualism in order to live harmoniously in a multicultural, global society.

Intent

At Hindon School we teach Religion and Worldviews in order to help prepare students to understand and confidently take their place in an increasingly complex world. Through a multi – disciplinary approach, that promotes deep thinking and meaningful dialogue, we aim to teach children to think like a theologian, a social scientist and a philosopher and to ask big questions of themselves to help them develop their own worldview. As a result, RW at our school, is a vital part of our students' journey towards becoming thoughtful, informed and respectful citizens.

We aim to:

- Develop pupils' knowledge and understanding of the beliefs and practices of a wide range of Christians and people of other principal world religions, and non-religious worldviews in our local, national and wider global community.
- Enable pupils to explain how beliefs and practices can inform and change the way people see the world and the way they live and treat others.
- Help pupils to develop their own sense of identity and belonging.

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- Help pupils to gain an understanding of differences held within a religious or non-religious worldview and of the similarities of beliefs and practices held in common by people within and across traditions.
- Equip pupils to be sensitive to others' beliefs, be able to express their own views well, be open minded and respectful, show curiosity and have the skills to ask appropriate questions when meeting people different to themselves.
- Recognise and build on children's prior learning, opinions and experiences, provide first hand learning experiences and encourage children to develop their thinking in the three key strands of RW (theology, philosophy and the social sciences) whilst exploring and enriching their own beliefs and values
- Develop spirituality

Legal Status

Religion and World Views Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject, but the 1988 Education Act states that 'Religious education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils.'

Following the launch of the New Wiltshire Agreed Syllabus in November 2025, the school implements the Understanding Christianity Scheme of Work for the study of Christianity and is using a range of other schemes of work in order to support the planning and teaching of other world views, both religious and non-religious.

Implementation

As a LA school we follow the Wiltshire Agreed Syllabus (2025) that asks us to explore big questions across different worldviews using a multi-disciplinary approach that asks children to think like theologians, like social scientists and like philosophers.

To ensure that our curriculum is progressive we have adopted an enquiry-based approach grounded in 5 golden threads that together promote critical thinking. These golden threads are:

- Investigating views on the existence and nature of God
- Origins of the universe and responsibility for the environment (creation)
- The nature of humanity (beliefs, belonging and spirituality)
- The journey of life (rites of passage and the afterlife)
- Global issues (e.g. social justice, conflict, inequality ...)

As children progress in their learning, we consider increasingly complex questions.

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Lessons will be taught discreetly and regularly in accordance with the guidelines in the Agreed Syllabus, as recommended by Ofsted in their 2024 review (Deep and Meaningful) with some additional theme days or weeks (eg Interfaith week, Journey Days) This equates to approximately 5% of curriculum time.

Through content and pedagogy, we aim to be fully inclusive.

Much of what we do will be oral, encouraging dialogue and curiosity with pupils free to respond in art, poetry, drama as well as the written word.

As a Voluntary Aided school, Christianity forms 50% of our curriculum in every class, while pupils also encounter a rich range of world religions and worldviews appropriate to their age.

RW is taught through a Multi Faith approach, where learning is often interwoven across units. Many of our units draw on multiple religions and worldviews within the same term, enabling pupils to make meaningful connections, compare beliefs thoughtfully, and develop a deeper understanding of both similarity and diversity across traditions.

A key strength of our approach is the deliberate alignment between RW and PSHE: both subjects are taught weekly on the same afternoon in all three classes. This structure allows concepts introduced in PSHE to flow naturally into RW, creating meaningful connections and deep, reflective discussion. Each half-term's PSHE focus complements the RW theme- for example, pupils explore justice and global issues during *Rights and Responsibilities*, and consider life transitions during *Growing and Changing*. This intentional design ensures that pupils encounter moral, social and philosophical ideas through multiple lenses, strengthening their spiritual, moral, social and cultural development and supporting a coherent whole-school ethos rooted in respect, curiosity and thoughtful engagement with the world.

Because PSHE follows the same half-termly structure throughout the whole school, the curriculum feels coherent and connected across the school. This supports shared assemblies, shared language and a consistent ethos.

Our RW curriculum is intentionally designed to run in parallel with our whole-school PSHE programme. This ensures that pupils encounter key ideas about identity, relationships, community, responsibility and personal growth through both a **religious/philosophical lens** and a **personal, social and emotional lens**. This dual approach deepens understanding and strengthens children's spiritual, moral, social and cultural development.

Impact

We will use assessment for several purposes

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- Ongoing assessment in lessons will allow teachers to adjust their teaching to meet the needs of their pupils
- Summative assessment will allow us to check that pupils are making good progress
- Through assessment we can also check that our provision is effective

The multi-disciplinary Agreed Syllabus is inherently progressive and identifies what we expect children to know by the end of each key stage and how they will develop their critical thinking skills as they move through the key stages. The Ofsted review of 2024 deemed that if pupils have learnt the curriculum, then they have made progress.

Three threads to determining if teaching and learning is having an impact:

1. Substantive knowledge. Are children learning and remembering substantive knowledge?
2. Disciplinary knowledge Are they thinking like a theologian, a social scientist and a philosopher (BLT)
3. Personal knowledge Are children becoming more critically aware of their own worldviews?

As professionals we believe that teachers are best placed to determine their pupils' progress.

We use insight to map this progress.

This may be evidenced in floor books / subject leaders files and might, for example, be based on contributions to discussion, poetry, art or drama...

The assessment of spirituality is much harder but may be seen through pupils' ability to be reflective, empathetic, curious, imaginative and joyous (ref AS page 10) .

Parents will receive an annual report on the attainment and progress of their child.

Roles and Responsibilities

Within Religious Education, the subject leader will be responsible for:

- Ensuring the implementation of the New Wiltshire Agreed Syllabus.
- With the support of the HT, providing a long-term plan for the teaching of RE to ensure curriculum coverage.
- With the support of the HT, monitoring standards in RE through work scrutinies, lesson observations and the collating of internal assessment data.

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The class teacher will be responsible for:

- Planning and delivering effective lessons using a range of teaching methods to ensure the content of the New Wiltshire Agreed Syllabus is covered.
- Monitoring the progress of pupils within their class and reporting on this annually to parents.

EYFS

All pupils in the EYFS will be taught RE as part of their personal, social and emotional learning. Pupils will encounter religions and world views through multiple methods of teaching (e.g. story telling, role play, art work). Teachers will encourage imaginative play and curiosity in pupils. Pupils will be given opportunity to reflect on their feelings and experiences.

Equal Opportunities

All children will be given equal access to RE, irrespective of race, gender, creed, level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted. RE will be taught in an objective manner. Parents, if they so wish may withdraw their children from Religious Education. (This also applies to the act of daily, collective worship). This conscience clause also exists for teachers.

Right to Withdraw

Parents/carers have the right to withdraw their children from all or part of the Religious Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or RE Leader who will explore any concerns and discuss any impact that withdrawal may have on the child. The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all children, and respects their own personal beliefs. Parents will be made aware of the learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish. The school may also wish to review such a request each year, in discussion with the parents.

The New Wiltshire Agreed Syllabus states:

The right of withdrawal from RE was legalised a long time ago when RE was confessional in nature. It allowed parents/carers to withdraw their children from receiving Bible based teaching from a member of clergy. The nature of RE and the subject content taught in schools is now very different. It is educational, balanced and broad and supports the building of pupils' cultural capital and understanding of the world in which we live.

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This agreed syllabus has been created by teachers, councillors and representatives from all major religious and non-religious worldviews and it is hoped that parents/carers would not want to withdraw a young person from RE. However, legally, a parent/carer of a pupil may request:

- that their child be wholly or partly excused from receiving RE given in accordance with the Agreed Syllabus.
- that a pupil who is wholly or partly excused from receiving RE provided by the school may receive RE of the kind desired by the parent/carer.
- on the school premises, provided that it does not entail any expenditure by the responsible authority.

The use of the right to withdraw should be at the instigation of parents and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given. Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated. The purpose of the option to withdraw is to allow parents/ carers to make their own arrangements for their own preferred RE not so children can take part in other studies/ activities. Once a child has been withdrawn they cannot take part in the RE programme until the request for withdrawal has been removed. Parents who decide to withdraw their children from RE lessons are requested to put this in writing to the Headteacher for our school records. Parents will be invited to review their request annually.

The right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects.

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