



‘A place for growing together and learning to fly.’

“But the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control.” Galatians 5:22-23 Fruits of the Spirit

Faith and Belief Policy

(Review date: September 2026)

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Rationale

At West Monkton Church of England Primary School, our vision for Faith and Belief is rooted in a **worldviews approach**, enabling pupils to think deeply about how individuals and communities understand the world and their lived experiences. Children explore how religious and non-religious worldviews shape identity, influence behaviour, and respond to questions about life, meaning, and purpose.

The curriculum integrates **substantive knowledge** (knowledge of traditions), **disciplinary knowledge** (how knowledge is formed through theology, philosophy and social sciences), and **personal knowledge**, allowing pupils to reflect on their own views. Learning is structured through four worldviews concepts: **identity and belonging, meaning and purpose, power and authority, and values and morality**. These help pupils recognise shared human questions while understanding the diversity that exists both between and within traditions.

Children build secure knowledge of religious and non-religious worldviews through the study of real and fictional people, exploring beliefs, practices, stories, values, and community life. Learning is carefully sequenced so pupils move from recognising what is special and meaningful to understanding deeper ideas about God, humanity, duty, spirituality, equality, and change over time. Across the curriculum, Children encounter a range of traditions and case studies, helping them understand how beliefs are formed, lived out, and interpreted differently. By the end of Year 6, children can use secure knowledge to compare worldviews and explain their own informed perspectives.

Through this study, pupils develop cultural awareness and appreciation of the multicultural world. They learn to respect diversity without relying on stereotypes and to understand how beliefs and practices are shaped by historical, social, and cultural contexts. Children also make connections between local, national, and global events and the communities and identities they influence.

Roles and Responsibilities

The Faith and Belief Domain Lead is responsible for:

- Developing, resourcing and reviewing the school's domain policy.
- Planning, instigating and monitoring teaching programmes.
- Liaising with colleagues, including the SENCO, to make sure teaching is differentiated in accordance with the needs of individual pupils.
- Working with other staff to teach the subject content.
- Keeping staff informed of visits and professional development opportunities.
- Facilitating the possible assessment of children's work.
- Keeping up-to-date with current affairs and best practice regarding subject knowledge.
- Providing guidance, including INSET training to all staff, as part of their on-going professional development.
- Celebrating and promoting the work of pupils throughout the school.

Teaching staff will be responsible for:

- Teaching schemes of work and lesson plans in line with the domain policy and the objectives of the curriculum.
- Facilitating the teaching of the curriculum, including coordinating activities and resources within their specific areas.
- Assessing and recording children's progress and keeping the domain lead informed of this.
- Providing feedback to parents and carers on children's progress at parents' evenings.
- Attending and contributing to any INSET days organised by the domain lead.
- Keeping up to date on current affairs and best practice on their Faith and Belief curriculum, and applying this to their schemes of work.

Implementation

The curriculum

Our religious education curriculum is underpinned by the Lincoln Diocese Board of Education Primary RE Curriculum. We have written our own case studies to align with our locality. Our curriculum reflects a religion and worldviews approach. This approach recognises that everyone has a world view and is rooted in two key principles:

1. Worldviews start with people
 - Rooting the learning in real or fictionalised case studies to help make worldviews tangible to children.
2. Students ability to make sense of what they learn is integral.
 - The 'ways of knowing' are used to support children to think critically and develop their own worldviews.

Within our curriculum we incorporate enquiry- based learning, opportunities for discussions and reflection. We also visit our local church at least once a year to attend events in the Christian calendar.

Knowledge organisers are used through 'finger tip knowledge', children are provided with core concept knowledge organisers to help them create links within and between religions.

Expectations

Senior leaders will provide support through CPD sessions to ensure all teachers feel supported.

Teachers dedicate sufficient curriculum time to Faith and Belief, this should equate to 10%, but no less than 5% in Key Stage 1 and 2.

Teachers follow the Lincoln Diocese curriculum publication for all documentation.

Assessment

Assessment in Religious Education is carried out in line with the principles set out in the **Religious Education Statement of Entitlement**. Assessment focuses on children's development in **substantive knowledge, disciplinary knowledge and personal knowledge**, ensuring that children know more, remember more and can apply their learning with increasing depth.

At West Monkton, Faith and Belief is assessed through a range of formative and summative approaches:

1. **Ongoing formative assessment** takes place in every lesson in accordance with the school's marking policy. Teachers provide responsive, in-the-moment feedback to support children in developing their understanding and to inform future teaching.
2. **Substantive knowledge** is assessed using the *Three Statement Approach* developed by Shirley Clarke. Children record their knowledge and understanding against key statements at the beginning and end of each unit, enabling teachers to identify progress over time and ensure secure knowledge of core content.
3. **Disciplinary knowledge** is monitored termly by teachers using progression statements provided by the Lincoln Diocesan Board of Education. These judgements support teachers in evaluating how well children are developing the skills of enquiry, interpretation, reflection and evaluation expected within Religious Education.
4. **Personal knowledge** is assessed through formative assessment and reflective activities. Children use the '*How I View the World*' glasses to express and explain their own worldview, enabling teachers to understand how children make sense of Faith and Belief. This reflection is completed annually to show development over time.

Assessment information is used to inform planning, ensure progression across the curriculum and support all children in meeting the expectations set out in the RE Statement of Entitlement.

Monitoring

The Domain lead will meet with the domain team at least once per half-term, to review, evaluate and monitor the effectiveness of the domain. These meetings align with our Learning Review Week process.

Review

This policy will be reviewed every two years by SLT.

Guidance

This policy has been created using:

- RE Statement of entitlement
- Lincoln Diocese Board of Education Primary RE