



A School Partnership In Rural England

Motto: **'We Aspire to Inspire'**

Our Values – using the initials of the names of the schools.

K – Kindness

U – Understanding

P – Patience

H – Honesty

L – Love

B – Boldness

Policy Statement for Understanding Beliefs - Worldviews (UBW)

The term 'school' refers to the schools in the ASPIRE Federation: Kingswood Primary, Ulcombe CE Primary, Platts Heath Primary and Leeds and Broomfield CE Primary. The term may refer to them jointly or individually.

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At our two Church of England schools this policy will be delivered through strong links made to our Christian values:

Leeds & Broomfield Church of England Primary School

At Leeds & Broomfield we build strong foundations for all; to learn, flourish and fill their hearts with God's love. Everyone is important, valued and needed to make L&B grow. We give a quality all round nurturing education which develops the whole child; If the rain came we would not fall.

"As many hands build a house, so many hearts make a school."

(Matthew Ch 7 24-27)

RESPECT RESILIENCE EMPATHY CURIOSITY HONESTY

Our school Christian Values support the development of the children and all within the school and local community, giving the children and staff a positive outward looking view. The pupils and staff support and help each other and the local community enabling all to flourish.

We have explored the story of Matthew (Ch 7 24-27) showing curiosity, and the children felt empathy for the builder of the house on the sand, but said they must be resilient to try again. Jesus was honest with his followers and people followed and trusted him. The story continues showing how Jesus respected all and everyone who wanted to listen and learn could – no one was turned away. This high level of inclusion and respect is what makes Leeds and Broomfield a great school community to be part of 'many hearts make a school'.

Ulcombe Church of England Primary School

"One body, many members, learning together surrounded by God's inclusive love."
(Corinthians 12:12-14)

TRUST RESPECT HOPE ENDURANCE

Ulcombe Church of England School is a nurturing, inclusive learning space, where our uniqueness inspires trust and welcomes diversity. Our children all flourish (for however long they are with us), in an environment where learning through making choices is not only embraced but discussed and, when needed, forgiven. This allows our learners to become positive role models in *their* wider communities. The whole school community works together in unity to ensure that our practice fully reflects the passage of 1 Corinthians 12:12-14. The children and adults feel included and appreciated as one body with diverse cultures learning, working and flourishing together to accept everyone and nurture their aspirations for the future.

Understanding Beliefs (previously RE)

At Leeds and Broomfield and Ulcombe Church of England Primary Schools we have renamed the subject Religious Education to Understanding Beliefs. This was done through discussion with all stakeholders to reflect the historical negativity around the subject in our schools and to support each member of the community in recognising the importance of learning about others and what they believe. Pupils and staff felt that Understanding Beliefs name better reflected their feelings towards what they learnt and discussed in the lessons.

The Understanding Beliefs curriculum follows the Diocese suggested plans and meets statutory obligations set out in the Kent Agreed Syllabus.

Religious Education is lead across the Aspire Federation by Fiona Seer, who ensures that at both schools, Understanding Beliefs reflects the school's Christian vision and the Church of England Statement of Entitlement for RE to enable every child to develop their religious literacy through high quality, creative teaching and learning.

Policy Statement for Understanding Beliefs Worldviews (UBW)

Religious education should enable every child to flourish and to live life in all its fullness. It will help educate for dignity and respect encouraging all to live well together

(John 10:10).

This policy is written to support all four schools in the ASPIRE Federation.

As of September 2019 this includes

- *Ulcombe Church of England Primary School*
- *Leeds and Broomfield Church of England Primary School*
- *Kingswood Community Primary School*
- *Platts Heath Community Primary School*

The policy will develop and embed UBW teaching in all four schools. However, aspects of the policy will focus on key elements of the requirements specifically for Church of England primary schools and the statement of entitlement where aspects may be more relevant for the two church schools within the Federation.*

The policy encompasses and reflects both the ASPIRE Mission statement alongside the individual Christian values for the two church schools within the federation:

Leeds and Broomfield: Respect Resilience Empathy Curiosity Honesty Ulcombe: Hope Respect Endurance Trust

It is recognised that other ASPIRE policies and Canterbury Diocese publications also form a key part of the policy and these should be referred to in conjunction with the UBW policy as necessary and appropriate.

(*) Appendix 1: Statement of entitlement overview

Introduction

In all four schools that form part of the ASPIRE federation, pupils and their families can expect a high-quality religious education (UBW) curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views.

At both the community and church schools within the ASPIRE federation, the teaching of Christianity is at the heart of our UBW curriculum. The main focus for UBW teaching is through the Understanding Christianity resource which encompasses the use of an enquiry approach which engages with significant theological concepts and the pupil's own understanding of the world as part of their wider religious literacy*. This is supplemented with planning from the Kent Locally Agreed Syllabus and the Canterbury Diocese so the children learn about other religions and world views, fostering clear respect for them.

Links with both the ASPIRE federation mission statement and individual schools' values and visions, alongside support for pupil's spiritual, moral, social and cultural (SMSC) development are intrinsic to our UBW curriculum and have a significant impact on learners. We provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied.

Aims and objectives

All ASPIRE schools follow UBW teaching recommendations from the DfE and those stated in the **Church of England Statement of Entitlement (2026)** for Religious Education

These form the basis of our school aims for all ASPIRE pupils:

- Engage meaningfully and critically with learning which helps them to make sense of the multi-religious and multi - secular world in which they live.
- Know about and understand Christianity as a diverse global living faith through the exploration of beliefs and practices, using approaches which engage biblical text and key sources of authority.
- Gain knowledge and understanding of a range of religious and non-religious worldviews, appreciating the complexity, diversity, continuity and change that exists within those worldviews being studied.
- Grapple with questions of meaning and purpose raised by human existence and experience.
- Understand the concept of religion and recognise its continuing influence on Britain's cultural heritage and in the lives of individuals, communities and societies in different times, cultures and places.
- Develop disciplinary knowledge which equips pupils to be religiously literate.
- Explore their personal worldviews; their own religious or nonreligious, spiritual and philosophical ways of living, believing and thinking.

Curriculum for UBW

UBW is an academic subject that has a high profile in our school curriculum. It is a priority for senior leaders, who ensure that the teaching, learning and resourcing of UBW is comparable with other curriculum subjects.

All pupils can expect

- Is a high-profile subject and a priority for those who lead their school.
- High standard of UBW teaching irrespective of educational need or disadvantage.
- A sequenced curriculum where they will learn about a range of religious and non-religious worldviews and the diversity that exists within those worldviews.
- A balanced curriculum, using high-quality resources, where they engage with a range of ways of knowing, including theology, philosophy and the human and social sciences.
- Teachers who have secure UBW subject knowledge and are able to deliver content accurately whilst having the ability to challenge common misconceptions.
- UBW to be delivered in an objective, critical and pluralistic manner.
- UBW classrooms which are safe, supportive spaces where pupils can openly explore their own religious, spiritual, and/or philosophical ways of living, believing, thinking, and belonging.
- To be given the opportunity to articulate their personal worldviews and engage in meaningful, respectful dialogue with others.
- UBW teaching which promotes religious and cultural understanding within communities and society.

**Religious Literacy: Helping children and young people hold balanced and well-informed conversations about religion and belief. (Key Principles of a balanced curriculum in RE.)*

Parents can expect

- UBW to be an expression of the school's theologically rooted Christian vision and a priority for those who lead their child's school.
- UBW to be a high-profile academic subject, distinct from collective worship and non-confessional in nature.
- UBW provision to reflect the Anglican foundation on which the school is established (i.e. according to its trust deed or academy funding agreement).
 - Christianity to be the main religious worldview studied in and through UBW in each year group/phase equating to at least 50% of curriculum time.
- A range of religious and non-religious worldviews to be studied.
- An UBW curriculum to be offered for all pupils in all statutory year groups (Reception to Year 13)

Teachers of RE can

- expect Positive support in providing effective UBW from: Mrs Steer / Mrs Parsons who lead UBW knowledgeably, HOS, governors, diocese board and NSE.
- To receive training, ongoing feedback and upskilling in delivering UBW.
- To be encouraged and enabled to belong to educational communities and networks which provide continuous professional development.

A curriculum overview of UBW teaching will be available in school and on the school website to show coverage and time allowance for each class and key stage.

Teaching and learning

Learning activities provide fully for the needs of all pupils, so that they develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. UBW lessons provide a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews.

Pupils experience opportunities to learn and express themselves through an enquiry-based style of learning by:

- Posing and discussing 'big' and challenging questions
- Reading and critically analysing texts.
- Interpreting information from different sources, including biblical texts.
- Seeking information for themselves in libraries and on computers.
- Listening to and discussing with the teacher and other pupils.
- Engaging in pair and group work.
- Exploring a range of media such as artefacts, pictures, photographs, music and drama.
- Experiencing visits and visitors.
- Taking part in outdoor learning.
- Taking time for reflection.

Teaching in UBW challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. All questions, views and opinions are treated with sensitivity and respect.

Teachers establish clear links between elements of religious belief and practice and aspects of the children's own lives. Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

Assessment will be gathered throughout the lessons of the different forms of knowledge, which enables pupils to make progress in their learning.

Cross-curricular links

Religious education supports the development of general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. UBW also makes a major contribution to pupils' SMSC development. It addresses issues which arise in a range of subjects, such as English, art, drama and history, geography, computing, music as well as personal, social and emotional education and citizenship.

Health and Safety

Health and safety issues may arise in religious education on a number of occasions for example, when pupils:

- Handle artefacts.
- Consume food.
- Visit places of worship.

Teachers will conform to guidelines in the school's health and safety policy in these circumstances. Risk assessments will also be completed when deemed appropriate.

Assessment, Recording and Reporting

Assessment in UBW will:

- Involve identifying suitable opportunities in schemes of work such as Understanding Christianity.
- Be directly related to the expectations of the Understanding Christianity units and supplement programmes of study from Canterbury Diocese and the Kent agreed syllabus
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.
- Recognise the range of skills and attitudes which the subject seeks to develop.
- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the federations marking policy.
- Include pupil self-assessment.
- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development.
- Enable effective reporting to parents.

Resources

It is anticipated that religious education funding will be available but this will be subject to yearly budget projections. This will enable a range of resources on different religions to be purchased, such as books for teachers, pupils and the library; posters, CDs, DVDs and artefacts. The school, when available will also makes use of guidance material produced by the Diocese. Funding will also allow, where possible, visits to different places of worship and provide INSET for staff. All resources will be listed, stored, be easily accessible and kept in good condition. Resource banks will be available for both staff and pupils on all major religions and world views as appropriate.

Role of the UBW subject leader and senior leaders

- UBW high priority within the curriculum and status as an academic subject are clearly articulated.
- UBW entitlement is entirely separate from collective worship.
- UBW curriculum is well-balanced, well-sequenced and reflects the school's specific context.
- Sufficient dedicated curriculum time, meeting explicitly UBW objectives, is committed to the delivery of UBW. This should aim to be

- close to 10% but must be no less than 5% in key stages (KS) 1-4.
- All teaching staff and those responsible for governance understand the distinctive role and purpose of UBW within a Church school and a community school.
- An effective system is in place for those responsible for governance to monitor and evaluate standards in UBW.
- Priority is given to building up staff expertise through professional development and resourcing, particularly where teachers with specialisms in other areas are delivering UBW.
- They engage with their diocese when developing the school's UBW curriculum and adapting schemes and frameworks, such as a locally agreed syllabus, to the school's context.

Dicoscan board of education and their officers will provide support, monitor and evaluate the quality of UBW within our Church schools. This includes SIAMS support and training.

The National Society for Education will

- Promote and advocate for the place of UBW / RE as an academic subject in all schools.
- Celebrate the prominence of UBW/RE in Church schools and the benefit this brings to school communities.
- Respond to the needs of the dioceses in supporting and resourcing UBW/RE, especially in areas of national and international significance.
- Nurture broader partnerships and relationships that support the development of UBW/RE.
- Support, highlight and share innovation within UBW/RE in partnership with the dioceses.
- Listen to and engage with the voices of stakeholders to ensure UBW/RE remains responsive, relevant, and valued.

Legal Requirements

Religious Education (UBW) must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over). (*DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28*)

The law relating to Religious Education for pupils who are not yet in key stage 1 is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes or play groups.

The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. However, for those attending our church schools and in view of their distinctive Christian character and, we would hope that all children admitted will participate fully in UBW, and that anyone wishing to withdraw their child would discuss this with the headteacher before making this decision.

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 UBW 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. This will usually consist of working on other curriculum work in a separate part/classroom within the school.

Once a child has been withdrawn, they cannot take part in the UBW programme until the request for withdrawal has been removed.

Other Information

It is recognised that there are clear links between UBW and the following policies and staff are aware of the need to refer to these policies when appropriate:

- Collective Worship where appropriate
- Spirituality policy where appropriate
- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy
- SMSC Policy
- Mental Health and Wellbeing Policy

Key Church of England/Diocese publications provide key information to enhance and embed key aspects of the RE (UBW) Policy:

- [Religious Education in Church of England Schools: A Statement of Entitlement](#)
- [Church of England Vision for Education: Deeply Christian, Serving the Common Good](#)
- [Mental Health and Wellbeing: Towards a Whole School Approach](#)
- [Valuing All God's Children](#)