



Bolton Primary School

World Views and Religion Policy



Purpose of study:

At Bolton Primary School, our Worldviews and Religion curriculum is designed to develop religious literacy, curiosity and critical thinking. Through the disciplines of theology, philosophy and human sciences, pupils gain an understanding of diverse religious and non-religious worldviews and are equipped to engage respectfully and thoughtfully in modern British society.

Worldviews and Religion is a compulsory subject (*including Reception but not Nursery*) and is seen as an important dimension of human life, enabling pupils to make academically informed judgements about matters of religion and belief which shape the local and global landscape. We acknowledge the important part that this subject plays in the "wider" curriculum and in the development of the whole child.

Bolton Primary School follows the new Cumbria Agreed Syllabus (2023- to be reviewed in 2028) that reflects the 6 principal global religions represented in Britain: Judaism, Christianity, Islam, Hindu Dharma, Buddhism and Sikhism. Aspects of other religious and non-religious worldviews may also be studied, such as Humanism. While these may not receive equal curriculum time, they must be given equal respect.

In the context of this syllabus, being religiously literate means that pupils will have the ability to hold balanced and well-informed conversations about religious and non-religious worldviews. Pupils will be able to make sense of religion and worldviews around them and begin to understand the complex world in which they live. They will be encouraged to be curious and enabled to study the wisdom and beauty of religions and worldviews and to see that religion isn't fixed; it is living, dynamic, changing and evolving throughout the world. This syllabus promotes an understanding of religion and worldviews rooted in a disciplinary approach to RE so that pupils see religion and worldviews through different lenses.

Aims:

In the teaching of WV&R we aim to:

- know about and understand a range of religious and non-religious worldviews by learning to see these through theological, philosophical and human science lenses.
- express ideas and insights about the nature, significance and impact of religious and non-religious worldviews through a disciplinary approach.
- gain and deploy skills rooted in theology, philosophy and the human sciences engaging critically with religious and non-religious worldviews.
- be able to reflect on personal worldviews.

Pupils' progress should be assessed in relation to this purpose and these aims of RE. Appendix 2 of the Cumbria Agreed Syllabus can also be used as guidance.

Content:

In WV&R, children learn about and from religions and worldviews in local, national and global contexts. They will discover, explore and consider different answers to questions. The topics are posed as core questions. Worldviews and Religion teaching at Bolton equips pupils with knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. Through their learning, children will have opportunity to explore their personal beliefs, ideas, values and experiences while respecting different views.

Christianity is studied throughout each key stage. The other principal religions represented in Britain are studied across the key stages.

Early Years: Bolton provides RE for all pupils. To prepare pupils for the balanced disciplinary approach, there are suggested topics and questions for Early Years Foundation Stage (see table below). As preparation for the disciplinary approach, pupils will begin to explore religious and non-religious worldviews in terms of special people, special times, special places, special books and special objects. Pupils explore religious and non-religious stories which raise interesting questions. They are introduced to specialist words and use their senses in exploring religious and non-religious beliefs, practices and forms of expression. Early Years children will speak in familiar groups and will talk about their ideas. Children will be encouraged to take account of other's ideas and show sensitivity to other's needs and feelings. They will be given the opportunity to talk about events in their own lives and the lives of family members. Children will look at similarities and differences between themselves and others, among families, communities and traditions.

What about RE in Early Years Foundation Stage?

All schools and academies should provide RE for all registered pupils, including those in Reception classes. The statutory requirement does not extend to nursery classes in maintained schools. In order to prepare pupils for the balanced disciplinary approach, the following suggested content is recommended for Early Years Foundation Stage.

As preparation for the disciplinary approach, pupils begin to explore religious and non-religious worldviews in terms of special people, special times, special places, special books and special objects. Pupils explore religious and non-religious stories which raise interesting questions. They are introduced to specialist words and use their senses in exploring religious and non-religious beliefs, practices and forms of expression.

Theology: Thinking through believing	Philosophy: Thinking through thinking	Human Sciences: Thinking through living
Questions you might ask: - What does this religious word mean? How do we say this religious word? - What is this religious story about? Why might people tell this story? - What does the word 'God' mean? - What is a belief? - Why is this sacred book important? - Does everyone believe in God?	Questions you might ask: - What puzzles you? - Is it real? - What is right? What is wrong? What is 'good'? - What do we mean by true? - How do we know what things are? - Are names important? - Do friends matter?	Questions you might ask: - How do people celebrate? - What might people use this artefact for? - What ceremonies and festivals have you taken part in? - What happens in (place of worship/special place of interest)? - What do these symbols mean? - What is most important to you?
Pupils should be able to: - Recognise some religious beliefs or teachings. - Talk about some aspects of a religious or belief story. - Introduce key theological vocabulary such as 'God'. - Recreate religious and non-religious stories through small world play. - Talk about sacred texts	Pupils should be able to: - Raise puzzling and interesting questions about religious and non-religious stories. - Raise puzzling and interesting questions about the world around them. - Talk about what concerns them about different ways in which people behave. - Say what matters to them or is of value. - Use their senses to investigate religion and belief.	Pupils should be able to: - Identify some features of religious and non-religious life and practice in a family context. - Recognise some religious and non-religious words. - Know where some religious and non-religious worldviews originated - Name some religious and non-religious symbols. - Name some religious artefacts. - Talk about festivals and ceremonies that they see. - Talk about what people wear because of their beliefs. - Visit a local place of worship or special place of interest - Talk to someone who holds a particular religious or non-religious belief.

Key Stage 1: In Key Stage 1, WV&R is planned in half termly topics on a two-year cycle. The units introduce our children to aspects of Christianity and Islam. They explore non-religious questions such as 'What is a refugee?' and 'What is compassion?'

Key Stage 2: In Key Stage 2, WV&R is planned in half termly topics on a two-year cycle. Christianity, Islam and Buddhism are the three chosen religions for a more in-depth focus; however, they will also study some elements of other world religions during units such as 'What is pilgrimage?', 'What religious beliefs are in our community?' and 'How can food be special?' Children also study non-religious questions such as 'What is humanism?'

In both key stages, where possible, cross-curricular links with other learning are made.

The pupils' experience and knowledge is enhanced through special assemblies, visitors and participation in church services e.g. Christmas Carol Service and planned visits from the local Revd Stephen Tudway.

The topics are taught over a 2-year rolling program: EY /Y1/2, Y3/4, Y5/6. We have designed this Worldview and Religion curriculum to complement learning and experiences in PHSE and assemblies.

Teaching and Learning: All children will study three WV&R units per year (WVR and PHSE is taught alternately). The sessions are one hour per week. They will also experience some religious themed assemblies as part of the two-year assembly programme. We aim to have a multi-disciplinary approach to these sessions to ensure a balance of experience and focus for our children. We try to plan that lessons deal with questions and subject matter through a range of lenses: theological, philosophical and a human science perspective. To make the sessions lively and active, we employ a variety of teaching methods including discussion, development of thinking skills, music, art, drama/ role play, dance, poetry and prose and the use of periods of stillness and reflection. Children will have the opportunity to make decisions, share opinions, generate ideas and interpret information.

We also use a range of resources to enhance the teaching and learning, including internet/interactive resources, video clips, artefacts, books and visual aids. Regarding objects and images associated with religions as 'sacred objects,' we reinforce that they have special meaning for a particular religion and pupils are encouraged to view them accordingly.

The school encourages effective learning in RE where:

- An appropriate level of challenge is provided for all pupils so they can make sense of the wide range of knowledge that they encounter
- There is an expectation of success and all pupils know they can achieve
- Learning is set in a real and authentic context, with a clear purpose, meaning and relevance
- A safe environment is created where all pupils are valued, so they can confidently agree to disagree and express themselves freely
- Pupils have a sense of ownership about what is being learned and how they are learning it
- There is a clear learning journey and identifiable outcomes

- Space and time for inner reflection is provided
- Assessment for learning is at the heart of teacher planning

Withdrawal: Parents have a legal right to withdraw their children from WV&R and provision will be made for such children with a member of staff. Parents considering this are encouraged to come into school and discuss their concerns and look at our policy, provision and practice.

Visits and Visitors: We consider that visiting different places of worship are important for developing the pupils' knowledge of religious beliefs and customs but where this is not possible, experiences will be sought through online virtual tours and immersing pupils through quality resources. Children at Bolton Primary will visit All Saints Church, in our village, at least twice a year for services: Remembrance and Christingle or a Carol Service. Our local church is also visited during the places of worship topic KS1. KS2 visit a further place of worship during their Y5/6 residential.

We encourage staff and pupils to invite into school people willing to share their religious beliefs. During the two-year cycle, the aim will be to arrange a visit with Imran Kotwal (Muslim learners' service) and take an excursion to a Buddhist Temple at Ulverston.

Adaption/ SEND: There is a whole school policy on Special Educational Needs. Children with special needs are expected to participate in the subject as fully as possible. In fact, many pupils with SEND are instinctive and may have deep spiritual insights and experiential moments which have impact on the classroom. The activities will be adapted appropriately and sometimes they will be working with partners or in small groups that are mixed ability so that they can learn with other children. Tasks will be planned to cater for all children in the group.

Disadvantaged: The school is committed to raising achievement for disadvantaged young people. Teachers and teaching assistants will ensure an equitable approach and give more support, guidance and challenge to our disadvantaged in all our lessons. Staff ensure that disadvantaged pupils access the full curriculum, including enrichment opportunities such as visits and visitors, and barriers to participation are identified and reduced wherever possible.

Assessment: Assessment takes place formatively throughout the unit. This can include observation, open questioning, discussions and marking children's work. Teachers assess pupils' progress in relation to the purpose and aims of RE outlined in this document. Appendix 2 of the Cumbria Agreed Syllabus can also be used as guidance. Teachers will make best fit judgments when deciding whether a pupil is towards, at, or above the expected standard and these are shared termly with parents. Assessment information is used to inform future planning, identify misconceptions and ensure progression through the disciplinary lenses of theology, philosophy and human sciences.

Evaluation. Monitoring and Review: There is a whole school policy on Reporting, Recording and Assessment. The child's progress will be recorded by the class teacher and shared with pupils and parents in their individual annual report and twice yearly in their interim reports, as well as during parent consultations. The children will record their work in their WV&R book or through drama presentations, presentations in assembly etc.

This policy is a working document and should be updated every two years.

The subject coordinator is **Alice Mepham** and the governor with responsibility for WV & R is **Stephen Tudway**.

The subject coordinator monitors the quality of provision through book reviews, lesson visits, pupil discussions, planning scrutiny and staff professional dialogue. Findings are reported to senior leaders and governors.

This policy was reviewed Autumn 26 and will be reviewed again Autumn 28.