



Bolton Primary School

World Views and Religion Policy



Purpose of study:

Worldviews and Religion is a compulsory subject and is seen as an important dimension of human life. 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 that reflects the fact that the religious traditions in Great Britain are mainly Christian, whilst taking account of the teaching and practices of the other religions represented. It aims to bring a disciplinary approach.

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.

Content:

Some of the WV & R topics are either wholly or mainly Christian in content and opportunities to highlight similarities with other faiths is always sought. "Thematic" topics are also important as these can facilitate comparing ideas and practices across different religions such as 'How can Food be Special?', 'What is pilgrimage?', and 'What special religious places are there?'

WV&R is important because it enables the young people of Cumbria to express their own enquiring, informed and reflective views about beliefs, world views and values. The subject contributes dynamically to children's education by provoking challenging questions about a huge range of subjects: the meaning and purpose of life, beliefs about God, expression of one's beliefs, compassion and kindness and what it means to be human.

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. By the end of KS2 pupils know three religions in some depth. They will have knowledge of aspects of other world religions and worldviews and understand the religious picture in their own community.

Early Years: Bolton provides RE for all registered pupils, including those in Reception classes. To prepare pupils for the balanced disciplinary approach, there is 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. EY 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. Children will be given the opportunity to talk about events in their own lives and the lives of family members. They will look at similarities and differences between themselves and others, and among families, communities and traditions.

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, Islam and Buddhism.

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 to highlight similarities, during units such as 'What is pilgrimage?' and 'How can Food be Special?'

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

The pupils' experience and knowledge will be 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 or units will be taught over a 2-year rolling program: 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 and then topics alternate with PHSE units. 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 and York Minster (on our Y5/6 residential), when the children are exploring prayer.

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.

Assessment: There will be a unit 'assessment' at the end of the block of learning based on the key knowledge. For some children e.g. younger children, SEND, disadvantaged, it may be appropriate for an adult to scribe their responses and answers. Adults may record verbal responses to questions when assessing. Teachers will make best fit judgments when deciding whether a pupil is towards, at, or above the expected standard.

Assessment will also take place informally through observation, open questioning, discussions and marking children's work. This information will be recorded on our school's foundation tracking sheets and shared termly with parents.

Evaluation. Monitoring and Review: There is a whole school policy on Reporting, Recording and Assessment. Children will usually undertake an initial and end of unit assessment, so that the class teacher can ensure that each pupil is set work that is appropriately challenging, and the topic builds on their previous learning. 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 lead is Ruth Elstone and the governor with responsibility for WV & R is Stephen Tudway.

This policy was reviewed SUM 25 and will be reviewed again SUM 2027.