

Intent:

When children leave Bolton, they will do so with the knowledge and understanding of the part religion plays in understanding society today. We aim to explore religions in detail and raise some of the big questions in a multi-disciplinary approach. Students will be tolerant towards the Worldviews of others whether they are religious or non-religious and be able to relate these to their own experiences of living in Cumbria and the wider world.

Implementation:

Our Worldview and Religion learning complements learning in PHSE and also our two year assembly programme.

The school uses the Cumbria Agreed Syllabus (see Worldviews and Religion at Bolton document). All children from Y1 – 6 are taught World views in approximately six 6 week topics that build on from previous learning.

Alongside Christianity, they have a more in-depth look at Islam and some aspects of Buddhism. In lower KS2, the study of Islam is built upon and Buddhism is explored further in Y5/6. Sometimes themes are studied such as Pilgrimage looks across all the major religions.

Developing a rich vocabulary is a key focus, along with the use of knowledge organisers to aid retention. Teaching staff, use a variety of teaching methods including drama, debate, poetry/song and artistic and creative responses, alongside writing. Collaborative work is encouraged; learning from others.

Where possible, trips and visits are arranged and we aim to use expertise in the community. Foundation Homework is available on our website in this subject area for those that wish to deepen and extend their learning.

Impact:

Our children are able to talk knowledgably about world religions. They show respect and tolerance of other faiths and religious practices. They understand that religion is central to many people's lives and that many people are non-believers but may care about our world and each other and demonstrate this in many ways. Teachers confidently deliver the subject and high-quality teaching and learning is demonstrated. This results in curious children who know and remember more who are developing their own worldviews.

SEND:

Our WV&R curriculum works in a way so that **all** children can access it. Additional support may occasionally be needed for individuals such as writing frames or word mats/ lists. Knowledge Organisers show the lesson sequence and act as a memory aid for the learning and also support vocabulary and spelling. Children are usually seated in mixed-ability pairs so that they can work collaboratively and learn from each other. There is a focus on responding through art and drama as well as writing.



Subject: Worldviews and Religion

Monitoring and Assessment:

Students complete a post unit assessment after each unit. They are encouraged to generate their own questions initially when a topic is launched and find answers over the teaching and learning sequences. Informal assessments happens in each lesson. These help to inform future lessons.

Planning: Teachers produce plans for each topic and usually provide knowledge organisers. Planning has been adapted from a variety of reliable sources so that the unit is magical and memorable for the current cohort. Consideration is also given to world events and/or individuals and their life experiences.

Next Steps:

- Review and adapt (with a more disciplinary approach) – theology, philosophy and Human Science
- Launch a new 2 year cycle and monitor in 2024 / 5
- Achieve the same standard of teaching, learning and pupil outcomes throughout the school and in both Key Stages.
- Carry out a Worldview and Religion Subject Review and invite the relevant governor. Arrange further monitoring.

EYFS

ELG 13 – Talk about the lives of people around them and their roles in society.

ELG 15 – Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Explore some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts, and – when appropriate – maps.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts, and – when appropriate – maps.