

# Bude Park Primary School



**Bude Park**  
Primary School

Religion and World View  
Collective Worship Policy  
Reviewed: March 2026

## Introduction

At Bude Park Primary School, we value and celebrate the diverse range of beliefs and values held by individuals in our school – both staff and pupils. We believe that these beliefs and values need to be shared and explored and that they are important lenses through which we can understand attitudes and behaviours. As a school, we emphasise the importance of nurturing and enhancing children's knowledge of different religions and worldviews in order to help them understand and respect others' views, ultimately preparing them for life in a diverse and multicultural society. Our Religion and Worldviews curriculum is therefore designed to develop children's awareness of a range of religions and beliefs that shape their local community and the wider world, linking and comparing these with their own values, opinions and ideas. Religion and Worldview education provides children with the opportunity to ask and answer questions about key areas, such as the meaning and purpose of life, beliefs about God, and issues of right and wrong. It teaches children qualities such as empathy and respect for others, key skills that are crucial to living in today's widely diverse society. Our Religion and Worldviews curriculum will help to support children's personal development, whilst making key links to other parts of the school curriculum such as personal, social and emotional development (PSED) and citizenship. It will allow the children the opportunity to explore their own beliefs and views on the world, and deepen their understanding of the importance of religion for others – individually, communally and cross-culturally.

The Religion and Worldviews curriculum at Bude Park Primary follows the 2022-2027 Locally Agreed Syllabus for Religion and Worldviews in Hull and the East Riding of Yorkshire in accordance with the East Riding's 'Standing Advisory Council of Religious Education' (SACRE). 'Young people are growing up in a world where there is increasing awareness of religious and other worldviews and the impact that this can have on individuals and society. Learning about religion contributes dynamically to young people's education by provoking challenging questions about the meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human.' It makes a significant contribution to pupils' spiritual, moral, social and cultural development (SMSC), as well as important opportunities for exploring British values. In RE there are many opportunities to help children develop their own skills of sensitivity to religions and cultures. As a school we have a responsibility to promote British Values and to have a clear strategy for embedding these; when teaching RE there is a clear opportunity to foster the values of mutual respect for and tolerance of different faiths and cultures with children. Aims Our Religion and Worldviews curriculum will allow the children at Bude Park Primary School to develop a deep understanding of a range of religions (Christianity and Judaism at Key Stage 1 and 2 and Christianity, Judaism, Hinduism and Islam at Key Stage 2 only), alongside other worldviews. These religions will be studied in depth to enable children to compare and combine ideas and values from each religion in curricular goals. The teaching and learning approach at Bude Park Primary School aims to deliver a consistently high-quality approach to Religion and Worldviews. It will do so by not only delivering key knowledge in teaching sessions to prepare pupils for life in wider society, but also by celebrating equality and diversity throughout school life – including during Collective Worship and PSHE lessons. This will promote inclusion and tolerance within the school community, whilst also assisting in building and maintaining wider community cohesion.

Our approach to the teaching of Religious Education is built around the Locally Agreed Syllabus' three main aims:

- Knowing and understanding a range of religions and worldviews, learning to see these through the disciplines of Theology, Philosophy and Social Sciences
- Expressing ideas and insights about the nature, significance and impact of religion and worldviews through a multi-disciplinary approach whilst engaging critically with them
- Gaining and deploying skills taken from the disciplines of Theology, Philosophy and Social Sciences to enhance learning about religions and different worldviews.'

Every unit of work will combine each of these three elements and will be delivered through a range of exciting opportunities. The subject will additionally be enhanced through a range of visits and workshops where possible.

### Resources and Visits

Bude Park Primary School will develop and maintain an extensive range of religious artefacts within the school and strengthen links to organisations holding others in the wider community, to support children's learning in Religion and Worldviews. This will enable a practical approach to building knowledge and understanding within our lessons. We will provide opportunities for our pupils to go on educational visits throughout the year, including to places of worship and local areas of natural beauty. This, alongside inviting a range of visitors to the school to provide workshops to enhance the children's learning experiences, will broaden access to Hull's unique cultural capital, which may be otherwise unobtainable to disadvantaged students. We work in partnership with local Christian faith leaders, who will provide a range of workshops, visits and experiences for the children to enhance the Christianity element of their learning in RE throughout the year.

### Time spent on Religion and Worldviews

Bude Park Primary School will deliver a broad and balanced Religious Education curriculum that meets national legal requirements, for all pupils registered at the school, unless they have been withdrawn (in writing to the Headteacher) by their parents.

### Religions covered in each Key Stage

In our EYFS classes, children will encounter Christianity and other faiths present in their communities. Our Religion and Worldviews teaching is in line with the Early Years Foundation Stage Curriculum – particularly focussing on the 'Understanding the World' Early Learning Goal. In Key Stage 1, children will start exploring Christianity and Judaism in more depth, and will expand their knowledge of these, alongside Islam and Hinduism, in Key Stage 2. The Locally Agreed Syllabus uses a spiral curriculum approach – whereby pupils have the opportunity to revisit the same themes and religions as they move up through the different year groups, exploring them at a deeper level and with increasing complexity.

This enables pupils to consolidate and build upon their existing knowledge, whilst deepening their understanding and skills. At each point, the learning objectives will be explained to the pupils through child-friendly language and measured by age-appropriate success criteria.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Unit 1 Why is the world God so important for Christians? (Creation)	Unit 2 Why do Christians perform nativity plays at Christmas? (Why is Christmas special for Christians?) (Incarnation)	Unit 3 Being special: where do we belong? (Thematic)	Unit 4 Why do Christians put a cross on their Easter garden? (Why is Easter special to Christians?) (Salvation)	Unit 5 Which places are special and why? (Thematic)	Unit 6 Which stones are special and why? (Thematic)
Year 1	Unit 7 Who do Christians say made the world? (Creation)	Unit 8 Why does Christmas matter to Christians? (Incarnation)	Unit 9 Who is Jewish and how do they live? (Judaism)	Unit 10 What do Christians believe God is like? (God)	Unit 11 What does it mean to belong to a faith community? (Thematic)	Unit 12 How should we care for the world and for others, and why does it matter? (Thematic)
Year 2	Unit 13 What is the good news Christians believe Jesus brings? (Gospel)	Unit 14 What is the good news Christians believe Jesus brings? (Gospel)	Unit 15 Who is a Muslim and how do they live? (Islam)	Unit 16 Why does Easter matter to Christians? (Salvation)	Unit 17 Who is a Muslim and how do they live? (Islam)	Unit 18 What makes some places special to believers? (Thematic)
Year 3	Unit 19 What is it like for someone to follow God? (People of God)	Unit 20 What is the Trinity and why is it important for Christians? (Incarnation/ God)	Unit 21 How do festivals and worship show what matters to a Muslim? (Islam)	Unit 22 How do festivals and family life show what matters to Jewish people? (Judaism)	Unit 23 What do Christians learn from the creation story? (Creation/ Fall)	Unit 24 How and why do people try to make the world a better place? (Thematic)
Year 4	Unit 25 What kind of world did Jesus want? (Gospel)	Unit 26 For Christians, when Jesus left; what was the impact of Pentecost? (Kingdom of God)	Unit 27 What do Hindu believe God is like? (Hindus)	Unit 28 Why do Christians call the day that Jesus died 'Good Friday'? (Salvation)	Unit 29 What does it mean to be a Hindu in Britain today? (Hindus)	Unit 30 How do people mark the significant events of life? (Thematic)
Year 5	Unit 31 What does it mean if Christians believe God is Holy and loving? (Gospel)	Unit 32 What does it mean to be a Muslim in Britain today? (Islam)	Unit 33 Why is the Torah so important to Jewish people? (Judaism)	Unit 34 Creation and science, conflicting or complimentary? (Creation/ Fall)	Unit 35 How can following God bring freedom and justice? (People of God)	Unit 36 What matters most to humanists and Christians? (Thematic)
Year 6	Unit 37 Christians and how to live: what would Jesus do? (Gospel)	Unit 38 Why do Christians believe that Jesus was the Messiah? (Incarnation)	Unit 39 Why do Hindus want to be good? (Hindus)	Unit 40 What difference does the resurrection make to Christians? (What do Christians believe Jesus did to 'save' people?) (Salvation)	Unit 41 For Christians, what kind of king is Jesus? (Kingdom of God)	Unit 42 Why do some people believe in God and some not? How does faith help people when life gets hard? (Thematic)

## Withdrawal from Religion and Worldviews learning

Whilst our approach to RE is open, broad, and explores a range of religious and nonreligious worldviews, parents/carers have the legal right to be able to withdraw their child from RE lessons, or any part of the RE curriculum. This must be requested in writing to the Headteacher.

Links to PSHE, SMSC (Spiritual, Moral, Social and Cultural development) and Citizenship

Religion and Worldviews will enable children at Bude Park Primary School to develop a wealth of knowledge and skills. Children will learn skills such as appreciation, fairness and empathy, collaboration, and self-awareness. It will help them to learn about and make judgements linked to moral concepts such as right and wrong and gain an understanding of how their actions can impact others. Children will be provided with the opportunity to share their own ideas and opinions, whilst learning how to listen to, and respect, others' views. Religion and Worldviews will enable children to learn about religions and views important to people within their local communities, in the wider community of Hull, throughout the United Kingdom and in the wider world. It will help them to learn to respect others'

beliefs, and challenge pre-existing stereotypes or ideas that could result in racism or discrimination. Religion and Worldviews at Bude Park Primary School will enable children to learn about and understand British Values, ultimately developing attitudes of tolerance and respect; allowing them to celebrate the diversity within the world in which they live.

#### Pupils with SEND and additional needs

Inclusion and adaptation for children with additional needs, including English as an Additional Language (EAL), is considered within all planning and teaching, as they are in all areas of our curriculum. Teachers plan from the main curriculum for children with SEND and additional needs but where necessary the curriculum may be modified in a particular way.

#### Assessment and recording

Pupils will be expected to present their learning in Religion and Worldviews to a high standard, following the school's expectations for presentation. Children will record their learning for each unit of work in their Religion and Worldviews exercise books or the class curriculum books. Children's learning in Religion and Worldviews will be assessed formatively by the class teacher throughout all lessons and will be marked in line with the school's feedback and marking policy. Outcomes from the lesson will then inform future planning, including areas of learning that require further support.

#### Collective Worship at Bude Park Primary School

There is a daily act of worship, either whole school or class/key stage based. This links with the themes explored within the Religion and Worldviews curriculum as well as our PSHE curriculum and links to British values. Additional opportunities for pupils to explore different festivals and celebrations will be provided throughout the year and related to the religions that they are studying. In line with DfE guidance (2012), Collective Worship sessions are predominately of a Christian nature. However, children will be encouraged to actively share their own views/values and how these relate to the topics being discussed. Our Collective Worship sessions allow children the opportunity to develop positive attitudes and community spirit, whilst considering spiritual and moral issues.

#### Monitoring and Review

Monitoring of the school's teaching and learning approach to Religion and Worldviews, including review of individual lesson plans and learning outcomes will take place by the Religion and Worldviews Subject Leader. Pupil interviews will also take place throughout the year, to assess children's retention of knowledge and opinions about the subject. The results from these will be used to inform and enhance relevant staff training. The effectiveness of the Curriculum and this R&WVs policy shall be reviewed annually (or when the need arises) by the Religion and Worldviews Subject Leader, as well as members of the Senior Leadership team.