



RBV Policy



1	Summary	RBV policy			
2	Responsible person	Dee Hill			
3	Accountable SLT member	Dee Hill			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Caroline Knight			
6	Who has been consulted and recommended policy for approval	Caroline Knight			
7	Approved by and date	4.10.24			
8	Version number	3			
9	Available on	Every	<input type="checkbox"/> Y <input type="checkbox"/> N	Trust website	<input type="checkbox"/> Y <input type="checkbox"/> N
				Academy website	<input type="checkbox"/> Y <input type="checkbox"/> N
				SharePoint	<input type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)	N/A			
11	Disseminated to	<input type="checkbox"/> Trustees/governors <input type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	4.10.24			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input type="checkbox"/> N			



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1. Introduction/ intent

Thorpepark Academy follows the 2022 Agreed Syllabus – A syllabus for Religion and Worldviews, which is the result of a collaborative partnership between the Standing Advisory Councils for Religious Education (SACREs) of the two local authorities, Hull and East Riding.

In accordance with the Agreed Syllabus, Religion, Belief and Values lessons are characterised as:

- Being open and objective. They do not seek to urge religious beliefs on young people, nor compromise the integrity of their own religious position by promoting one tradition over another.
- Endeavors to promote a positive attitude toward people, respecting their right to hold different beliefs from their own.
- Promotes the values and attitudes necessary for citizenship in a multi-faith and multi-racial society through developing understanding of, respect for, and dialogue with people of different beliefs, practices, races and cultures.
- Recognise similarities and differences in commitment, self-understanding and the search for truth. Respecting and valuing these for the common good.
- Recognise and celebrates the range of cultures and diversity of the school through workshops, assemblies, visits, visitors and shared experiences of staff and children.

The RBV curriculum at Thorpepark is organised to support the development of children's knowledge and understanding of religious and non-religious beliefs and worldviews, practices and ways of life and enable children to make links between these.

Knowledge and skills are supported by first-hand experiences, including visits to local places of worship and visits from faith communities. Knowledge and skills are mapped to support children's understanding of religion and faith. The RE curriculum is also designed to support positive attitudes and values and encourage children to reflect and relate learning to their own experience. Children learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, as part of their commitment to ensure mutual respect and tolerance for those with different faiths.

The syllabus recommends that any themes or 'Big Questions' are explored by investigating and reflecting on the responses of more than one religion or belief system. All the units therefore include an exploration of these themes or big questions from different perspectives. Each unit encourages and promotes the contemplation of key concepts or themes within religions and comparing these with responses in other faiths, religions and belief systems.

The syllabus has been created in a cyclical format to enable children to revisit and build on prior knowledge of the different beliefs and practices taught across the school.

The curriculum for Religion, Belief and Values aims to ensure that all pupils develop religious literacy through:



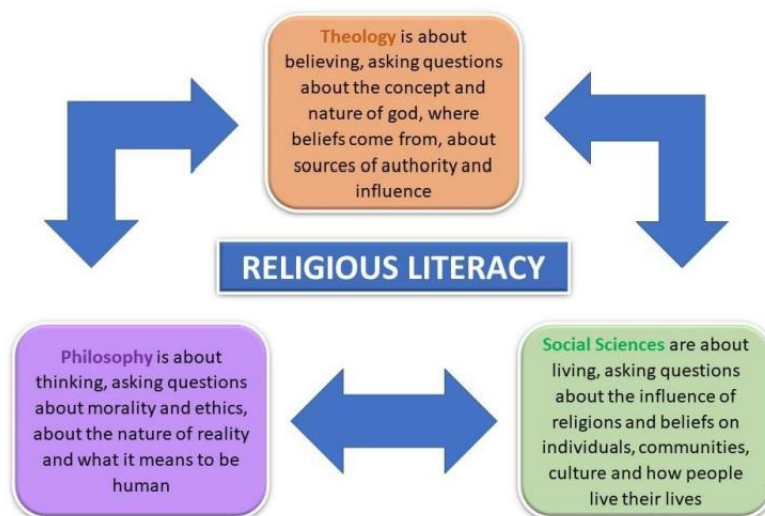
- Knowing about and understanding a range of religions and worldviews, learning to see these through the disciplines of Theology, Philosophy and Social Sciences
- Expressing ideas and insights about the nature, significance and impact of religion and worldviews through a multidisciplinary approach whilst 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.

2. Implementation of the policy

Coverage, following the agreed syllabus, is planned to link with key dates and religious festivals to provide opportunities to celebrate festivals and religions with greater consistency and contextual relevance. Work is recorded in RBV books and whole class RBV floor books. This ensures that lessons are evidenced in a variety of ways, including writing, art, photographs, visits and visitors.

As children progress through the programme of study, they can look deeper into spiritual, ethical, moral and social issues and with increasing breadth across different religions and worldviews through time and around the world.

Three mutually supportive disciplines have been identified (lenses) which help pupils to see Religious Education and world views from different perspectives, giving a balanced approach to teaching and learning. These lenses are:



Learning is planned and sequenced to support pupils in building an ever-increasing picture over time, constantly building their knowledge and understanding of key subject knowledge and specialist vocabulary around concepts. This ensures that the investigation, exploration and reflection of their own and others' responses to 'Big Questions' can continuously increase in depth, breadth and complexity.

As pupils move through the Religious Education curriculum these 'Big Questions' increase in complexity, depth and breadth, the expectations of pupils to explain 'what' the beliefs, practices and values are and the relationships between them, as well as explaining 'why' these are important and may make a difference to



people, and ‘how’ they relate, change or impact on a wider world view also increases.

The curriculum is then structured by:



Thorpepark Academy

Religion, Belief and Values LTP 2024/25

	Reception	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Autumn 1 Special places	1.1 Belonging <i>Who belongs?</i>	2.1 Lead us not into temptation <i>Right or wrong?</i>	3.1 Remembering <i>Why remember?</i>	4.1 Communities <i>Where is religion?</i>	5.1 Expressions <i>How is belief expressed?</i>	6.1 Justice and Freedom <i>Is it fair?</i>
	Autumn 2 Special times	KS1 Christmas		KS2 Christmas 1		KS2 Christmas 2	
Spring	Spring 1 Special people	1.2 Worship <i>Why worship?</i>	2.2 Believing <i>What is true?</i>	3.2 Founders of faith <i>Who, what and when?</i>	4.2 People who inspire us <i>What makes a saint?</i>	5.2 Faith in action <i>What are the challenges?</i>	6.2 Living a faith <i>What is identity?</i>
	Spring 2 Special times	KS1 Easter		KS2 Easter 1		KS2 Easter 2	
Summer	Summer 1 Special books	1.3 What a wonderful world? <i>Why is the world special?</i>	2.3 Questions, questions <i>What are the big questions?</i>	3.3 Sacred places <i>What is sacred?</i>	4.3 Our world <i>Who cares?</i>	5.3 Pilgrimages <i>Why pilgrimage?</i>	6.3 Hopes and visions <i>What is life about?</i>
	Summer 2 Special things						

The religions chosen have been selected to give our pupils depth in knowledge in a range of contrasting religions and world views, practices and ways of life and enable children to make links between these.

As well as following the Hull and East Riding Syllabus, the children engage in special days and celebrations. These include Harvest Festivals, Shrove Tuesday and Remembrance Day. Within R.B.V lessons, links are made to other subject areas such as Art and Music.

The children visit local places of worship throughout their journey at Thorpepark. Visitors are welcomed to support and engage children in RBV in order to develop their understanding and respect for different faiths and worldviews within the local area.

Collective worship happens during assemblies. Children learn a variety of mainly Christian stories, hymns and prayers.

3. Curriculum Impact

The curriculum subject leader is responsible for monitoring and evaluating their own subject responsibility. The information gathered from the monitoring and evaluation informs the impact for that curriculum area. Judgements on the impact of the curriculum subject is based upon a triangulation of book scrutiny, pupil voice discussions, outcomes of assessments and the quality of teaching and learning. Governors receive a termly report from the subject leader identifying strengths and areas for development.



Our aim is that at the end of each school year, pupils will have gained a deepening understanding and knowledge of Christianity and the other principal religions represented in the U.K. They will show an appreciation of the way that religious beliefs shape life and behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development. The children acquire a keen sense of enthusiasm as they learn about different cultural and religious backgrounds. They will become confident to question the world around them and appreciate the diversity it offers. The children's understanding and acceptance of differences and similarities between religions will enable them to discuss issues respectfully and appreciate the diversity of the modern world. Learning how to articulate their thoughts is heightened as they broaden their vocabulary and power of expression. Emphasis is placed on children having an opportunity to talk through enquiry discussions. Children learn how to respond sensitively and respectfully to other values, beliefs and opinions. Pupils can question, explain and justify their own thoughts using evidence to back their arguments.

Through discussion and feedback, children talk enthusiastically about their RBV lessons and show genuine curiosity and interest in the areas they have explored. Pupils use vocabulary they have a clear understanding of to investigate and understand religion and world views. They can analyse and interpret information and artefacts to question and reflect on the beliefs and practices which influence individuals and communities. Outcomes in R.B.V. books, evidence a broad and balanced curriculum and demonstrate the children's understanding of faiths and worldviews as well as the children's own thoughts and opinions.

4. World views

The inclusion of worldviews enables young people to connect with religion(s) in a much more profound and inclusive way. A worldviews approach enables pupils to explore and gain ownership of their own perspectives, fitting new understanding into their existing mental framework. Pupils then learn about religion and beliefs through connecting and contrasting them with their own way of seeing the world. Worldviews can be referred to as an 'institutional worldview' used to describe organised worldviews shared among groups and sometimes embedded in institutions. These include what we describe as religions as well as non-religious worldviews such as Humanism, Secularism or Atheism. Whereas the term 'personal worldview' for an individual's own way of understanding and living in the world, which may or may not draw from one, or many, institutional worldviews.