



Religion and World Views

at Liscard Primary School



Religious Education and Worldviews



Intent

Religious Education and Worldviews is a stimulating, interesting and beneficial subject.

The knowledge, skills and understanding outlined in the Wirral Agreed Syllabus for RE and Worldviews and Worldviews are designed to promote the best possible progress and attainment for all pupils. Religious Education and Worldviews develops independent and interdependent learning. It makes an important contribution to pupils' skills in the wider curriculum. Religious Education and Worldviews promotes an enquiring approach in which pupils carefully consider issues of different beliefs and truth in religion. It also enhances the capacity to think coherently and consistently. This enables pupils to evaluate thoughtfully their own and others' views in a reasoned and informed manner.

Liscard Primary School aims to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life. All curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. They also encompass opportunities to develop and enhance enquiry and critical thinking skills through the discussion and delivery of global issues. We are committed to preparing our pupils for life in modern Britain by promoting values such as empathy, tolerance, fairness and respect.

Religious Education and Worldviews has a significant role in the promotion of spiritual, moral, social and cultural development. At the heart of this syllabus for Religious Education and Worldviews is a focus on ultimate questions and ethical issues. This focus enables pupils to appreciate their own and others' beliefs and cultures and how these impact on individuals, communities, societies and cultures. Religious Education and Worldviews seeks to develop pupils' awareness of themselves and others. This helps pupils to gain a clear understanding of the significance of religion and beliefs in the world today and learn about the ways different communities relate to each other.

The Wirral Agreed Syllabus for Religious Education and Worldviews aims to promote religious understanding, discernment and respect, whilst challenging prejudice and stereotypes. A sense of self-worth helps pupils to reflect on their uniqueness as human beings, share their feelings and emotions with others and appreciate the importance of forming and maintaining positive relationships.

Using empathy, critical thought and reflection to evaluate their learning and how it might apply to their own and others' lives. Religious Education and Worldviews enables children to investigate and reflect on some of the most fundamental questions asked by people. At Liscard Primary School, we develop the children's knowledge and understanding of the major world faiths and worldviews. We enable children to develop a sound knowledge of world religions and views, especially those that are the main faiths of children within our school. Children reflect on what it means to have a faith or view and to develop their own spiritual social cultural and moral knowledge and understanding.

Implementation

Each medium term plan comes with a clear overview to give the teacher and adults leading Religious Education and Worldviews confidence in progression of skills and knowledge and that outcomes have been met. Each year group focuses on different topics to ensure continued development and understanding of beliefs and views in the subject as well as acquiring new knowledge. There are opportunities for pupils to develop/practise / improve their reading, oracy skills in RE & Worldviews. Teacher questioning develops and enables children to acquire an understanding of different beliefs, religions and worldviews also enabling children to acquire an understanding of social, moral, spiritual and cultural values.

The Subject Team have sufficient knowledge and expertise to lead Religious Education and Worldviews and ensure the curriculum is fit for purpose adapting curriculum areas as and when needed. All staff are updated when there are any changes to the curriculum and updates are implemented. End of unit assessments are used show good knowledge and understanding of beliefs and views. Year leaders provide feedback to the subject leads identifying any strengths and any gaps in learning.

Impact

Religious Education and Worldviews:-

- Encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.
- Challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.
- Encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a global community.
- Has an important role in preparing pupils for adult life, employment and lifelong learning.
- Enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.
- Promotes understanding and enables pupils to combat prejudice.

Pupils use reading skills and interpretation to develop a good understanding of how people in a range of religions and worldviews:-

- interpret, handle and use sacred texts
- make sense of the meanings of texts through drama and storytelling.

Through visitors sharing their personal experiences and real life scenarios children get provided with an insight into life in modern Britain from different perspectives and views. Visitors bring a wealth of knowledge and are able to address any misconceptions children may have. Visits to places of worship will have provided a chance to see first-hand how individuals experience life within a specific religion or worldview, enhancing the learning experience.

Children will evaluate and reflect on the texts and concepts studied, discerning possible connections between these and pupils' own lives and ways of understanding the world. Pupils have the opportunity to apply their learning in a safe environment.

As children progress through the year groups, there are opportunities for them to draw on their previous learning, deepen their knowledge and use skills to compare and find similarities and differences in the values and beliefs of others.

The impact of an ambitious and vibrant curriculum will be:

- children to have a better understanding of the religions that make up the UK landscape and how they can learn from and work alongside each other to create community cohesion
- All children will be more informed about their position in the world, and the decisions they can make impacting their future.
- All children in school will be able to talk confidently about their wellbeing, moral and cultural development for the society in which they live.
- The RE curriculum will have promoted inquisitive minds, respect, tolerance and understanding for all those around them including themselves.
- Children will have a deep understanding of the main religions of the world, their community and their future. This evidence will be seen through using the correct vocabulary, explanations and respectful opinions, as well as cross-curricular evidence, for example religious and cultural art work, drama, craft and presentations.
- Impact will be seen by all teachers and children enjoying the experience of teaching and learning RE, and understanding how it can help them in their future.

Early Years Foundation Stage Development Matters 2021.

Birth to Three (Pre School/F1)	Three and four year olds (Nursery F1)	Reception (F2)
<p><u>Understanding the World- People, Culture and Communities</u></p> <ul style="list-style-type: none"> • Makes connections between the features of their family and other families. • Notices differences between people. <p><u>Personal, Social and Emotional Development- Building Relationships</u></p> <ul style="list-style-type: none"> • Notices and asks questions about differences, such as skin colour, types of hair, gender, special needs, disabilities, and religion. • Is developing friendships with other children. 	<p><u>Understanding the World- People, Culture and Communities</u></p> <ul style="list-style-type: none"> • Knows that there are different countries in the world and they can talk about the differences they have experienced or seen in photographs. • Is continuing to develop positive attitudes about the differences between people. <p><u>Personal, Social and Emotional Development- Self-Regulation</u></p> <ul style="list-style-type: none"> • Is developing his/ her sense of responsibility and membership of a community. • Talks about his/ her feelings using words such as 'happy 'sad' and 'worried'. 	<p><u>Understanding the World- People, Culture and Communities</u></p> <ul style="list-style-type: none"> • Understands that some places are special to members of the community. • Recognises that people have different beliefs and celebrate special times in different ways. <p><u>Personal, Social and Emotional Development- Building Relationships</u></p> <ul style="list-style-type: none"> • Builds constructive and respectful relationships. • Thinks about the perspective of others. <p><u>Self- Regulation</u></p> <ul style="list-style-type: none"> • Expresses his/ her feelings and considers the feelings of others. • Is able to identify and moderate his/ her own feelings socially and emotionally.

Early Learning Goals

Understanding the world

ELG: People, Culture and Communities

- Knows some similarities and differences between different religious and cultural communities in this country, drawing on their experience of what has been read in class.
- 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.

Personal, Social and Emotional Development

ELG: Building Relationships

- Forms positive attachments to adults and friendships with peers.
- Shows sensitivity to his/ her own and to others' needs.

National Curriculum Strands

KEY STAGE ONE

Pupils should develop knowledge about –

- Stories and People
- Celebration
- Lifestyle
- Beliefs and Ideas
- Ethics/Values/Issues
- Community

KEY STAGE TWO

Pupils should develop knowledge further related to religions and worldviews–

- Stories and People/Teachings and Authority
- Celebration
- Lifestyle
- Beliefs and Questions
- Ethics/Values/Issues
- Community

Skill Progression

As children progress through each key stage there are opportunities to deepen and consolidate learning through the progressions of skills outlined below.

The skills we focus on developing through the curriculum coverage are:-

- Describing
- Explaining
- Analysing
- Investigating
- Reflective thinking
- Developing respect and sensitivity
- Developing a sense of identity
- Preparing for adult life

Religious Education and Worldviews Knowledge Progression Map

Big Ideas	EYFS	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
<p>Continuity, Change and Diversity</p>	<p>Children can:</p> <p>a. Talk about some religious festivals such as:- Christmas, Diwali Eid Easter</p>	<p>Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.</p> <p>Children can:</p> <p>a. Describe the main beliefs of a religion; b. Describe the main festivals of a religion.</p> <p>Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life.</p> <p>Children can:</p> <p>a. Name religious symbols and the meaning of them; b. Learn the name of important religious stories; c. Retell religious stories and suggest meanings in the story.</p>	<p>Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KS1.</p> <p>Children can:</p> <p>a. Describe the key teachings and beliefs of a religion; b. Begin to compare the main festivals of world religions; c. Refer to religious figures and holy books.</p> <p>Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children then move on to exploring a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come.</p> <p>Children can:</p> <p>a. Begin to identify religious symbolism in different forms of art and communication; b. Looking at holy texts and stories, explain meaning in a story; c. Express their beliefs in different forms, with respect for others' beliefs and comparing beliefs.</p>	<p>Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities. Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.</p> <p>Children can:</p> <p>a. Recognise and explain how some teachings and beliefs are shared between religions; b. Explain how religious beliefs can shape the lives of individuals and contribute to society.</p> <p>Children continue to explore the expression of beliefs through books, scriptures, art and any other important means of communication, as in LKS2. Children then move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning. Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come.</p> <p>Children can:</p> <p>a. Explore religious symbolism in literature and the arts; b. Explain some of the different ways individuals show their beliefs; c. Share their opinion or express their own belief with respect and tolerance for others.</p>
<p>Words and Beyond</p>	<p>Children can:</p> <p>a. express a range of feelings and respond sensitively and appropriately to the needs and feelings of others b. demonstrate their</p>	<p>Children explore the different ways to express beliefs and feelings, such as using words in different ways when writing about spiritual or religious things in stories, poetry, singing songs to celebrate and drama.</p> <p>Children can:-</p> <p>a. Use symbols, art, music, drama and dance to express their beliefs and to tell their favourite</p>	<p>Children look at the many different ways to express their feelings and beliefs such as imagery, for example symbol, metaphor, simile, analogy and allusion, to interpret their religious or spiritual faiths and beliefs.</p> <p>Children can:</p> <p>a. Explain the reasons why there are celebrations</p>	<p>Children describe the different ways people express their feelings, such as imagery, for example symbol, metaphor, simile, analogy and allusion, to interpret their religious or spiritual experiences and beliefs.</p> <p>Children can:-</p> <p>a. Understand and respect how people also express and communicate beliefs and</p>

	<p>understanding of their actions and how this affects themselves and others</p>	<p>stories.</p> <p>b. Explain that symbols have different representations and meanings. Looking at similarities and differences between beliefs.</p>	<p>b. Develop respect for other faiths and beliefs by looking at key events and their importance within beliefs.</p>	<p>experiences through art, artefacts, symbols and icons; through dance, drama and symbolic gestures; and through music and ritual.</p> <p>b. Describe/articulate the differing views regarding the various forms of non-verbal communication that are appropriate to use in a religious context.</p> <p>c. Demonstrate respect and sensitivity to various forms of expression that are used to express learning, wisdom, beliefs, ideas and values of others.</p>
A Good Life	<p>Children can:</p> <p>a. Say that the story of Jesus being born is found in the Bible – a special book for Christians</p> <p>b. Recall key points of the story</p> <p>c. Retell the story</p>	<p>Children are exposed to stories from the lives of religious exemplary people as examples of the qualities and characteristics they might try to achieve.</p> <p>Children can:-</p> <p>a. Identify those who help and support those around us.</p> <p>b. Explain specific actions that are right and wrong</p> <p>c. Describe good and bad attitudes.</p> <p>d. Describe ways to treat each other fairly</p>	<p>Children study religions and worldviews to understand the guidance followers receive about how to live a good life.</p> <p>They are introduced to moral teachings through songs, poems, codes of conduct and rules, including stories about people, past and present.</p> <p>Children can:</p> <p>a. Explain why it is important to follow rules</p> <p>b. Begin to understand the term responsibility (looking at who is responsible for me and who I am responsible for).</p> <p>c. Reflect on the guidance worshippers follow on how to live a good life.</p> <p>d. Talk about specific characters who have made journeys, reflecting on the reasons for those journeys and events.</p>	<p>Children discuss how religions and worldviews provide guidance for their followers on how to live a good life.</p> <p>Children learn about what is right and wrong, good and bad, across religions and worldviews. They research relevant characters who set a good moral example for others to follow.</p> <p>Children can:</p> <p>a. Understand that moral teachings come in many forms including songs and poems,</p> <p>b. codes of conduct and rules, proverbs and wisdom sayings and stories, including stories about people from the distant past or from recent times who set a moral example to their followers.</p> <p>d. Understand that it is particular actions/ behaviours, which inspire others.</p> <p>f. Investigate how religious/ worldviews, codes of behaviour or sets of rules, tell people what actions, are right and wrong and what their duties are.</p> <p>g. Reflect about the different ideas about why people should aim to live a good life.</p> <p>h. Understand that some people believe it is the will of God, some that it is for the good of everyone, or for the good of the whole world.</p>
Making Sense of Life's Experiences	<p>Children can:-</p>	<p>Children look at and appreciate how many people's values are an important aspect of their</p>	<p>Children develop their appreciation of the ways in which people's values are an important aspect of</p>	<p>Children continue to develop their appreciation of the ways in which people's values are an</p>

	<p>a. Understand that they belong to groups beyond the family, when they start school they are in a class with others</p> <p>b. Understand that they each have a special day – birthday and begin to respond to cultural events showing a range of feelings</p>	<p>lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.</p> <p>Children can:</p> <p>a look at how values affect a community and individuals;</p> <p>b explain how actions can affect other people;</p> <p>c understand that they have their own choices to make and begin to understand the concept of morals.</p> <p>d Ask big questions to gain an understanding about different beliefs, values and traditions – and how they give people a sense of identity and belonging</p>	<p>their lives. They make links to responsibility and citizenship and choices they make affecting their lives. Children begin to understand the concept of shared values and how a community can use shared values.</p> <p>Children can:</p> <p>a make informed choices and understand the consequences of choices;</p> <p>b describe how shared values in a community can affect behaviour and outcomes;</p> <p>c Discuss amazing, puzzling or mysterious experiences with the wonders of nature, other people, the arts, or with a power above or beyond the material world.</p> <p>d Ask big questions about life.</p> <p>e Describe how encounters can have a positive effect in our lives.</p>	<p>important aspect of their lives. They make links to responsibility and citizenship. Children understand the concept of shared values and how a community can use shared values. Moving on from their previous learning, children begin to strengthen their capacity for moral judgements.</p> <p>Children can:</p> <p>a. explain why individuals and communities may have similar and differing values;</p> <p>b. show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences;</p> <p>c. express their own values while respecting the values of others.</p> <p>d. Discuss amazing, puzzling or mysterious experiences with the wonders of nature, other people, the arts, or with a power above or beyond the material world.</p> <p>e. Describe how encounters can have positive effect on our lives and give a sense of identity and belonging</p> <p>f. Understand that many people find that religious rituals and other practices provide opportunities for them to make connections with God or gods and each other, or with what is most important to them.</p>
<p>Influence , Community, Culture and Power</p>	<p>Children can:</p> <p>a. understand that we need to show respect for ourselves, others and belongings</p> <p>b. say that Jesus is a special person</p> <p>c. recall that the Bible is a special book for Christian</p>	<p>Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies.</p> <p>Children can:</p> <p>a. Recognise, name and describe religious artefacts, places and practices;</p> <p>b. Explain religious rituals and ceremonies and the meaning of them, including their own experiences of them;</p>	<p>Children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve. Children begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life.</p> <p>Children can:</p> <p>a. Identify religious artefacts and how they are involved in daily practices and rituals;</p> <p>b. Describe religious buildings and how they are used;</p>	<p>Children look further at the concepts of belonging, identity and meaning. They understand how certain features of religion make a difference to individuals and communities. Children also explore the rituals and ceremonies which mark important points in life. Children will have the opportunity to explore non-religious ways of life.</p> <p>Children can:</p> <p>a. Explain practices and lifestyles associated with belonging to a faith;</p> <p>b. Explain practices and lifestyles associated with belonging to a non-religious community;</p> <p>c. Compare lifestyles of different faiths and give</p>

		<ul style="list-style-type: none"> c. Observe when practices and rituals are featured in more than one religion or lifestyle. d. Develop respect and sensitivity for local and national holidays and religious festivals. e. Talk about religious leaders and the importance of them. 	<ul style="list-style-type: none"> c. Explain religious ceremonies and rituals and their importance for people’s lives and sense of belonging. d. Talk about communities around the world and how they are influenced, at several levels, by their traditional religions and worldviews. e. Understand that families who no longer practice a religion may continue to celebrate religious festivals, follow traditional religious rituals at key points in life and uphold traditional values. 	<ul style="list-style-type: none"> reasons why some people within the same faith choose to adopt different lifestyles; d. Show an understanding of the role of a spiritual leader. e. Develop respect and sensitivity for communities around the world that are influenced at several levels by their traditional religions and worldviews. f. Explain why families who no longer practise a religion may continue to celebrate religious festivals, follow traditional religious rituals at key points in life and uphold traditional values. g. Understand that organisations and individuals may be inspired by religions and beliefs to make a positive difference in their communities, while others sometimes use their religion or worldview to justify actions that do harm. h. Reflect that in some communities, one religion or worldview is influential; other communities are influenced by many different religions and worldviews living alongside each other. i. In some communities, religions and worldviews have little influence apart from among their followers.
<p>The Big Picture</p>	<p>Children can:-</p> <ul style="list-style-type: none"> a. Recall some stories from the Bible about people who have been helped by God b. Retell the stories c. Talk about who we should help, showing an understanding of our responsibility of helping other people d. Show they understand the importance of saying thank you e. Tell us that God created our world 	<p>Children look at how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity, and belonging and what is important to them.</p> <p>Children can:</p> <ul style="list-style-type: none"> a. Identify things that are important in their lives; b. Ask questions about the puzzling aspects of life; c. Understand that there are similarities and differences between people. d. Read, understand and retell religious stories. e. Ask big questions of life, such as; ‘What happens when people die?’ and ‘Where did the world come from?’ 	<p>Children further explore how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, including links to communities they may belong to. They notice and respond sensitively to different views.</p> <p>Children can:</p> <ul style="list-style-type: none"> a. Describe that personal experiences and feelings can influence their attitudes and actions; b. Offer suggestions about why religious and non-religious leaders and followers have acted the way they have; c. Ask questions that have no agreed answers, and offer suggestions as answers to those questions; d. Understand that there are similarities and differences between people, and respect 	<p>Children continue to develop their understanding how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, and notice and respond sensitively to different views. Children can then discuss and apply their own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.</p> <p>Children can:</p> <ul style="list-style-type: none"> a. Recognise and express feelings about their identities and beliefs; b. Explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers; c. Explain why their answers may be different from someone else’s and respond sensitively. d. Explain how stories from religions worldviews communicate important teachings and often form part of longer narratives. e. Understand where human beings fit into the

	and all natural things		those differences. e. Explain that religions and worldviews communicate important teachings, and often form part of longer narratives. f. Recall worshippers beliefs as to how and why God created the universe and everything in it. g. To think/reflect about the nature of the world itself rather than how it came to be.	grand order of things and the mysteries of life such as whether or not there is life after death and how people might find meaning and purpose in their own lives. f. Understand that religious texts are divinely inspired and therefore sacred or holy. g. Understand that non religious narratives usually draw upon scientific theories of how the universe began, and predictions about how it will end.
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