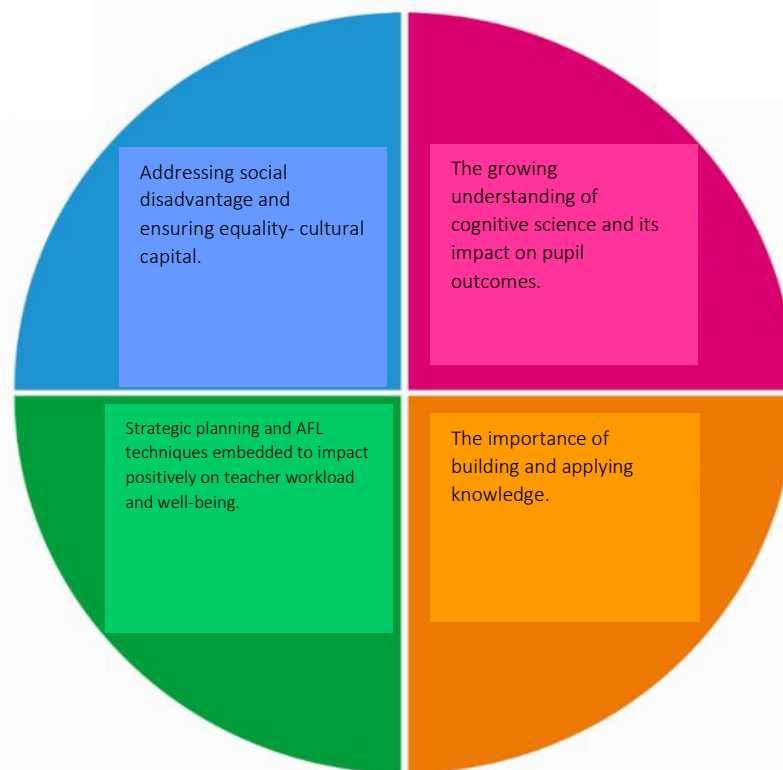


Quality of Education Overview. Religious Education.

Since the last inspection

- Following recent developments, Religious Education is now known as Religion and Worldviews.
- The updated Wirral SACRE syllabus was published in March 2020.
- Therefore, to meet the requirements of the new syllabus, we now follow the Somerset SACRE curriculum. This is with kind permission of Somerset SACRE.
- New policy document and comprehensive document published on the website outlining the *right to withdraw pupils from RE*.
- Riverside Primary School is in the process of applying for a Religious Education Quality Mark!

Intent



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Religious Education Vision

Within the framework of the law and the Agreed Syllabus, the aims in RE at Riverside Primary school are for pupils to:

- Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the United Kingdom.
- Develop an understanding of the influence of religious and non-religious worldviews, values and traditions on individuals, communities, societies and cultures, locally, nationally and globally
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings and diversity within the religious and non-religious worldviews represented in the United Kingdom.
- Enhance their spiritual, moral, social and cultural development by:
 - Developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings and other beliefs can relate to them.
 - Responding to such questions with reference to the teachings and practices of religions and worldviews relating them to their own understanding and experience.
 - Reflecting on their own beliefs, values and experiences in the light of their study.
- develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions and worldviews.

Key features of our curriculum:

RE at Riverside Primary school will be provided in line with the legal requirements.

These are that:

- The basic curriculum will include provision for religious education for all pupils on the school roll.
- The content of RE shall reflect the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain.
- The RE that is provided shall be in accordance with the locally agreed syllabus for Wirral.



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Riverside Primary School RE long-term plan

(Following Big Ideas from the Wirral syllabus, using resources from Somerset SACRE curriculum)

	Autumn		Spring		Summer	
FS 2	Special Me	Special Times 1	Special Places	Special Times 2	Special Stories- God	Special Stories- Jesus
Year 1	1.1 Christianity- What do Christians believe about God? BI1 BI2	1.2 Christianity- What do Christians believe about Jesus? BI1 BI2		1.3 Christianity- What do Christians believe about love? BI3 BI5	1.8 Islam- What do Muslims believe about the Imam? BI1 BI5 BI6	
				1.7 Islam- What do Muslims believe about Allah? BI1 BI5 BI6		
Year 2	1.9 Hinduism- BI1 BI5		1.6 Judaism- What do Jewish people believe about the Torah? BI1 BI5 BI6	1.4 Christianity- What do Christians believe about salvation? BI5 BI6		1.Humanism BI1 BI5 BI6
	1.5 Judaism- What do Jewish people believe about God and the Covenant? BI1 BI5 BI6					
Year 3	2.2 Islam BI1	2.5 Christianity- God and incarnation BI1	2.4 Christianity- Salvation BI1 BI2		2.6 Christianity- Agape love. BI3	Sikhism BI1 BI3 BI5 BI6
Year 4	2.1 Judaism- Torah BI1 BI5 BI6	2.1a Judaism- God and the Covenant BI1 BI5 BI6	2.5 Christianity- God and incarnation BI1 BI5 BI6			2.3 Hinduism BI1
			2.5b Christianity- God and incarnation			2.Humanism BI1 BI5 BI6
Year 5	Bible Explorers (Mr Dodd) BI5 BI6	2.7 Judaism- God and the Covenant BI4 Judaism- Torah		2.10 Christianity- What do Christians believe salvation? BI1 BI2		2.9 Hinduism - What do Hindu people believe about Dharma, Deity and Atman? BI2
Year 6	2.8 Islam- Submission to Allah BI5 BI6	2.11 Christianity- What do Christians believe about God and incarnation? BI1 BI5 BI6		Buddhism BI1 BI3 BI5 BI6	2.12 Christianity- Agape love BI3 BI5	
	2. Humanism BI1 BI3 BI5 BI6					

Christianity Islam Judaism Hinduism Humanism Sikhism Buddhism

- The e.g. 1.2 refer to the Somerset units. Some of the units are longer than the term so they straddle two terms.
- The Big Ideas (BI)

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Implementation

A detailed scheme of work is available for teachers and other interested people alongside this policy. As the RE Wirral syllabus did not include an updated curriculum, therefore we chose to use the resources provided by Somerset SACRE, which fitted in well with the agreed syllabus. Michael Strange, from Somerset SACRE, had been advising the Wirral SACRE on a future way forward.

EYFS RE themes emerge from the EYFS Framework, concentrating on celebrations throughout the year. The Willows, SEMH Inclusion Base, also follow these themes.

KS1 Christianity and Islam, Hinduism, Judaism and Humanism.

Lower KS2 Christianity and Islam, Hinduism, Judaism, Sikhism and Humanism

Upper KS2 Christianity and Islam, Hinduism, Judaism, Buddhism and Humanism

Teaching principles:

Our policy is aimed to ensure the use in RE of art, drama, thinking skills, speaking and listening activities, visits, posters, photographs, videos, ICT use, display work and other active learning strategies. Cross-curricular work is encouraged, in line with whole school policy on teaching and learning.

We recognise the importance of teaching to the Wirral Syllabus in a creative, knowledge-rich, broad and balanced way.

Matching Work to Pupils' Needs

Our whole school policy regarding pupils with special needs and differentiation, applies to RE. Teachers should be alert to the fact that some children have special and deep experience of a religion through family practice. This of course may not relate to their general educational ability.

Year groups have class scrap books where they put paired or group work. This is a good opportunity for cross ability work and discussion.

Staff Development

All staff have access to RE CPD in line with the subject leader's identified areas for development. This is either 'in house' or from an external provider. The RE subject leader also attends local network meetings, Wirral LTLRE, and so shares resources and good practice with local schools.

Riverside Primary is a member of NATRE and Islam Resource Member Portal. These assist by providing information and online training.

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Assessment

We report on pupils' progress and attainment in RE to parents, as required by law. The Wirral Agreed Syllabus provides descriptions of progress and attainment, which the school has agreed to use as a basis for reporting at the end of each key stage. We make specific, individual, accurate comments on each child's progress in RE in annual reports, based on regular monitoring of work and transfer this information to new schools when pupils leave us.

Mrs. Elson, the subject leader, will co-ordinate gathering pupils' work that provides clear evidence of progress and attainment to clarify our understanding of what makes for quality RE.

Monitoring, Evaluation and Review

We intend that this policy should operate for the next three years, and then be fully reviewed by all staff and governors. To ensure that our RE policy is in practice, and to help teachers keep track of their own work and needs for support or training, staff are asked to give verbal feedback to Mrs. Elson. The subject leader's role includes monitoring and evaluation of this policy in practice. We maintain a 'self-evaluation' of our RE work in preparation for any scrutiny.

Work-life balance

We chose the Somerset SACRE curriculum, as it is comprehensive, easy to follow, and has most of the resources needed, embedded within the lesson plan. Included also, a clear overview of learning. Assessment activities are also incorporated.

We have a substantial collection of well-organised artefacts and books, which support the teaching of RE.

This curriculum gives teacher's confidence to approach this difficult subject, with peace of mind. Planning and preparation time have been reduced.