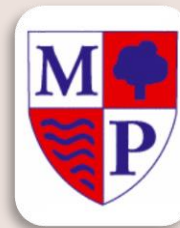


Religious Education



Religious Education

Mersey Park Primary School



Be Nice



Work Hard



Never Give Up



Religious Education at Mersey Park Primary School

What we teach

School Standards and Framework Act 1998

Local Agreed syllabus (Schedule 19)

Community schools and any foundation and voluntary schools without a religious character are required to 'give provision for religious education in accordance with an agreed syllabus'.

This local Agreed Syllabus is determined by the SACRE (Standing Advisory Council for Religious Education) in our area and is statutory.

The Education Act 1996 (Section 375) 'Every agreed syllabus shall reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.'

At Mersey Park Primary School, we teach Religious Education, following the Wirral Agreed Syllabus, to engage, inspire, challenge and encourage our pupils, so they develop a better understanding of the many religions that make up our multi-cultural society. We equip our pupils with the knowledge and skills needed to explore these different religious beliefs, whilst learning how to answer challenging questions concerning them. Through trips, visitors to the school and our curriculum, we teach the children to know how Religious Education promotes discernment, combats prejudice and therefore prepares them for adult life.

How we teach it

People, cultures and communities is part of Understanding the World in Early Years. Children are introduced to a range of religious festivals and cultures. They are taught to be tolerant and respectful of others through educational visits, stories, music, visitors and food tasting from around the world.

In Key Stage 1 and 2, we follow the **Kapow** scheme of work 'Religion and Worldviews' which matches the requirements of the Wirral Agreed Syllabus for Religious Education.

The Kapow Primary Religion and Worldviews curriculum takes into account the key findings of the Ofsted Research review series: RE and the Commission on Religious Education report: Religion and Worldviews: The way forward. A national plan for RE.

In line with government guidance and Census 2021 information, the Kapow curriculum reflects that the UK's religious tradition is, in the main, Christian, with each year group having at least one unit specifically focusing on Christian concepts, beliefs and practices and these being linked to and contrasted with other religions and worldviews across the thematic units. The scheme also covers the principle organised worldviews represented in Great Britain.

Kapow Primary's Religion and Worldviews scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- Cyclical: In each unit, pupils develop disciplinary, substantive and personal knowledge building on these through the study of concepts and religious and non-religious worldviews.
- Increasing depth: Each time a concept, religion or worldview is revisited, it is covered with greater complexity and in varying contexts. Progression within units and between year groups includes:
 - a. studying teachings, beliefs, practices and experiences in more detail.
 - b. moving from local to national and then global contexts.
 - c. making and explaining more, increasing subtle links.
 - d. identifying and discussing diversity within and between religions and worldviews.
 - e. grappling with increasingly complex and sometimes controversial ideas (including through our big questions).
- Prior knowledge: Upon returning to each concept, religion or worldview pupils use prior knowledge to build on previous foundations, rather than starting again.

The Kapow Primary Religions and Worldviews scheme is written with clear progression of substantive, disciplinary and personal knowledge. Each unit builds on conceptual knowledge, worldview specific knowledge and vocabulary from previous units both within that year group and from previous years. This sequencing of units allows children to develop schema through connections with prior learning.

As well as delivering inspiring and creative lessons, children have the opportunity to visit different places of worship and identify with members of the community from different cultures and beliefs. The curriculum is designed to use creativity, imagination, discussion, debate and enquiry. Pupils will acquire a wide range of subject specific vocabulary. All activities are adapted to meet the needs of our learners.

We deliver engaging and educational assemblies throughout the school year, led by special people from the community and our own staff to share information around a range of topics within RE and SMSC.

SMSC through Religious Education

The Kapow scheme promotes Spiritual, Moral, Social and Cultural (SMSC) development and British values. It highlights opportunities to develop pupils understanding in these areas within the R&W curriculum.

Children learn about beliefs, values and the concept of spirituality. RE reflects on the significance of religious teaching in their own lives. It helps children to develop respect for the right of others to hold beliefs different from their own. They learn to understand the influence of religion on society. Children gain appreciation and understanding of different cultures, religions and traditions. Collective worship allows time for personal reflection and prayer.

Impact

Religious Education has a significant role for the development of pupils' spiritual, moral, social and cultural development. It promotes respect and open-mindedness towards others with different faiths and beliefs. It also encourages pupils to develop their sense of identity and belonging through self-awareness and reflection. Our principle aim for RE is to engage pupils in an enquiry approach where they can gain knowledge and appreciation for the expression of beliefs, cultural practices and the influence of the main religions of the UK and worldviews in the local, national and wider global community.

Religious Education- Early Years		
Development Matters		
Birth to Three	Three and Four Year Olds (Foundation 1)	Children in Foundation 2
<p>Understanding the World- People, Culture and Communities</p> <ul style="list-style-type: none"> ● Makes connections between the features of their family and other families. ● Notices differences between people. <p>Personal, Social and Emotional Development- Building Relationships</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>Understanding the World- People, Culture and Communities</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>Personal, Social and Emotional Development - Self-Regulation</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>Understanding the World- People, Culture and Communities</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>Personal, Social and Emotional Development- Building- Relationships</p> <ul style="list-style-type: none"> ● Builds constructive and respectful relationships. ● Thinks about the perspective of others. <p>Self- Regulation</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		
<p>Understanding the world</p> <p>ELG: People, Culture and Communities</p> <ul style="list-style-type: none"> ● 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. <p>Personal, Social and Emotional Development</p> <p>ELG: Building Relationships</p> <ul style="list-style-type: none"> ● Forms positive attachments to adults and friendships with peers. ● Shows sensitivity to his/ her own and to others’ needs. 		

Religious Education National Curriculum Subject Content

Key Stage 1

Pupils should develop knowledge about –

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

Key Stage 2

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

EYFS Religious Education Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1	<p>Valuable adult-interactions throughout the year help the children to begin to make sense of the world around them. Photographs, books and carefully planned environment resourcing ensure the children begin to understand difference and diversity. They begin to learn about celebrations such as, Birthdays, Christmas and Easter through their own experiences of these events.</p>					
	<p>New friends – Children will be encouraged to talk about the similarities and differences they notice between each other.</p> <p>Families – Children will share photographs of their own family. Staff will encourage the children to talk positively about different appearances, skin colours and hair types which they notice</p> <p>Christmas - Children will find out about how Christians celebrate Christmas and begin to understand the reason for the celebration</p>	<p>Easter - Children will talk about the new-life they see around them when in the outdoor area. They will take part in some typical Easter traditions such as: decorating eggs, an Easter egg hunt, making Easter cards and bonnets.</p>		<p>Holidays - Children find out about Mersey Bear’s holiday. They are encouraged to share holidays they have been on around the world, looking at photographs. A class ‘holiday’ book will be created for the children to look at.</p>		
F2	<p>Throughout the year children listen to a broad range of stories, non-fiction, rhymes and poems which develop their awareness and understanding of the cultural and social diverse world in which we live. Providing the children with real-life experiences such as visits to the local church and immersing them in the way different religions and cultures celebrate, also increases their knowledge and sense of the world around them. Every opportunity is taken to ensure that resources provided for the children reflect the diversity of life in modern Britain</p>					
	<p>Families - Celebrating differences Harvest - giving thanks for things (Sukkot, Vaisakhi, Zakkah, harvest festival).</p> <p>Christian, Jewish, Sikh, Muslim</p>	<p>Celebrations - Know that some people come together to celebrate Advent, Diwali and Christmas. Visit St. Cath’s church – Christmas focus.</p> <p>Christian, Hindu</p>	<p>Creation Story – Looking for signs of new-life in the world around us Different communities – Arctic communities</p> <p>Christian</p>	<p>Celebrations - Chinese New Year, Mothers’ Day, Easter. Visit St. Cath’s church – New life focus Explore the Islamic festival of Ramadan and the festival of Eid which follows. Find out about why it is an important time to Muslims all over the world.</p> <p>Muslim, Christian</p>	<p>People in our community Caring for the environment</p>	<p>Different religions and communities Visit St Cath’s church –Our Natural World focus</p> <p>Christian</p>

Kapow Religion and World Views Year 1 to Year 6 overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	How did the world begin? Christian, Jewish, Hindu What do some people believe God looks like? Christian, Hindu, Muslim		Why should we care for the world? Jewish, Muslim, Hindu, Humanist Why should we care for others? Christian, Muslim, Sikh		How do we know that new babies are special? Muslim, Hindu, Humanist	
Year 2	Why do we need to give thanks? Hindu, Christian, Humanist		What is a prophet? Christian, Muslim, Jewish, Sikh		How do some people talk to God? Muslim, Jewish, Hindu Where do some people talk to God? Hindu, Muslim, Sikh, Jewish	
Year 3	What makes us human? Hindu, Christian, Buddhist, Humanist	Where do our morals come from? Christian/Jewish, Buddhist, Muslim, Hindu, Humanist	Is scripture central to religion? Jewish, Muslim, Christian	What happens if we do wrong? Hindu, Muslim, Humanist, Christian	Why is water symbolic? Christian, Sikh, Muslim, Shinto	Why is fire used ceremonially? Hindu/Sikh, Zoroastrianist
Year 4	Are all religions equal? Bahá'í, Sikh, Hindu	What makes some texts sacred? Sikh, Hindu, Buddhist	Just how important are our beliefs? Sikh, Muslim, Jewish,	Who was Jesus really? Christian, Jewish, Muslim	Why is the Bible the best-selling book of all time? Christian	Does the language of scripture matter? Christian, Muslim, Jewish
Year 5	Why do people have to stand up for what they believe in? Christian, Muslim, Sikh	Why doesn't Christianity always look the same? Christian	What happens when we die? (Part 1) Jewish, Christian, Muslim Humanist	What happens when we die? (Part 2) Hindu, Buddhist	Who should get to be in charge? Muslim, Sikh	Why are some places in the world significant to believers? Christian, Jewish, Buddhist
Year 6	Why does religion look different around the world? (Part 1) Jewish, Muslim, Christian	Why does religion look different around the world? (Part 2) Hindu, Sikh, Buddhist, Jain	Why is it better to be there in person? Muslim, Hindu	Why is there suffering? (Part 1) Jewish, Christian, Zoroastrianist	Why is there suffering? (Part 2) Shinto, Buddhist, Sikh, Humanist	