



BIDSTON AVENUE PRIMARY SCHOOL

RE & WORLDVIEWS SUBJECT POLICY November 2025

Approved by the Governing Body of Bidston Avenue Primary School

Autumn 2025

Signed: _____

Cllr George Davies (Chair of Governors)



Intent

Purpose

The Wirral Agreed Syllabus for Religious Education and Worldviews aims to enable schools to prepare students for the spiritual and intellectual challenges of living in a world with diverse religions and beliefs as well as non-belief. We use the PlanBee consolidated scheme of work which covers all Curriculum topics for Year 1 to Year 6. RE & W teaching within the Early Years Foundation Stage is designed to ensure coverage of the Wirral Agreed Syllabus for RE and Worldviews.

Aims

- develop pupils' knowledge and understanding of Christianity, other principal religions, traditions and other worldviews
- offer opportunities for personal reflection and spiritual development
- enhance pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures

Supporting our Vision

'As for these four youths, God gave them learning and skill in all literature and wisdom, and Daniel had understanding in all visions and dreams' Daniel 1:17

We want our children to develop their individual knowledge and understanding of religions and beliefs in order to become valuable members of a diverse community who develop tolerance, mutual respect and understanding, with their own ideas, values, practices and identities.

At Bidston Avenue, we believe that Religious Education and Worldviews make a unique contribution to students' learning by teaching them about contemporary religions and non-religious worldviews.

Children have opportunities for their own personal development, developing skills for adult life, employment and lifelong learning. We want children to become successful learners, confident individuals and responsible citizens, prepared or life with the knowledge, skills and understanding to discern and value truth

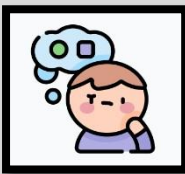
and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

The drivers that shape our curriculum



Reader

At Bidston Avenue RE allows pupils to develop reading by recognising and understanding different religious notations, subject-specific language, religious representations and images. This enables them to develop their understanding and comprehension. They will explore and become familiar with using the correct religious vocabulary to describe and compare practice and experiences. By sharing and discussing the content of different religious stories they will gain a deeper understanding of religious customs, beliefs and practices.



Thinker

RE allows young people to apply and express their own and others ideas and think about what is important to them and to respectfully consider similarities and differences between different religious and non-religious beliefs and practices. RE provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination. Exploring and considering the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding. RE provides opportunities to investigate patterns of diversity of religion and belief and identify links between different groups and religions.



Resilience

RE promotes resilience by preparing pupils for the opportunities, responsibilities and experiences of later life. Pupils are exposed to rich and challenging viewpoints, beliefs and ideas and are encouraged to confidently ask ethical questions about what is right and wrong and to listen to others. At Bidston Avenue we focus on praising children's effort and ethical thinking. Children are encouraged to recognise that all beliefs should be considered and appreciated.

Supporting our Values

In all we do, we promote the following values

- Respect
- Friendship
- Determination
- Excellence
- Courage
- Inspiration
- Equality

Opportunities for promoting acquisition of Cultural Capital

Through the teaching of RE, we believe that our children will be better equipped for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices. In school, we endeavour to increase our involvement

in events such as local church services, visits to local religious institutions and inviting religious leaders and visitors into school.

RRSA

Article 14: The Right to choose your own religion and beliefs.

Article 29: To learn to respect others.

Article 30: The right to practice your own culture, language and religion.



Implementation

Bidston Avenue Primary School delivers a world class curriculum. It is accessible, inspiring and ambitious, so that every child is equipped to make a positive contribution.

In ensuring high standards of teaching and learning in RE, we implement a curriculum that is progressive throughout the whole school.

Planning for RE is a process in which all teachers are involved to ensure that the school gives full coverage of, 'The National Curriculum programmes of study for RE 2014', Wirral Syllabus for RE & Worldviews and, RE in the Early Years Foundation Stage.

Teachers plan the learning journey together to ensure full coverage and progression of the RE curriculum is achieved. Teachers also plan to suit their children's interests, current events, their own teaching style, the use of any support staff and the resources available.

Planning

Teachers follow comprehensive and inspiring planning that is available within the PlanBee scheme of work. Lesson planning is followed for all topics in line with our school Curriculum Plan. Each year group from Year 1 to Year 6 teaches one unit per term. Termly differentiated unit plans with supporting resources (lesson plans, slides, activities and printable resources) are followed by Staff to allow children to achieve and progress in all areas of Religious Education and Worldviews. The PlanBee scheme and the planning within the Early Years Foundation Stage are designed to ensure coverage of the Wirral Agreed Syllabus for RE and Worldviews.

In EYFS teachers plan a range of activities so that children by the end of EYFS meet the following RE and Worldviews related aspects within the early learning goals.

- Personal, Social and Emotional Development Building Relationships - Show sensitivity to their own and others' needs.
- Understanding the World Past and Present - Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling.
- People and Communities - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Know some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction and texts.

Teaching and Learning

Hour long lessons are delivered weekly throughout Key Stage 1 and 2. Shorter sessions are also delivered within the Early Years Foundation Stage following topics from the Wirral SACRE RE & Worldviews. Lessons follow the structure of the PlanBee Scheme of Work and evidence is recorded each week within RE books.

All lessons start with a teacher challenge, usually a question or discussion to engage and excite the children's imagination and start discussions about what pupils already know about the topic of the lesson

and what they will be covering within lessons. The main lesson then allows children to delve deeper into topics, gaining understanding and appreciation of different RE and worldview topics.

A typical RE lesson will include:

- Lesson introduction – with links to prior learning (previous lesson or topic)
- Teaching input – What will be learning today?
- Main activity – children given a range of opportunities to complete design, make and evaluate tasks. (Differentiated if necessary.)
- Plenary – a chance to reflect on the learning. Teachers will also use this opportunity for informal assessment of the learning to plan for next steps.

Subject specific SEND Scaffolding

- The teacher has the highest possible expectations for all pupils in their class, including pupils with SEN.
- Teaching is built on what each child already knows, can do and can understand.
- Differentiated ways of teaching are in place, so that each child is fully involved in learning in class.
- A range of strategies are used to support each child in their learning.
- Teachers carefully check and monitor each child's progress and decide what extra support they may need dependant on their individual gaps in their understanding/learning in order for them to make the best possible progress.

Links to other subjects/curriculum areas:

- **Geography** - learning about different cultures and the major religions in countries being studied.
- **Art** - the role of art, sculpture etc. in religious buildings and their symbolic meanings, all of which could then be used to inspire children's own work.
- **History** - the history of major faiths, significance and practices of religious communities at different points in history (e.g. Ancient Greeks, Mayans).
- **English** - exploring, summarising, analysing and making inferences from religious texts.
- **Music** - listening to music that is important in different religions and identifying its meaning/role.
- **PSHE** - many themes (such as values, fairness, right and wrong) are shared between the subjects; assemblies are jointly planned by both subject leaders to cover a range of RE and PSHE topics.

Experiences every child should have:

- Visit a broad range of places of worship, both in the local area and beyond, including churches, temples, synagogues and mosques - our target is for children to visit one place of worship each year, linked to the religions they are exploring.
- Meet religious leaders in local community and have the opportunity to discuss their faith and practices.
- Have opportunities to handle religious artefacts, learn about their significance and draw their own inferences and conclusions from them.
- Share photos, stories, food and clothing from faith ceremonies that they have taken part in with others in their class.
- Have regular opportunities to discuss their personal faith and beliefs in an open, trusting and respectful environment.

Organisation

Foundation – topics based upon children's own lives and experiences, providing the opportunity to explore the world of religion in terms of special people, books, times, places and objects.

Key Stage One - Introducing the study of Christianity and aspects of Hinduism, Buddhism and Islam, which incorporates where appropriate, consideration of non-religious beliefs.

Key Stage Two - Developing the study of Christianity and aspects of Hinduism, Buddhism and Islam, and introducing aspects of Sikhism and Judaism. It also incorporates where appropriate, consideration of nonreligious beliefs.

Parent Partnership

Throughout our school year we aim to encourage parents/ carers and other family members to be involved in any religious or other celebratory occasions that might be arranged such as our annual Christmas Carol Service at St. James Church, Birkenhead.

We also encourage open and considerate discussion at home of any subjects or topics raised within lessons which have fired children's attention and interest, be that of a religious or non-religious subject.

The right of withdrawal from Religious Education

At Bidston Avenue Primary School we wish to be an inclusive community but recognise that parents, of course, have the legal right to withdraw their children from Religious Education under the 1988 Education Reform Act on the grounds of conscience. The school will actively seek to persuade parents against withdrawing their child from Religious Education in such cases where the reason for doing so is not thought to be based on sincerely held religious conviction. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupil or there are issues related to religion that arise in other subjects such as History or citizenship.

In all cases the Headteacher will wish to discuss with the parent(s) the implications of their request. All requests to withdraw a child from Religious Education must be in writing and made available to the school Governors.

Roles and Responsibilities

The RE leader is responsible for providing an overview of the subject across the school to inform staff planning and to offer advice in the ways in which the curriculum can be delivered in an effective and engaging way. They should have an up-to-date knowledge of the subject requirements and ensure that these are met across the school, as well as having an overview of assessment.

They are responsible for ensuring that an overview of the subject is available on the school website. The RE leader also has a sound knowledge of the resources, which are available within school, and ensures that resources are replenished and updated as necessary.

The RE leader is responsible for the planning and implementation of any subject specific events, which are ran in the school.

Individual teachers are responsible for the day-to-day planning, delivery and assessment of the RE curriculum. The Senior Leadership team is responsible for ensuring there is a good professional dialogue with the subject leader throughout the school year.

Impact

Every child will leave as a **reader** who **thinks** critically and has the **resilience** for the world's challenges.

The impact and measure of this is to ensure children not only acquire the appropriate age-related knowledge linked to the RE curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives.

Assessment

Pupils should be assessed on a range of areas including knowledge, understanding, skills and attitudes. Assessment informs teacher planning and preparation and pupil learning and attainment. Assessment has a formative and summative function for both the teacher, pupil and parent.

Monitoring

The RE subject lead is responsible for monitoring the standards of children's work and the quality of teaching. The lead supports colleagues in the teaching of RE by addressing CPD needs and by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school.

The subject lead is also responsible for reviewing developments for RE identified on the School Improvement Plan, evaluating strengths and weaknesses in the subject, and indicating areas for further improvement.

Monitoring and Review

The RE subject lead is primarily responsible for monitoring the implementation of this policy. This will be through ongoing discussion with the Senior Leadership Team and consideration of the evidence gathered in the subject file. The subject lead will report on this to the governor's curriculum committee. The work of the subject leader is also subject to review by the head teacher as part of our performance management arrangements.

Governor Approval and Review Dates

This policy is to be monitored by SLT and reviewed when changes are made.