

# Parsloes Primary School



## Religious Education Policy

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**INTENT:**

At Parsloes Primary School we believe that a high-quality RE education equips pupils to be thoughtful considered citizens, with an understanding of how to be in the world both as individuals and as corporate citizens. This allows others and themselves to be the best they can. Lessons are interactive involving artefacts, people and where appropriate visits to local places of worship. RE also has links to PSHE lessons, assemblies, cultural celebrations and national events. By the time they leave Parsloes Primary School, children will have gained new knowledge and skills learning both about and from a variety of world religions and world views and have some understanding about how to apply their learning to their own lives. The children and their learning are at the core of all that we do. The RE curriculum is designed to take into consideration our children's varied backgrounds, religious and none religious beliefs and cultural experiences. We believe our children deserve a curriculum that expands their life chances, enabling social equity and mobility.

### **VISION:**

The RE curriculum is an integral part of the national curriculum, as it enables children to develop their understanding of their own beliefs and those of others and apply their knowledge in everyday life events and situations. It aims to stimulate and excite the learners, giving them the opportunity to discuss their own thoughts and ideas, understand the views of others and prepare them for the continually changing world.

At Parsloes, we can achieve this vision by:

1. Stimulating, developing and maintaining pupils' interests and enjoyment of RE through workshops, cross-curricular links and engaging topics
2. Enabling pupils to have equal access to the curriculum.
3. Providing them with knowledge and skills to be able to engage with their local communities and the wider world.
4. Applying their knowledge and skills to their learning in other areas of the curriculum and social settings.
5. Providing opportunities for children to work individually and collaboratively for example, preparing for cultural or festival events in school
6. Promoting confidence and leadership qualities in children via class debates (including Votes for Schools)
7. Collaborating with local faith leaders and encouraging visits to faith buildings in the local area.

### **TEACHING AND LEARNING:**

## **Planning:**

RE is taught following the Framework as agreed by Barking and Dagenham SACRE 2020, showing term on term progression.

1. Medium term RE plans are to be completed and saved on the system each term.
2. For each year group, lessons and objectives are laid out with possible ideas to ensure lessons are taught consistently and according to the objectives.

## **By end of EYFS:**

The pupils will have a basic foundation in learning about themselves and awe and wonder before following the agreed syllabus in Year 1. This will be done through lessons involving learning about each other and joining in with a variety of Festivals and Celebrations throughout the year in class.

## **By end of KS1:**

KS1 pupils are taught to recall and comprehend knowledge about a range of religions including learning about different religions and learning from different religions.

## **By end of Year 3 and Year 4:**

Pupils should be taught to apply their knowledge about religion to 21st century living including learning about and from Judaism, Christianity, Islam, Hinduism, Sikhism and consider other world views such as Atheism and Humanism.

## **By end of Year 5 and Year 6:**

Pupils will use what they have been taught previously to analyse and evaluate a range and how it affects daily living for themselves and others.

## **Resources:**

1. Lessons plans for each lesson for each half term unit are available in: Staff Resources/Curriculum/RE /year group
2. Artefact boxes for each of the major religions covered stored in the RE cupboard.
3. Books and posters for teacher use and for pupils stored in RE cupboard.
4. Email request for any consumables needed for lessons for example, to buy oranges for Christingle lesson
5. Visiting speakers from relevant religions
6. An annual visit to a local faith building depending upon their unit of study.
7. Virtual tours and visits to places of worship

## **ASSESSMENT AND MONITORING:**

Assessment is based around the Big Question for each unit of work. Each Big Question is linked to the key knowledge and skills taught throughout the unit. Teachers will monitor progress and attainment throughout the unit using a range of sources, such as, observation, discussion and recorded work to ensure accurate judgements. A class assessment grid is used throughout the unit to inform planning and record end of unit assessment judgements for pupils.

**SEND:**

Teachers have high expectations of all pupils. This includes pupils of all abilities, social and cultural backgrounds, those with disabilities and Special Educational Needs. Planning is differentiated and learning is supported appropriately so that all children can participate and have full access to the curriculum in order to reach their full potential.

**REMOTE LEARNING:**

Please see the Remote Learning Policy and the Covid addendum for more information.