



MILLDENE PRIMARY SCHOOL

Religious Education

Policy



Intent

Through Religious Education, our pupils will explore faiths, beliefs and values leading to an appreciation, understanding, respect, acceptance, celebration and knowledge of diversity and the wider world.

The aim is for all pupils to:

- Consider challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. To develop knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering their own personal reflection and spiritual development.
- Explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds their resilience to anti-democratic or extremist narratives.
- Build their sense of identity and belonging, flourish within their communities and as citizens in a diverse society.
- Develop respect for others, including people with different faiths and beliefs, and challenge prejudice.
- Consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

It is the intent of Milldene Primary School for Religious Education to be taught in all year groups through half-termly topics, which includes one topic relating to Christianity.

Implementation

At Milldene Primary School, Religious Education is taught using the Cornerstones Let's Celebrate scheme of work and the Essex agreed syllabus. We use a variety of creative and practical activities, which, where possible, are cross-curricular and utilise skills taught in other subjects. The curriculum focuses on the acquisition of knowledge, understanding and skills needed to engage in the six major world faiths. In order to achieve this, Religious Education is mainly taught in weekly blocks. However, some lessons are taught discretely or compactly (e.g. several lessons in a week) depending on the needs of the children. The curriculum directly links with the school's RE progression statements and focuses on the following beliefs and faiths:

- Buddhism
- Christianity
- Hinduism
- Islam
- Judaism
- Sikhism
- Humanism

The Early Years Foundation Stage follow the school's Religious Education curriculum, with a focus on Special People, Special Places and Special Times, and the objectives link closely to the early learning goal 'People, Culture and Communities'.

Impact

Assessments are made through a combination of observation, discussion, presentations and practical activities. In KS1 and KS2, the Religious Education skills progression statements are used for assessment. These are aligned to the school curriculum. Teachers update assessments at least bi-annually and record these on Target Tracker.

In EYFS, pupils' progress will continuously be monitored and the curriculum amended to support interests, needs and opportunities.

Monitoring

A monitoring action plan is created each year to ensure this policy and the curriculum are followed and taught. A range of monitoring strategies are used to ensure there is triangulation. Support will be offered to teachers where 'areas for development' are identified.

Renewal

This policy is revisited on a yearly basis and amendments are made where appropriate.