



**Parkside Community Foundation Primary School**  
**RELIGIOUS EDUCATION POLICY**

**Rationale**

Religious Education seeks to make a major contribution to the spiritual, moral, social and cultural development of pupils by helping them to gain a knowledge and understanding of major world religions, an appreciation that religions are a way of life rather than an abstract system of ideas and the ability to develop their own religious beliefs.

**Aims**

- To acquire knowledge and understanding of Christianity and other principal religions represented in Great Britain.
- To appreciate the diversity of religious belief and practice and the rights of others to hold beliefs different from their own.
- To understand the continuing influence of religious beliefs, values and traditions on individuals, communities and cultures.
- To develop an understanding of the ultimate questions – and religious and non-religious responses to them.
- To evaluate different responses to religious and moral issues and to form their own reasoned and informed judgements about them.
- To be able to learn about religions and from them.

**Planning and Teaching**

The school follows the Jigsaw RE scheme, the RE lead has ensured that this works with the Kent Agreed Syllabus for Religious Education and has completed the long term plan for RE accordingly. This is a discussion based scheme which goes hand in hand with the school's PSHE policy. Christianity predominates – being taught for half the allocated time. Various world religions are studied in the remaining half of the time. These are: Judaism, Islam, Sikhism, Hinduism, Buddhism, Humanism and Veganism. The scheme contains variety, breadth and balance and ensures enough time is allocated to each unit.

Teachers refer to the school scheme of work when compiling medium term plans. When planning, teachers refer to the level descriptors for RE to ensure that tasks and activities are set at the appropriate level to support effective learning.

**Lesson Organisation**

Pupils experience a wide variety of teaching and learning activities. Pupils will access the RE curriculum through:

- Engaging in classroom lessons
- Reading texts

- Researching using the library and computers
- Discussion
- Paired and Group work
- Use of media such as clips, artefacts, music and drama
- Visits and visitors

In Early Years, RE is an integral part of the topic work covered during the year and the religious education aspects of the children's work are related to the objectives set out in the Early Learning Goals.

Throughout the school, RE is taught for 30 minutes weekly through thorough discussion and small activities with the aim of raising the profile and understanding of RE.

### **Differentiation and Additional Educational Needs (AEN)**

Policy and practice in RE reflects the whole school policy and encompasses the full range of ability, including the most able. Resources must appeal to all abilities and include religious artefacts. All tasks will be adapted to be rewarding, challenging and sufficiently demanding to engage and stimulate more able pupils. Work should be differentiated to support AEN and EAL pupils.

### **Cross-curricular Skills and Links**

RE is important for analytical and thinking skills as well as for general educational abilities. Links will be made to other areas of the curriculum such as History (e.g. state/church tension), Geography (e.g. management of the world's resources) and English (e.g. discussing controversial issues). Studying RE enhances the development of spiritual, moral, social and cultural awareness. Links are identified at the planning stage.

### **Continuity and Progression**

Continuity and progression are ensured by adhering to the RE scheme of work in which subjects and areas to be covered are carefully balanced.

### **Equal Opportunities**

Stereotypes, misinformation and misconceptions about race, gender and religion are challenged within the RE curriculum. In order to encourage a positive attitude towards diversity, RE teaches an understanding of religions – their richness and diversity in terms of beliefs, traditions, customs and lifestyle - in a sensitive and accurate way

### **Health and Safety**

Teachers must be aware of the Health and Safety implications of activities in RE such as handling artifacts, food tasting and visiting places of worship. Appropriate measures must be taken according to the Health and Safety Policy and the Educational Visits Policy.

### **Assessment Recording and Reporting**

Informal assessment is made by the class teacher against the learning objectives for each lesson. This is used to inform and adapt planning going forward. Progress in RE is reported to parents as part of the annual report.

### Monitoring

RE coverage and plans are monitored by the subject leader. Work is recorded on a power point which is to include quotes from the children throughout the lesson and photos of them completing activities. It is the responsibility of the class teacher to add to the power point during each lesson. The RE subject lead will be able to monitor these power point to ensure progression through the school.

### Subject Leader's Role

The subject leader will ensure that:

- the scheme of work is followed by all teachers.
- resources are available.
- all staff are supported in their teaching of RE and encouraged develop their subject knowledge.
- monitoring takes place.

### Parents' Rights

Parents have the right to withdraw their child or children from RE lessons. The child remains the responsibility of the school. Any parent wishing to withdraw his or child/children must contact the Head of School.

Policy adopted by Governing Body on 18/03/2025

To be reviewed on March 2028

Signed by Executive Headteacher J. Williams

Signed by Chair of Governors M. Graham.