



Religious Education Statement



Our vision is for pupils to become independent, motivated learners and responsible citizens.

Core values

Honesty	<ul style="list-style-type: none"> • Telling the truth • Taking responsibility for your actions
Positivity	<ul style="list-style-type: none"> • Looking for the good • Trying new things
Determination	<ul style="list-style-type: none"> • Keep trying • Learning from your mistakes
Respect	<ul style="list-style-type: none"> • Caring for everyone • Being polite and friendly
Democracy	<ul style="list-style-type: none"> • Deciding together • Listening to others & sharing ideas
Individuality	<ul style="list-style-type: none"> • Believing in yourself • Asking questions and having ideas
Rule of Law	<ul style="list-style-type: none"> • Following the rules • Sharing & taking turns

Intent

We seek to give children a knowledge and interest in Christian and World faiths. We aim to develop an awareness of spiritual and moral issues in life experiences and to acquire factual knowledge of the religions studied, and offer opportunities to reflect and respond. We aim to enable pupils to reflect and respond to significant aspects of human experience, to develop an understanding of religious traditions and to appreciate cultural differences. At Wickford Primary School we celebrate religious diversity by seeking to promote tolerance, whereby pupils respect the right of other people to hold beliefs different from their own.

We also seek to give children a knowledge and understanding of a range of religions and worldviews, to empower them to meet the challenges of living in a multicultural and multi-faith world. We endeavour to give children a thirst for knowledge and understanding which is both respectful and reflective.

Implementation

Our RE curriculum follows the Essex Agreed Syllabus. RE is an integral part of our topic work covered during the year and is mostly taught in a cross curricular way.

Early Years Foundation Stage

We teach Religious Education to all children in our school, including those in the reception classes, which form our Foundation Stage. We relate the Religious Education aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged 3-5. Many of these fall within the PSHE and Understanding of the World curriculum areas. Learning through celebrations and festivals is a key focus within this stage.

In Key Stage 1 and Key Stage 2, programmes are followed, based on units of study found in the Essex Agreed Syllabus. We plan work and set tasks that are matched against the expectations in the Agreed Syllabus to ensure that we are enabling pupils to make progress appropriate to their age and ability. We value and plan

activities designed to engage pupils in reflection of their own beliefs and values and those of others.

Impact

Assessment is an integral part of our teaching process. It is used to inform planning and to facilitate adaption of lessons to ensure the needs of every child are met. We assess children's work in Religious Education by making informal judgements through observation during lessons and through the evaluation of children's independent work. Feedback is given to children as soon as possible, and marking work is guided by the school's Marking Policy. Monitoring takes place regularly through sampling children's work and book monitoring alongside discussions with children and teachers. Each term, class teachers will assess whether children are working towards, at or above age-related expectations. The RE subject leader will then collate and analyse the data. Following this, the RE action plan will be reviewed.