

RELIGIOUS EDUCATION POLICY

September 2018

Subject Leader: Rachel Moxley

Review Date: September 2019



Rationale

At Dovers Green School we believe that Religious Education and Collective Worship reinforce each other and contribute to the general ethos and values of the school. Religious Education is significant in creating the atmosphere of acceptance and mutual respect necessary for everyone to have the opportunity to develop to their full potential within an environment in which they feel valued.

Aims

To give children the opportunity to:

- value themselves and others.
- consider their own feelings and those of others.
- explore their experiences as individuals in relation to other people.
- develop attitudes of awe, wonder, reverence, self-respect, integrity, compassion, curiosity and commitment.
- recognise some significant features of major world faiths.
- become aware that some people, objects, places, food and occasions have special importance.
- develop an awareness of the contribution religion makes to peoples' lives.
- acquire attitudes and skills which will lead to spiritual, moral and cultural development.

Teaching Strategies and Planning

Religious Education is taught in the Early Years Foundation Stage (EYFS) and Key Stage 1 in accordance with the requirements of the Surrey Agreed Syllabus for Religious Education. The suggested Units of Work have been adopted and allocated for coverage in the topic cycle. Within the Surrey Agreed Syllabus, learning in RE is divided into two distinct but complementary areas: knowledge and understanding and expressing ideas, beliefs and insights.

Openness and trust will be fostered by:

- treating feelings with sensitivity within a supportive environment.
- giving children time to reflect and respond to experiences.
- giving examples and using appropriate language.
- sharing the manners and customs of faiths to give a positive image.

Religious artefacts, posters, ICT and other resources will be used when and where appropriate to support teaching, motivate children and improve learning. Activities could include such things as looking at a Muslim prayer mat, using a website to go on a virtual visit to a Synagogue and reflecting on paintings, for example, depicting the Christmas story. Children may also be visited by representatives of different faith communities which give children the opportunity to ask questions and to make simple comparisons between religions.

Equal Opportunities

Whilst the Law allows for children to be excluded from Religious Education at their parents' request, care is taken in school to ensure that material is handled sensitively and accessible to all, irrespective of religious belief, culture, race, social background, gender or ability.

Special Needs

Provision for special needs in Religious Education will be in line with the special needs policy, recognising and valuing the unique contribution of each individual.

Assessment and Record Keeping

Pupils should be involved in assessing their own work, recognising their strengths and areas for development. Teachers complete an end of topic assessment sheet to show how children's learning has progressed against various learning objectives. Each end of unit statement will indicate the level that the children are working at. In the EYFS children's progress in RE is monitored through the EYFS Profile (as part of Personal, Social and Emotional Development and Knowledge and Understanding the World Areas of Learning). A value of achievement in this area of learning is conveyed to the LA and to the appropriate Key Stage 1 teacher to assist in future planning.

Early Years Foundation Stage

Religious Education in the EYFS is taught in accordance with the Agreed Syllabus, the material being covered in the Personal, Social and Emotional Development and Understanding the World Areas of Learning.

Resources

Religious Education resources can be found in the library and staffroom.

This curriculum policy should be read in conjunction with our

Behaviour Policy

Early Years Foundation Stage Policy

Equal Opportunities Policy

Health and Safety Policy

Inclusion Policy

Learning and Teaching Policy

SEND Policy