

## **RELIGIOUS EDUCATION POLICY**

**January 2025**

**Subject Leader:** Anne-Marie Merriman



**Review Date:** January 2026

### **Rationale**

At Dovers Green School, our Religious Education curriculum is designed to equip pupils with the knowledge, skills, and understanding needed to thrive in a diverse and interconnected world. We are committed to delivering an inclusive and balanced RE curriculum that explores religions, beliefs, and worldviews. As a school, we adhere to The Agreed Syllabus for Religious Education in Surrey Schools (2023-2028). Our aim is to ensure that pupils develop a well-rounded understanding of their own views and a deep respect for the views of others.

### **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.
- 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 sequenced in the Early Years Foundation Stage and Key Stage 1 in a way that utilises multi-disciplinary skills and builds pupils' schemata. In addition, the syllabus helps pupils to understand their own and others' worldviews, religious and non-religious, and appreciate the influences of these on everyday life. The units of work outline substantive knowledge, ways of knowing (viewed through the multi-disciplinary 'lenses' of theology, sociology and philosophy) and personal knowledge.

In the EYFS, Religious Education is rooted in the personal lives and experiences of the children. The curriculum uses key questions that encourage exploration of their own perspectives and introduces pupils to Christianity and other worldviews present within their class and school community. The EYFS syllabus adopts a distinctive structure with learning primarily integrated into continuous provision.

In the mixed Years 1 and 2 classes, pupils build on this foundation by engaging with selected key concepts from Christianity, Judaism, and Islam.

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 customs of faiths to give a positive image.
- understanding their own and others' worldviews, religious and non-religious, and appreciate the influences of these on everyday life.

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 or a visit to a local church. 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 assessments at the end of each unit to determine pupil attainment 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 of 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