

Folly Hill Infant School



RELIGIOUS EDUCATION POLICY

Curriculum suite

Signed Chair of Governors

Signed Headteacher

Date: Autumn Term 2017

Review Date: Autumn Term 2020

PHILOSOPHY

We believe that if children are to grow into mature autonomous individuals, they need to be given the opportunities to explore and develop their own understanding of religious interpretations of life. Children need to understand the nature of religion and be given time to reflect upon and respond to religious beliefs, values and experiences.

AIMS

Knowledge and Understanding

We aim to :

- Develop knowledge and understanding of Christianity as the principal religion represented in Great Britain
- Develop knowledge and understanding of aspects of Judaism and Islam
- Help children understand the distinct nature of religion - ideas, practices and traditions based upon beliefs
- Help children understand the influence of these beliefs upon culture and everyday life.

Skills and processes to be developed through RE

We aim to encourage :

- Reflection - on feelings, relationships, experience, ultimate questions, beliefs and practices; on the wonder, beauty and complexity of the world.
- Empathy - considering the thoughts, feelings, experiences, attitudes, beliefs and values of others; developing the ability to identify feelings such as love, wonder, forgiveness and sorrow; seeing the world through the eyes of others, and seeing issues from their point of view.
- Investigation - asking relevant questions; knowing how to gather information from a variety of sources; knowing what may constitute evidence for justifying beliefs in religion.
- Interpretation - drawing meaning from artefacts, works of art, music, poetry and symbolism.
- Analysis - distinguishing between opinion and fact; distinguishing between the features of different religions.
- Synthesis - linking significant features of religion together in a coherent pattern; connecting different aspects of life into a meaningful whole.
- Application - making the association between religion and individual, community, national and international life.
- Expression - exploring concepts, rituals and practices.

Attitudes at the heart of RE

We aim to foster :

- Fairness - tolerance and understanding for the thoughts, beliefs and attitudes of others.
- Respect - for others, for all living things and for the environment.
- Self-understanding - to develop and clarify their own beliefs to foster a sense of self-worth.
- Interest in and enthusiasm for the study of religion.

LEARNING AND TEACHING STYLE

The learning experiences will draw upon both attainment targets as outlined in the Surrey Syllabus.

CURRICULUM PLANNING

The School has adopted the new Agreed Syllabus for Religious Education in Surrey. This comprehensive document sets out Long Term Planning for both the Foundation Stage and Years 1 and 2. The Scheme of Work gives guidance for Medium Term Planning with detailed lesson plans.

THE EARLY YEARS FOUNDATION STAGE

The learning in RE in Early Years Foundation Stage is related to the objectives set out in the Early Learning Goals which underpins the curriculum planning for children aged zero to five. Aspects of RE occur in "Personal, Social and Emotional Development" and "Understanding of the World".

RECORD KEEPING AND ASSESSMENT

Assessment in RE will be concerned with pupils' knowledge and understanding and response to religion. It will not be used for judging a pupil's personal beliefs, views or behaviour.

Teachers in Key Stage 1 will assess pupils' progress against the learning objectives at the end of each half termly unit. This information will be used to report on achievement and effort in RE in the child's end of year report.

MONITORING AND REVIEW

The RE subject leader will monitor both the standard of children's work and the quality of teaching. She will support colleagues in their teaching, attend relevant courses and lead staff training sessions when appropriate.

EQUAL OPPORTUNITIES

All pupils will have opportunities to develop their own potential in all areas of RE.

Teachers need to be sensitive to religious and cultural differences when planning RE activities.

Parents have the right to withdraw children from RE and collective worship on religious grounds.

ICT

Pupils will be given opportunities where appropriate to develop and apply their ICT capability in their study of RE.

SPECIAL NEEDS / GIFTED AND TALENTED

Teaching and learning strategies employed will be appropriate to the needs of the children.

Teachers will ensure that they match work to differing levels of ability and development, extending individual talents and supporting those who need to make progress in smaller steps.

Pupils with a lower conceptual understanding may find abstract concepts in RE difficult. In these cases, the starting point for RE should be based upon personal and immediate experience in order to be of relevance to the individual.

HEALTH AND SAFETY

Teachers and all other adults involved in supporting RE activities should be aware of health and safety issues.

BUDGET

Funding will be allocated to RE as appropriate in accordance with the needs of the current School Development Plan.