The school has a responsibility both legally and educationally to ensure that all children receive their entitlement of Religious Education. At Farnborough Road Infant School, we follow the Sefton Agreed Syllabus for Religious Education.

Aims for Religious Education (key stage 1)
1. To explore a range of stories and religious writings and think about their meanings.
2. To name and explore a range of celebrations, worship and rituals.
3. To identify the importance, for some people, of belonging to a religion and understand the difference this makes to their lives.
4. To explore how religion can be expressed through the arts e.g. drama
5. To identify and understand the significance of key religious symbols and words.
6. To introduce and develop an understanding of the Christian and Jewish faith.

Foundation stage
Religious education can make an active contribution to all area of the Foundation stage but has particular significance to:

1. Personal, Social and Emotional development
   - Children are encouraged to use some stories from religious traditions to reflect on their own feelings.
   - Using story as a stimulus they will be encouraged to empathise with characters and discuss issues of right and wrong.

2. Communication and Language
   - Children will have the opportunity to respond creatively, imaginatively and meaningfully to memorable experiences.
   - Through artefacts, music and stories children explore religious celebrations.

3. Understanding the World
   - Children handle artefacts encouraging a sense of curiosity and respect.
   - They listen to and respond to stories from a range of ethnic groups.
   - They are encouraged to ask and answer questions about religion and culture as they arise.

4. Expressive Arts and Design
   - Using religious artefacts, children think about and express meaning associated with the artefact.
   - Children will share their own experiences and feelings and be encouraged to reflect upon what they have heard and seen.

Teaching and Learning
A variety of teaching methods are used to enhance the children’s learning experiences. Whenever possible the children have the opportunity to take part in an appropriate practical activity. By the very nature of the subject, the teaching very often encourages reflection and discussion and does not always result in a piece of written recording.

1. Through story
2. Drama and role-play
3. Creative activities/ handling of religious artefacts
4. Questions and answers/circle times
5 Invited speakers

6 Use of ICT- photographs, powerpoints, video clips

7 Visits to local churches
The children will have the opportunity to visit local churches to enhance and enrich their understanding of the Christian faith.

8 Displays of children's work, artefacts

**Resources**
RE resources are reviewed annually by the whole staff and replenished when necessary by the RE Coordinator.

**Assessment, Reporting and Recording**
In each module, set time has been given to assess children’s knowledge and understanding for what has been taught. It also provides the opportunity for pupils to question and discuss the module. Assessment can take many forms e.g. circle time, questioning, role-play, hot-seating, simple written recordings.

Parents are kept informed of children’s progress through parents’ evenings and a report at the end of the Summer Term.

**Links with other subject areas:**

1. RE links closely with art as the children have the opportunity to express themselves or visually record a significant artefact.
2. Multi-cultural links – stories from other cultures, music and cooking are incorporated into the planning.
3. ICT – whenever possible our themes are enhanced by the use of ICT.
4. Drama and role-play
5. PSD is closely linked promoting positive self-esteem and consideration towards others.
6. Music – links to multicultural celebrations

**Equal Opportunities**
All children have the same opportunities to reach their potential in RE. If necessary, small group or individual support will be in place. Differentiation is built into the planning at every step to ensure the needs of the individual child are met

**Dyslexia Friendly – because every child matters**
Dyslexia is a specific learning difference which may cause difficulty in the acquisition of certain skills. In the context of this policy the school will put the appropriate support and resources in place. In the teaching and learning of music in our school teachers will be aware of the needs of pupils with specific learning differences such as dyslexia.

**Review**
This policy will be reviewed regularly

**Updated April 2018**

Signed                                             Date                                             Headteacher.

Signed                                             Date                                             Chair of Governors.