

Catherington C of E Infant School

Board of Governors



*Growing together
in God's love*

Religious Education Policy

Name of School	Catherington C of E Infant School
Date of Policy Review	February 2025
Date of Next Review	February 2027
Name of Headteacher	Mrs Maria Burden

Religious Education Policy

Date of Policy Issue/Review

February 2025

Review February 2027

Name of Headteacher

Mrs Maria Burden

Signature of Headteacher

..... (Signed)

.....(Dated)

Reviewed by Chair of Governors

Signature & Date

.....(Signed)

.....(Dated)

Our Inclusive Teaching Intentions

To promote lifelong learning for all children and staff preparing us for an ever changing world. To create a safe environment which promotes and supports the mental health and wellbeing of staff and pupils.

Carefully planned ambitious and inclusive learning journeys which build from enquiry questions ensuring children build a deep knowledge in all subject areas.

Teaching models respect for pupils uniqueness, challenges prejudice and promotes social justice.

Approaches to learning that recognise the unique identity of each child and the importance of their personal growth.

Classroom climate which is varied and stimulating for all learners allowing them to develop their individual talents and to express themselves confidently.

Parents and carers are challenged and supported to play a full role in their child's learning.

Effective teaching

Teachers have a deep knowledge of the subject to be taught.

Teachers have a clear understanding of cognition and learning.

Teachers employ skilful and effective questioning to check and deepen understanding.

All adults have high expectations and provide challenge for all.

Teachers use a range of flexible and responsive teaching strategies.

Assessment for Learning

Assessment used within lessons to quickly identify misconceptions and fill gaps

Effective use of Summative assessment to inform next steps

Oral and written feedback that has an immediate impact

Moderation-internal/external to inform professional discussions

Clear learning intentions shared by children and understood by all

Organisation

Stimulating indoor and outdoor learning environment.

Making use of children's own ideas and interests to shape the learning.

Units of work which are based on enquiry questions and cross curricular themes.

Units of work which build on prior knowledge, developing a unique learning journey from Year R to Year 2.

Hooks that engage the children and give the context for the learning.

A clear outcome which gives purpose to the learning.

Religious Education is taught in accordance with the LA agreed syllabus 'Living Difference 4' (Revised 2021) and 'Understanding Christianity' and with reference to the School's Trust Deed.

1. The purpose is to support the development of children's own values and contribute to their spiritual, moral, social and cultural development.
2. This entails enabling children to interpret and respond to a variety of concepts, beliefs and practices within religions and to their own and others cultural and life experiences. This takes the form of encountering religious stories, festival, artefacts, places of worship, ritual and beliefs.
3. Our three ethos values, love, courage and respect are embedded throughout the school and we live by them in all that we do. We believe that RE is an exciting and relevant subject for all our children. We regard it as an area of the curriculum which begins with each child's own experiences. We aim to encourage children to value themselves, develop a sense of what it means to have faith, be sensitive to others and gain an understanding of the importance of religion in today's world.
4. Activities are planned in order to make the subject accessible to all children, irrespective of backgrounds, gender, ethnicity, age or ability.
5. We maintain strong links with All Saints Church, Catherington and the local community. We welcome the contribution that visitors that lead Collective Worship make towards enriching Religious Education in our school.

Aims

1. To develop children's knowledge and understanding of the key principles, values, beliefs and teachings of Christianity, with a particular focus on the Anglican tradition.
2. To provide a wide range of encounters with religion which will help them form a view of the world that they can apply to their own experiences.
3. To encourage and develop children's interest and opinions about concepts that are common to themselves and religions, and recognise and express their own values and beliefs.
4. To enable children to consider the effects religion has on people's lives, and to understand and respect different religions, values and traditions.
5. To enable each child to make reasoned and informed judgements on religious and moral issues.
6. To provide opportunities for children to reflect on, analyses and evaluate beliefs, values and practices.

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8. To foster in children attitudes such as curiosity, open-mindedness, self-understanding, respect, wonder and appreciation, fundamental to the spiritual dimension of human life.
9. To enable children to recognise and appreciate the value of qualities such as integrity, faithfulness, compassion, generosity, courage and love.

RE Guidelines

RE is taught in line with the agreed syllabus 'Living Difference' and the resource 'Understanding Christianity', making use of cross-curricular links and learning, such as with drama, art and music to enhance teaching.

The pupils will cover a range of concepts within 'Living Difference' and the key concepts of belonging, special, community and love.

The recommended minimum time allocation for RE in Key Stage 1 is 36 hours.

A range of teaching opportunities are used including:

- Exploring religious artefacts
- Visiting places of worship
- Welcoming visits by members of a faith community
- Using pictures, religious symbols as a stimulus for learning/basis of discussion.

Within Key Stage 1 two religions are studied Christianity and Hinduism. We also touch on Sikh and Chinese traditions.

Assessment

It is not appropriate to assess a child's own beliefs, values, attitudes or behaviour. Assessment in RE is concerned with the development of knowledge and understanding of different religious traditions and concepts, and skill in using appropriate terminology to explain matters of religious belief and practice.

The right of withdrawal from RE

At Catherington C of E Infant School we wish to be an inclusive community but recognise that parents, have the legal right to withdraw their children from Religious Education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasions, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history, science or otherwise. We would ask any parent considering this to contact the Headteacher to discuss any concerns or anxieties about the policy, provision and

practice of Religious Education at Catherington C of E Infant School (Schools Standards and Framework Act 1988).