

# Cecil Gowing Infant School Religious Education Policy

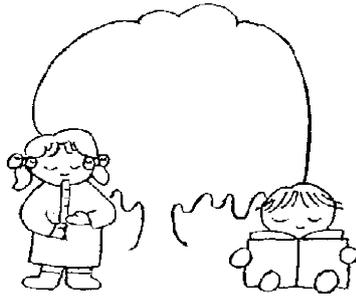


Approved by Staff: June 2016  
Approved by Governors: 1.11.16  
Review date 1.11.2020

Signed .....I. Stubbs      Date 1.11.16  
Headteacher

Signed.....Fiona Hardman      Date 1.11.16  
Chair of Governors

## AIMS AND VALUES OF THE SCHOOL



### INSPIRING IMAGINATIONS

#### **We believe**

children are active participants in their learning who:

- want to explore and learn about the world around them;
- enjoy being creative;
- are happy when they are encouraged to succeed and know that their best efforts are highly valued;
- need to feel part of a community;
- need to feel valued as individuals.

adults help children with happy successful learning when they:

- respect and value children as individuals;
- lead by example;
- work together as a team;
- nurture and guide children in a calm atmosphere;
- see themselves as learners too;
- expect children to succeed.

Our school community, of adults and children (including their parents and carers), is one in which each member is valued for his or her unique contribution to the happiness and success of us all. We believe that it is important to understand the need to respect people's cultures and customs and we do not tolerate any form of racist behaviour. In our community all the members are active learners and we expect them to achieve to the full extent of their ability.

## **Our Philosophy**

- For children in our school to become confident independent learners
- For children to be engaged and interested in their learning and follow this up at home with their families
- For children to follow a drama based curriculum which includes Mantle of the Expert
- For children to learn about and from a range of religions and cultures
- For children to show respect towards people regardless of their faith or culture

## **This is what a Religious Education lesson looks like in Cecil Gowing Infant School**

### Throughout the school:

- Children are encouraged to ask questions to deepen their understanding
- Learning will begin from a central question based on the 'Discovery RE' programme
- Wherever possible children will handle artefacts, visit special places and listen to stories from a range of religions
- Wherever possible staff within the school and visitors from the local community are invited to school to share their knowledge about a range of religions

### In a Reception Class:

- Stories are used as a starting point for questions and discussions
- Themes are also introduced using an enquiry question
- Role play and drama are used to explore ideas

### In a Key Stage 1 Class:

- Each theme is introduced by an enquiry question
- The enquiry question is explored through discussion and questioning, with plenty of reflective time given to children to develop their thinking

## **This is what we do**

Children in Reception follow the EYFS curriculum and use the 'RE Discovery' programme.

Children in Key Stage One use the 'RE Discovery' programme.

This programme of learning is used to inspire children in their learning and expand their thinking.

Our curriculum maps for each year group are on our school website within 'Parent Information'. These show in detail what the children are learning each half term and provide ideas for parents to support their child's learning at home.

Every adult in our school has the opportunity to strengthen and broaden their own subject knowledge.

## **This is how we know how well our children are doing**

## **In Reception:**

- Observations
- Learning Journeys

## **Key Stage One:**

- Using assessments provided by the 'Discovery RE' programme
- Subject leader meetings

## **This is how we use intervention:**

We use intervention to consolidate learning, support gaps in learning and provide appropriate challenge to meet the needs of every child in our school.

This is delivered by :

- Immediate support throughout the lesson when appropriate.
- Small group intervention.
- One to one support when appropriate
- Peer to peer learning

## **How do we challenge the most able children?**

- Deepen their understanding through questioning
- Use what they know to find out what they do not know
- Strengthen their independence in learning

## **This is the impact of our teaching:**

- Every child experiences a broad and balanced curriculum
- Every child is challenged appropriately
- Every child achieves to the best of their ability
- Every child is prepared for the next step in their journey of learning

## **PROVISION FOR WITHDRAWAL FROM RELIGIOUS EDUCATION**

There are two provisions of law that need to be noted with regard to withdrawal from Religious Education:

1. Parents may ask for their child to be totally or partly withdrawn from Religious Education or collective worship in accordance with the Education Act 1944, sections 25(4) and 30, which was re-enacted in 1988. Reasons for withdrawal do not have to be given and the school must enable parents to exercise this legal entitlement. Parents wishing to withdraw their child are asked to discuss this matter with the Head Teacher. It is our hope that, in discussing their requirements, an understanding can be reached and arrangements for alternative activities can be made.
2. Teachers may withdraw from Religious Education. Their classes are however legally entitled to Religious Education. Members of staff are not required to give reasons for withdrawal.

