

Religious Education Policy



Policy Statement

At Holy Trinity CE Primary School we embrace the vision for a highly educated society in which opportunity is more equal for children and young people – no matter what their background or family circumstances.

With Christian faith central to our ethos and teaching, we strive to provide a happy, caring environment to maximise learning and achievement.

Our aim is for this ethos to permeate every aspect of the curriculum – lessons, events, routines, out of school clubs, trips and visits – and this policy seeks to ensure that our vision is fully realised and adhered to by all members of the school community.

Governing Body

Lead Person	Deputy Head Teacher
Link Governor/Chair of Committee	Chris Tongeman
Committee	Families and Community
Date Reviewed (incl. signature of Link Governor/Chair)	November 2022
Date Ratified (incl. signature of Chair of Governors)	March 2023
Next review date	November 2024

Religious Education

Excellence in how we worship, learn and work together

“A thriving, purposeful community of learners where adults and children work together in an environment planned for high quality teaching and learning and where all members of the school community involved in the successful development of children learning, work closely together for school improvement.”

INTRODUCTION

Holy Trinity is a Church of England school. All its children are given the opportunity to develop an understanding of Christianity, its principles and practice within the context of the Anglican tradition. Religious Education should contribute educationally and spiritually to the development of each child.

Religious Education should help each child to grow in their understanding of Christian beliefs and practices and to learn something of the other main religions in this country. There should be a ‘sensitivity to’ and an ‘appreciation of’ other Christian denominations and other faiths represented in the school and in the local community.

Religious Education should encourage and enable each child to reflect on his or her own life experiences and the questions which these raise, and to make a spontaneous response through awe and wonder to the natural world of God’s Creation.

A child-centred approach with cross-curricular linking enables children to grow in understanding from their own starting points and promotes appreciation of others.

The reflection of God’s character revealed in Jesus Christ constitutes a primary aspect of Religious Education and is manifested in the corporate life of Holy Trinity School.

Religious Education contributes to our mission at Holy Trinity CE School through providing a Christian Faith which is central to the ethos and teaching of the school. Through our Teaching and Learning we aim to foster an enquiring attitude towards learning and to promote high standards.

Through strong links with Holy Trinity Church and the Churches our children attend we would seek to develop in our children a sense of identity and self-esteem and to encourage them to fulfil their full potential.

Aims:

- To apply an understanding of Christianity to make reasoned and informed responses to life issues and moral choices
- To develop some knowledge and understanding of other faiths in line with the SDBE Suggested Syllabus. To apply an understanding of religion to develop sensitivity and respect towards all people
- To develop the ability to reflect on and communicate with others issues of truth, belief and faith
- To develop a knowledge and understanding of the Christian Faith and the Anglican tradition through a study of: Creation, Prayer and Worship, the Life and Teachings of Jesus, Old Testament Characters, Living out our Faith and Christian Festivals

Attainment Targets:

There are 2 Attainment Targets for Religious Education:

- Learning About Religion
- Learning From Religion

1. Learning *about* religion.

This is the knowledge and understanding of religion(s); the explicit aspect of teaching RE.

Children should be given a thorough grounding in all aspects of the Christian faith, appropriate to their age. They should begin to learn about the systems of beliefs which guide and justify the behaviour of believers of the major world religions. They should be given some direct contact with religious practices, scriptures, places of worship and religious artefacts.

Children will not be involved in acts of worship of faiths other than Christian.

2. Learning *from* religion.

This comprises reflection on religious experience, beliefs and values and perceiving how these are relevant to our daily lives; the implicit aspect of teaching RE.

Children should be enabled to see the Christian faith as exciting, vital, freely accessible, understandable, life-giving and relevant. They should be enabled to gain spiritual insights from the teachings of other faiths.

In this context of spirituality and the safety of the classroom, children should be encouraged to acknowledge and reflect upon both positive and negative experiences e.g. love, creativity, fun, awe, sharing, happiness and thankfulness as well as anger, alienation, insecurity, loss, resentment, fear and prejudice.

Assessments in Religious Education:

This guidance is in line with the SDBE Guidelines on Assessment:

- To recognise that the children's spiritual, social and moral development forms an important part of RE learning. The assessment of children's capacities and skills in these qualitative areas is encompassed in the assessment of Attainment Target 2: learning from religion. Attainment Target 1: learning about religion and Attainment Target 2: learning from religion are considered of equal importance at every stage of teaching, learning and assessment in RE
- To encourage pupils to present their RE learning in creative ways according to their personally preferred learning styles
- To give teachers flexibility to find the most appropriate ways to gather evidence of children's learning
- To encourage teachers to engage children in self and peer assessment, response through dialogue, collaboration, focused drama and play
- To use teacher time to develop rather than simply check on pupil's learning
- To provide judgements on the effectiveness of teaching and learning in RE.
- To contribute to best practice for the annual reporting of children's attainment to parents
- To motivate and inspire children and teachers in their learning about and from religion
- To enable the children to be respectful in assembly and in life

Teaching and Learning Policy:

Religious Education is part of the school's Teaching and Learning Policy, wherever possible cross curricular links are made with the Creative Curriculum/ Literacy/ Art/ Music. Children visit Holy Trinity Church, Southwark Cathedral, local churches and other faith's places of worship. Visiting speakers come in to speak with the children. The Vicar joins the children to answer questions and explain aspects of the Church of England as well as lead regularly lead Collective Worship

Children develop skills through RE such as:

- Cross Curricular Links
- Personalised Learning – children aware of their targets
- Prior Learning and Home experiences
- Sharing of faith experiences
- Looking at Artefacts / Going on visits
- Reflection
- Engaging in dialogue
- Contextualizing
- Listening
- Empathy
- Asking questions
- Investigating
- Interpreting
- Making comparisons
- Expressing own feelings and opinions
- Respecting others' feelings and opinions

The school follows the Southwark Diocesan Board of Education's scheme of work for Foundation, Key Stage 1 and Key Stage 2. (A copy is attached for the current school year)

At the end of each unit of learning the class teacher completes a whole class assessment, identifying those pupils operating significantly above or below expected levels. The assessment is used by the class teacher to ensure that each pupil is set work that is challenging and supported by t Overall achievement in RE is reported at the end of the academic year.

Monitoring and Self –Evaluation

RE lessons will be observed by the RE Leader and feedback given to staff.

RE and the Christian Ethos is included in the School Development Plan. Aspects of Christian Ethos feature as part of the First Whole School Inset Day each September. RE and Christian Ethos, form part of the School Inset / Staff professional development meetings throughout the school year.

Children are encouraged to evaluate their work in RE, and to discuss it with their teacher.

Work should be marked according to the School's Marking Policy, linked to the learning objective which should be included in each week's lesson. Children will also benefit from 'Next steps' in the marking / feedback.

RE books are monitored, using tracking from the termly plans, by the RE Leader Leaders 3 times a year and feedback is passed to class teachers.

Organisation

RE lessons contribute to the spiritual development of the children which is a very important part of the education provided by a Church School. All teachers in a VA school should develop competence in delivering RE as it is such an important part of the curriculum and so personal to children that it should be taught by class teachers. **The minimum amount of time RE should be taught is for 1 hour each week.**

Teaching Plan has been revised and incorporates the new SDBE units of work updated in 2016. There are specific units of work to help the older children in their transition to secondary school, including bridging units to C of E secondary schools. The Diocesan Guidelines for teaching Christianity is divided into the following seven areas of study: scripture, worship, prayer, creation, pilgrimage, festivals and church. All of these aspects have been retained in our revised Teaching Plan. New units are being developed to link in with the Creative Curriculum. Stronger links are being made with other curriculum subjects. It will be important for our children moving on to secondary schools, to have covered broadly the same ground as children in the local authority schools.

In Reception Classes, RE units are approached ‘holistically’ – starting with the children’s own experiences, relating ‘religious’ experience to the ‘secular’ especially in the family setting. Christianity is the high focus, but other faiths will be addressed as relevant to children in the class and to major festivals being celebrated in the wider community.

In all Year One and Two units, Christianity is the high focus, but in Year One there will be a secondary focus on Judaism (both as essential background to Christianity and also as a religion in its own right) and in Year Two on Islam. Aspects of these faiths – and of faiths of other children in the class.

In Key Stage Two, Christianity is the main Faith studied alongside work on the other major faiths (Judaism, Islam, Buddhism, Hinduism and Sikhism).

The Teaching Plan is not intended to be rigidly adhered to; it should take into account the strengths and expertise of individual teachers and allow teachers to pick up and address, at a level appropriate to the children, issues highlighted by contemporary events and issues of other faith children as they arise.

The Religious Education Units of Work from The Southwark Diocesan Board is set out below:



Holy Trinity CE Primary School RELIGIOUS EDUCATION UNITS OF WORK – SDBE

Term	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Autumn 1 Term 1	Who made the Wonderful World?	What responsibility has God given people about taking care of Creation?	What was the story of Noah really about? Why are they having a Jewish Party?	What does it mean to be a Jew? What is the Bible's big story and what does it reveal about having faith in God?	What do the miracles of Jesus teach?	Who is Jesus?	What do we understand about all faiths?
Autumn 2 Term 2	Why is Christmas special for Christians?	Why are saints important to Christians? Christmas Nativity Characters Which Character are you? Why are you important?	Why are they having a Jewish Party? Christmas: Where is the light of Christmas?	How do Christians following Jesus' new commandment and the two great commandments make a difference? Christmas How do Advent and Epiphany show us what Christmas is really about?	Why is remembrance important? Christmas: Is peace the most important message at Christmas?	What are the beautitudes and what do they mean to Christians? Christmas: How do art and music convey Christmas	What do the monastic traditions within the Christianity show us about living in the community? Christmas How would Christians advertise Christmas? What does Christmas mean today?
Spring 1 Term 3	Why do Christians believe Jesus is special?	What is it like to live as a Jew?	What does it mean to be a Hindu?	What do Sikhs believe?	What is Buddhism?	What does it mean to be a Jew?	What does it mean to be a Muslim?
Spring 2 Term 4	What's So Special About Easter?	Easter: Why is Easter the most important festival for Christians?	What are God's rules for living – the ten commandments Easter: How do Easter symbols help us to understand the true meaning of Easter?	What can we learn from wisdom? Easter: Easter People: Who is the most important person in the Easter story?	Do fame and Christian faith go together? Easter: How does Holy Communion build a Christian Community	Easter: What happens in churches during lent and Easter?	Should every Christian go on a pilgrimage? Easter: How does the Christian festival of Easter offer hope?
Summer1 Term 5	Special People	What is the importance of symbol, beliefs and teachings in Hinduism?	Why did Jesus teach the Lord's prayer as the way to pray?	What does it mean to be a Sikh?	How does worship and liturgy enable a Christian to grow and express their faith?	The journey of life and death (all faiths)	How and Why Do Muslims Uphold Their Faith By Giving Commitment To Allah?
Summer2 Term 6	Who cares for this special world?	Why do Christians make and keep promises before God?	Why is it good to listen to and remember the stories Jesus told?	How did belief in God affect the actions of people in the Old Testament?	What does it mean to be a Buddhist?	How has the Christian message survived for over 2,000 years?	Who Decides? Rules and Responsibilities Bridging Unit

School and Classroom Environment:

There should be RE displays in each classroom. Each classroom should have a Prayer Table where children can write prayers, ask for prayer, read prayers etc. Displays reflecting the Christian Ethos are found around the school.

CPD:

Whole School Inset for RE and Christian Ethos takes place on Inset Days and scheduled professional development meetings for all staff. This is led by the SLT, RE Lead and outside speakers (SDBE, Ministers etc). Staff attend courses on RE when appropriate for them but most training is done through whole school professional development training.

Resources:

Resources for RE, for all the Major World Religions, are kept in Resource Boxes along the corridor beside the Music Room. Books and sets of books on World Religions are in the bookcases and cupboards in the corridor. Charts, visual aids, posters are in the plan chest at the top of the new stairs. Classrooms are also equipped with a variety of resources, books, bibles etc.

Leadership:

There is one Leader at Holy Trinity who is a member of the SLT. They are supported by another members of staff. A member of the Governing Body is designated the Link Governor. The Head teacher leads the Christian Ethos Vision in the school, supported by the SLT.

Inclusion and the Right of Parental Withdrawal

Parents have the right to withdraw their children from religious education and collective worship as identified in the Religious Education Act 1944 and in subsequent legislation. Holy Trinity CE School is a Church of England Voluntary Aided Primary School where Christian values and principles underpin the whole curriculum. In order to preserve the distinctiveness of this church school community, we encourage everyone to be involved in the religious education and collective worship. Parents who have concerns about this should discuss them with the Chair of Governors and the Head Teacher before their children are admitted to the school.