



HOLY TRINITY C E (A) PRIMARY SCHOOL Religious Education Policy

Vision

We aspire to be a happy, confident and caring community where children are motivated to achieve their full potential in a supportive learning environment, underpinned by a strong Christian ethos.

1 John 4: 16: 'God is love and those who live in love live in God, and God lives in them'.

Aims

Religious Education (RE) enables children to investigate and reflect on some of the most fundamental questions asked by people. At Holy Trinity Church of England (Aided) Primary School RE is part of our core curriculum and has the same importance for the children as English, mathematics and science. We support children in developing a sound knowledge of Christianity and other world religions.

Children are given opportunities to reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions.

The aims of religious education are to help children:

- Develop an awareness of spiritual and moral issues in life experiences;
- Develop knowledge and understanding of Christianity and other major world religions within the context of Christian values;
- Develop an understanding of what it means to be committed to a religious faith;
- Be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- Develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- Develop investigative and research skills to enable our children to make reasoned views and opinions about religious issues;
- Be respectful and tolerant of other peoples' views and celebrate the diversity in our society.

The legal position of Religious Education

Our school curriculum for Religious Education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that Religious Education is compulsory for all children, including those in the Reception class who are less than five years old. The ERA allows parents to withdraw their child from Religious Education classes if they so wish, although this should only be done once the parents have given written notice to the school governors.

The Religious Education curriculum forms an important part of our school's spiritual, moral, social and cultural (SMSC) teaching. It also promotes education for citizenship. Our school Religious Education curriculum adheres to the framework of the LA's Agreed Syllabus and it meets all the requirements set out in that document. The ERA states that the Religious Education syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

Equal Opportunities at Holy Trinity CE (A) Primary School

At Holy Trinity we aim to ensure that all children are given the opportunity to learn, whatever their needs and abilities. All teachers differentiate work as appropriate.

Time Allocation

Religious Education should be taught for 5% of the timetable in EYFS, Key Stage 1 and Key Stage 2. The year is broken into six half-termly topics of which encompasses the Anglican faith, other World Religions and a more generalised religious topic. Religious Education should not be 'blocked' but taught on a weekly basis. Worship time does not count towards Religious Education curriculum allocation.

Learning and Teaching

We base our learning and teaching in Religious Education on the key principle that good teaching in Religious Education allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them or others. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the Religious Education curriculum.

Our learning and teaching in Religious Education enables children to build on their own experiences and extend their knowledge and understanding of religious faiths and their traditions. As a Church of England School we enable our children to celebrate the rich variety of Christian Seasons and Festivals, usually at our local church. At the same time, whilst celebrating Easter, etc, we also explore festivals from other faiths: Passover, Eid, Diwali, etc. Our learning and teaching in Religious Education thus enables children to build on their own experiences and extend their knowledge and understanding of different faith traditions. We also organise visits to local places of worship and invite representatives of religious groups to come into the school and talk to the children

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as their beliefs, traditions,

symbols and festivals. Children discuss religious and moral issues, research using computers, artefacts and art working individually or in groups.

We recognise the fact that all classes in our school have children of widely differing abilities, and therefore provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

- Setting common tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing challenge (we do not expect all children to complete all tasks);
- Providing resources that are age appropriate, interesting and relevant, which are adapted to the needs of the children;
- Using a variety of learning strategies;
- Accessing learning challenges through a variety of media including audio-visual, drama, music, dance and art.

Planning

At Holy Trinity we follow the framework of the West Sussex Agreed Syllabus and the National Curriculum for our RE curriculum planning. We aim to ensure that the topics studied build upon prior learning and that children are able to learn from religion, as well as about religion. In Reception classes, Religious Education is an integral part of the topic work covered during the year as part of Understanding the World (UW) and Personal and Social Educational Development (PSED) within the Early Years Foundation Stage Curriculum. We relate the Religious Education aspects of children in our Reception classes to the Early Learning Goals which all children are working towards achieving by the end of their Reception year. **(See Appendix 1)**

Contribution of Religious Education to the teaching of Personal, Social and Health and Citizenship Education (PSHCE)

Through our religious education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour and which complement our Christian values. This may include discussions of topics such as The story of Creation and where you choose to buy your coffee etc from.. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our society.

Contribution of Religious Education to the teaching of Spiritual, moral, social and cultural development (SMSC)

Through teaching Religious Education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing; they develop their knowledge and understanding of the cultural context of their own lives.

Assessment and Recording

We assess children's work in Religious Education by making formative assessments as we observe them during lessons. Children assess themselves against the Learning Challenge and Success Criteria and this is monitored by the teacher and assessed by them too. Teachers mark a piece of work once it has been completed and comment in depth when appropriate.

On completion of a unit of work, we make a summative assessment about the work of each pupil in relation to the expectations of the unit. We record the attainment on individual sheets which we use as a basis for assessing the progress of each child towards Age-Related Expectations.

Religious Education books have a uniform appearance in size, style and cover throughout the school. Religious Education books are retained each year and passed on to the following year's class teacher. This enables continuity of learning within RE and enables greater ease of monitoring progress.

Resources

We have sufficient resources in our school to be able to teach all our Religious Education teaching units. We keep resources for Religious Education in a central store where there is a separate box of equipment, artefacts and a collection of religious artefacts for different faiths.

Monitoring and review

The Religious Education subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in religious education. The Religious Education subject leader is also responsible for supporting colleagues in the teaching of Religious Education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The Religious Education subject leader presents the Headteacher with an annual action plan that evaluates the priorities of the subject.

The Religious Education subject leader has a responsibility for carrying out a review of the children's work across the school, monitoring marking, assessment, interviewing children for feedback about RE and visiting classes to observe teaching in the subject.

Established & reviewed TLE Committee: Nov 2018

Review: Autumn 2020