



HOLY TRINITY C E (A) PRIMARY SCHOOL

Religious Education Policy

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 we consider that RE is part of our core curriculum and should have the same importance for the children as English, mathematics and science. We develop the children's knowledge and understanding of the major world faiths, and we address the fundamental questions in life. We enable children to develop a sound knowledge of Christianity and other world religions.

Children 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 and value systems found in Britain;
- develop an understanding of what it means to be committed to a religious tradition;
- 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 and to enable them to make reasoned judgements about religious issues;
- have respect for other peoples' views and to celebrate the diversity in 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 ERA also allows teachers to refuse to teach Religious Education, but only after they have given due notice of their intention 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 is based the LEA'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

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 three are allocated as the Anglican faith, two for other World Religions and one to a 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. 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 traditions. We use their experiences at religious festivals such as Easter, Passover etc. to develop their religious thinking. We organise visits to local places of worship and invite representatives of religious groups to come into 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 rites of passage or festivals. Children discuss religious and moral issues, use computers and work 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);
- grouping the children by ability and setting different tasks for each ability group;
- providing resources of different complexity, adapted to the ability of the child;
- using classroom assistants to support the work of individuals or groups of children;
- using a variety of VAK teaching strategies;
- accessing learning challenges through a variety of media including audio-visual, drama, music, dance and art.

Planning

At Holy Trinity we use the **Holy Trinity Challenge Curriculum (HTCC)** for our curriculum planning. This has been developed in consultation with the Diocese of Chichester, the staff and the Governing Body. 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 of the World (UW) and Personal and Social Educational Development (PSED). We relate the Religious Education aspects of children in our Reception classes to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five.

(See Appendix 1)

Contribution of Religious Education to the teaching of other subjects

As well as being taught discretely, Religious Education frequently contributes significantly to the teaching of other subjects in our school. For example, in English Religious Education actively promotes the skills of reading, writing, speaking and listening. Additionally, some of the texts that we use in the literacy sessions may have religious themes or content, which encourages discussion. We also encourage the children to write letters and record information in order to develop their writing ability.

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. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. 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 pluralistic 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.

Inclusive Teaching

At our school we teach Religious Education to all children, whatever their ability. Religious Education forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Religious Education teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Target setting, assessment and recording

All children have targets set for Religious Education using their Learning Passports. These targets are reviewed and updated by the class teacher at least once a term.

We assess children's work in Religious Education by making formative assessments as we observe them during lessons. We mark a piece of work once it has been completed and we comment as necessary. All units of work begin with the inclusion of a self and peer-assessment sheet covering the entire unit so that the children can assess their own and each other's progress. This also enables children and teachers to reflect on a piece of work that may not be included in their books such as a piece of dance or music, or an activity taken using the outside environment.

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 our Classroom Monitor programme, which we use as a basis for assessing the progress of each child towards age-related outcomes, for target setting, and for passing information on to the next teacher at the end of the year.

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, artifacts and a collection of religious artifacts for each major religion.

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 strengths and weaknesses of the subject.

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

Withdrawal of children from Religious Education

Parents have a right to withdraw their child from all or part of Religious Education. They should meet with the Headteacher to clarify the beliefs and practices they wish their child to be excluded from. We are required to ensure the safety of the child who has been withdrawn but we are not required to provide alternative teaching.

Written March 2012

Reviewed April 2013, April 2014, March 2015, January 2016

APPENDIX 1

Key: **Red = Anglican Tradition** **Blue = World Religion** **Green = Generic (not specific to any one religion)**

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Reception	Why am I special?	Do you know about the birth of Jesus?	Who is Noah?	What is the Easter Story?	Can you think of some special places?	What are some other world religions?
YEAR 1	Why do the Hindus celebrate Diwali?	What is the significance of religious buildings?	What is Islam and how did it come to be?	The Easter Story – What does it teach us about new life?	What does it mean to belong in Christianity?	What are the key symbols of the main religions and what do they signify?
YEAR 2	Why do some many religions have light as part of a festival?	Why did Jesus tell stories?	Why is singing such an important part of many religions?	The Easter Story – What were the key events of each day of Holy Week?	Who was Moses? - The Story of Moses, Passover and the Exodus from Egypt.	What is the Torah and why is it important to Jewish people?

Cycle A

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 3/4	How and why do Hindus worship at home and in the Mandir?	How is Christmas celebrated around the world?	What is the Story of Passover and its importance to the Jewish people?	The Easter Story – Why is Easter important to Christians?	Spread of the Early Church – What do we know about Jesus?	What creation beliefs do you know?
YEAR 5/6	Why is worship such an important part of community?	What do the Gospels tell us about Christmas?	Sikhism – Who were the Ten Gurus	The Easter Story – What were the key events of the life of Jesus?	Where did The Bible come from?	What is the role of the mosque? (Unit 6b)

Cycle B

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 3/4	How do Christians express their faith through the arts?	What is the Bible and why is it important for Christians?	What do signs and symbols mean in religion?	The Easter Story – What actually happened during Holy Week?	Why is the Prophet Mohammed important to Muslims?	What is the Qu'ran and why is it important to Muslims?
YEAR 5/6	What are the main teachings of Buddhism?	Why is food such an important part of religion?	How do Muslims express their beliefs through practice?	How is Easter celebrated around the world?	What were the teachings of Jesus?	Why is prayer so important in religion?