

# Holy Trinity C of E Primary School RE Policy

**Every Child, Every Chance, Every Day**

## Vision Statement

**"You are precious and honoured in God's sight."**

*Isaiah 43:4*

At Holy Trinity we believe that all people are precious and honoured in God's sight. From this belief comes a desire for all in our care and in our partnerships to experience life in all its fullness, as promised by Jesus.

We embrace the spiritual, physical, intellectual, emotional, moral and social development of our young people.

All that we do is underpinned by the modelling and promotion of six core values. These are: **Peace, Hope, Friendship, Respect, Honesty and Forgiveness.**

We offer a vision of human flourishing for all, one that embraces excellence and academic rigor, but sets them in a wider framework.

## **Rationale**

Religious Education (RE) plays an important role in defining Holy Trinity C of E Primary School's distinctive Christian character. The SIAMS schedule 2018 (Strand 7) makes it clear that RE should reflect the school's Christian vision, which is outlined on the front of this policy. The subject is regarded as a core subject within the school's curriculum. It has a vital role in developing religious literacy and deepening pupils understanding of Christianity, in all its forms, and fostering appreciation and understanding of other faith traditions. RE is non-confessional and should be treated as an academic subject in its own right.

As the Church of England document, '**Making a difference? A review of Religious Education in Church of England schools 2014**' recommends, the RE curriculum in our school will:

*".....ensure it provides a more coherent, progressive and challenging approach to the teaching of Christianity within the context of the wider exploration of the diversity of religion and belief in the modern world"*

*".....explore ways of extending pupils' ability to think theologically and engage in theological enquiry as part of their learning in RE"*

## **RE Statement of Entitlement**

RE teaching at this school will be in line with the recommendations of the **Statement of Entitlement for Church Schools**, published by the Church of England Education Office (Feb 2019), see link below:

<http://smartfile.s3.amazonaws.com/d57a4d93b010f2ac6f24bc8cee2d789e/uploads/2019/02/NEW-RE-Statement-of-Entitlement-for-Church-schools.pdf>

The teaching of Christianity is core to the teaching of RE at Holy Trinity Church of England Primary school and will therefore form at least 50% of RE curriculum time. However as a Church school we have a duty to foster an accurate and increasing understanding of world religions and worldviews. As a result, pupils will gain greater insight into the world in which they are growing up. They will also learn to appreciate the faith of others and develop a deeper understanding of their own ideas and beliefs. These outcomes must contribute to harmonious relationships within and between communities, promoting social inclusion and combating prejudice and discrimination.

## **The RE curriculum**

RE teaching also follows the legal requirements of the **Education Reform Act (1988)**, which places RE as part of the basic curriculum; a statutory subject which is an entitlement for all pupils. Holy Trinity C of E Primary School bases its RE provision on the Sandwell Locally Agreed Syllabus. In addition, the school uses the Lichfield Diocesan RE Guidelines, Understanding Christianity resources and other appropriate materials to enhance teaching and learning.

At least 5% (closer to 10%) of curriculum time will be dedicated to meeting explicitly RE objectives, although the subject may be taught across the curriculum when appropriate. Within this teaching allocation at least 50% of subject content will be allocated to an exploration of the Christian faith, and the concepts, beliefs, teachings and practices that lie at its heart.

### **Curriculum Intent**

The locally agreed Sandwell SACRE syllabus for RE states that ‘The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.’

Our vision, working in partnership with the agreed syllabus, results in our **intent** for our curriculum. This is that children will experience life in all its fullness, by coming to a broad and varied knowledge of what different people believe. Through **questioning**, they will investigate how religious belief impacts the way that people live, in order to understand better the lives and actions of those in the world around them. They will learn to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief, of themselves, the world and human experience.

They will be enabled to link these beliefs and actions to their own religious, spiritual and/or philosophical convictions and ways of living in order to more fully understand their place within the world, and their own **spirituality**.

As they gain and deploy the skills needed to evaluate texts, sources and wisdom and other evidence, they explore the **possibilities** that a lifelong engagement with the study of religions and beliefs holds in nurturing understanding, respect and open-mindedness. They learn to articulate their own personal beliefs, ideas, values and experiences, while respecting the right of others to differ.

As a Church of England school, we intend that children will gain a strong knowledge of the beliefs of the Christian faith based on grasping the big story of the Bible and its associated theological concepts. They will understand how this impacts the lives of Christians and be able to make links to their own experience and ideas. They will understand the importance of Christianity as a living world faith, and its impact on Britain’s cultural heritage. In addition, they will also have knowledge of the basis of beliefs of Islam, Sikhism, Hinduism and Judaism, understand where these beliefs come from and the impact they have on society, culture and the lives of believers. They will make links with their own beliefs and ideas and how these beliefs relate to Christian ideas.

This knowledge and understanding will contribute to each child’s flourishing as an individual, as they gain a strong academic basis in RE, as well as the skills, abilities and attributes to use this knowledge to make a positive contribution to their own lives and to wider society.

## **Curriculum Implementation**

RE is taught as a discreet subject. Over each year, children will be taught 6 units. Four of these will be based on Christianity, and two will be based on other religions. For each unit, a big question is introduced to the children which they will have a chance to respond to in a pre-assessment task, so that the teacher can assess how much knowledge the children already have about that particular question, and decide how to build on it. Children will be encouraged to recall previous learning in the area of the big question, and will know how this learning will be developed. As the unit proceeds, children will answer little questions in each lesson which contribute to answering the big question. Children will be given ample opportunity to ask and answer their own and others' questions, engage in discussion and debate, and to respond in a range of ways to each little question, including through drama, art, DT and written responses. Vocabulary linked to the unit will be taught and rehearsed, and used to express new learning.

Throughout each learning journey, children will be given opportunities to engage with text and beliefs, understand the impact of these on the lives of believers, and make connections to their own experience. This is in line with the 3-fold aim of RE as outlined both in the SACRE locally agreed syllabus and the Church of England's Understanding Christianity resource.

Experiences such as visiting places of worship, or asking visitors questions about their faith perspective will contribute to children's learning, as well as developing skills such as empathy, analysis of what is being said, questioning and making links with their own experience.

As children move through the learning journey, they will be given quick quizzes to help them rehearse and recall what has already been learned, and commit it to long term memory. Learning will always take place within the context of the big picture of each faith as children move through the school.

Towards the end of the unit, children will be encouraged to use their learning journey to produce a final piece of work that answers the big question, and this can then be used as a post-assessment to judge whether children have reached the expected standard in that unit, are exceeding that standard, or need more support to reach it.

Using post-assessments, teachers will be expected to accurately assess each child's level of attainment in RE each term, and these will be recorded and submitted to the RE co-ordinator, in order to monitor the progress of individuals, groups and cohorts in RE. Children's attainment in RE will be reported to parents at the end of the school year in line with other academic subjects.

## **RE outcomes for pupils at the end of their time at Holy Trinity C of E Primary school**

- Compare and contrast the key beliefs and practices of the religions studied and show how they are connected to believers' lives
- Describe different aspects of belonging to a religion – symbol, story, festival, belief, faith in action, ritual, worship
- Express religious beliefs and ideas with the appropriate language, vocabulary and terminology and describe what they mean
- Ask questions sensitively about the lives of believers and suggest appropriate answers
- Reflect on the decisions people make – including believers – and suggest possible outcomes
- Compare their own experience and identity with others – including believers
- Reflect and empathise with the big questions of life, suggesting some answers / insights
- Be confident to explore their own spirituality and search for truth
- Value the religious journey of faith
- Develop pupils' ability to interpret and appreciate religious imagery and expression

### **Links to Spiritual, moral, social and cultural development (SMSC)**

In addition, the subject contributes to other areas of education and human experience and plays an important part of the wider programme of spiritual, moral, social and cultural (SMSC) development.

<b>Spiritual</b>	Widening pupils' vision of themselves and their own experience, within the context of a growing awareness and understanding of beliefs about God.
<b>Moral</b>	helping each pupil develop their own informed values
<b>Social</b>	helping pupils understand some major forces shaping the values of our society
<b>Cultural</b>	aiding pupils in exploring aspects of their own cultural heritage, and developing positive attitudes towards diversity.

Additional links will be found across the curriculum especially with **personal, social, health and citizenship education (PSHCE), Relationship & Sex Education (RSE)** and **British values**. RE can also make a positive contribution to enhancing creativity and enjoyment and ensure the well-being of all pupils.

### **The management of RE**

RE is given equal status with other core subjects in staffing, responsibility and resourcing. Pupil achievement in RE should equal or be better than comparable subjects. Teachers

should share effective practice locally and regionally and engage in professional development (SIAMS 2018).

As a church school we recognise that it should be a priority to build up staff expertise in RE. The RE subject leader is responsible for:

- producing and revising a scheme of work for the school
- supporting colleagues in the detailed planning and delivery of RE provision
- ensuring Religious Education has status within the school
- keeping in touch with subject developments, and disseminating information as appropriate
- auditing and recording current resources, supplementing resource provision when money is available and disseminating this information to staff
- undertaking personal development and subject training and ensuring provision for staff INSET
- monitoring RE provision, practice and outcomes. This will be done through termly book scrutinies, pupil voice conferencing and lesson observation, and forms part of the RE action plan for the year.
- ensuring rigorous systems of assessment are in place (SIAMS 2018) and are in line with the Local Agreed Syllabus. This is done through the use of pre and post- assessments for each unit of learning, which feed into a termly assessment of children's attainment as being in line with, below or above age related expectations.
- creating an RE action Plan, in line with the school improvement plan, and ensuring its regular review.
- accountability for RE standards in the school
- meeting with a member of the Diocesan RE advisory team when possible

### **Right of withdrawal**

At Holy Trinity C of E Primary 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, without giving a reason. Parents wishing to exercise this right are asked to write to the headteacher who will then invite the parents into school to discuss their concerns, clarify the nature of the RE and worship provided by the school and set out the options open to the parents as set out in education law. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects. Where a pupil is withdrawn from RE, they will be supervised by an appropriate member of staff whilst doing work set by their parents, which will seek to further their knowledge and understanding of their parents beliefs and values.

### **Approved and signed off by**

Headteacher/Principal.....

Chair of  
Governors.....