

Holy Trinity Church of England (Aided) Primary School



INVESTOR IN PEOPLE

Policy Statement

RELIGIOUS EDUCATION (RE)

The Best for Every Child

In recognition of our distinctive context, Religious Education has a high profile. We emphasise:

- ❖ A Christian ethos which permeates the whole curriculum, but finds particular emphasis in this subject.
- ❖ A wide range of Christian resources.
- ❖ Close links with Cookridge Holy Trinity Parish Church and the wider Christian community.
- ❖ The faith commitment of governors and staff.
- ❖ The Christian foundation of the school.

Aims of our School

Christianity is also an integral part of our culture and history, however, we choose to take into account the teaching and practices of other principal religions represented in the country. If Religious Education is to contribute fully to the development of the individual pupil and prepare them for life in today's multi-faith Britain, it must be seen to be written within the context of the whole life of the school and the wider community.

Religious Education Aims

At Holy Trinity Church of England Aided Primary School Religious Education is taught in accordance with the Bradford and Ripon & Leeds Syllabus and reflects the distinctive and inclusive ethos of our Anglican foundation. Along with the national curriculum subjects, Religious Education forms the basic curriculum. The purpose of Religious Education is to enable children to learn about religions and to learn from religion.

AT1 – Learning about Religions

This includes:

- identifying, naming, describing and giving accounts in order to build up a coherent picture of each religion,
- explaining the meaning of religious language, stories and symbolism,
- explaining similarities and differences between and within religions.

AT2 – Learning from Religion

This includes:

- giving an informed and considered response to religious and moral issues,
- reflecting on what might be learnt from religion in the light of ones own beliefs and experience,
- identifying and responding to questions of meaning within religion.

At Holy Trinity CE Primary we aim to encourage an atmosphere in which children can extend their understanding of themselves and the world in which they live, and so develop spiritually, socially and culturally.

- ❖ To provide a course of Religious Education in Christianity and other world faiths particularly Judaism and Islam represented in Great Britain, within the framework of the school curriculum, appropriate to the educational needs of children at their different stages of development.
- ❖ To encourage children to develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures,
- ❖ To allow children to make their own spiritual journey.

Christian Values

We seek to explore the meanings of Christian values and their significance through weekly acts of worship delivered by our Head teacher, Deputy Head, Holy Trinity Church, Tinshill Free Church and class teachers. These Christian values are taught as part of our curriculum and embedded in our school life.

In consultation with our children, parents, Governors and staff we believe that the gifts of respect, service, perseverance, hope, compassion, truthfulness, thankfulness, friendship, trust, forgiveness, love and courage are the values we want our children to leave our school with. Whilst these gifts are inclusive of human values, we try to anchor them into the Christian faith by relating them to the Bible through stories and readings.

We teach our Christian Values in a two year rolling cycle.

Our Christian Values this year (Year A):

Term 1: Respect
 Term 2: Service
 Term 3: Perseverance
 Term 4: Hope
 Term 5: Compassion
 Term 6: Truthfulness

Our Christian Values this year (Year B):

Term 1: Thankfulness
 Term 2: Friendship
 Term 3: Trust
 Term 4: Forgiveness
 Term 5: Peace
 Term 6: Courage

Foundation Stage

At the Foundation Stage, children's learning in religious education will make a variety of contributions to the six areas of learning and enable them to work towards the early learning goals. By the end of the Foundation Stage, children will have particular opportunities to:

- F1) respond to significant experiences, showing a range of feelings where appropriate
- F2) have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others
- F3) begin to know about their own cultures and beliefs and those of other people
- F4) have a developing respect for their own cultures and beliefs and those of other people.

Key Stage 1

By the end of Key Stage 1, the majority of pupils will increasingly have opportunities to:

- 1a) learn about Christianity and one other principal religion in depth (Judaism)
- 1b) encounter some special events, places, people and objects connected with the religions studies
- 1c) listen and talk about some stories from religious traditions and begin to identify similarities and differences
- 1d) reflect on and talk about puzzling questions which arise from their study of religions, their own experiences and their encounters with the natural world
- 1e) think about themselves, their feelings and their relationships with others and begin to develop positive attitudes to diversity and difference, giving careful consideration to the views of others.

Key Stage 2

By the end of Key Stage 2, the majority of pupils will increasingly have opportunities to:

- 2a) learn about and develop their knowledge and understanding of Christianity and two other principal religions in depth (Judaism and Islam)
- 2b) encounter key events, places, people and objects connected with the religions studies and discuss their purposes and functions
- 2c) consider the meaning of symbols, stories and festivals for members of faith communities
- 2d) explore questions of meaning and mystery and use times of stillness to work out their own response to these
- 2e) evaluate different points of view and show sensitivity to those whose belief differ from their own
- 2f) relate their work in religious education to other areas of the curriculum and their developing knowledge of the world around them.

Planning

Long, medium and short term planning for Religious Education is in line with school policy. There are six units of study for KS1 (God, Jesus, Bible, Ways of Life, Church and Judaism) and seven for KS2.(the six already listed plus Islam). Unit outlines can be found in the RE files, on the school server and the Leeds Learning Platform for each year group.

Teaching and learning

RE will employ a wide range of teaching styles including:

Visits by members of faith communities	Visits to local and other places of
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	worship
Making and tasting food	Exploring artefacts
Drama and role play	Interviews
Conducting surveys	Discussion and debate
Watching videos	Listening to radio programmes
Story-telling	Individual and group research
Reading from the Bible and other books	Use of I.C.T.
Resources are stored on the shelves opposite the Headteacher's office.	

Please see also Teaching and Learning Policy, Marking and Feedback Policy.

Attitudes in Religious Education and Links with other aspects of the Curriculum

The Governing Body endorses the view of the Bradford and Ripon & Leeds Diocesan Education Team regarding the Religious Education Syllabus in relation to attitudes as set out in the attached appendix. (Appendix A)

All areas of the curriculum contribute to the spiritual development of our pupils. Sensitive RE further enhances the attitudes that we wish to foster in our pupils of: responsibility, respect, tolerance, empathy, care, acceptance, understanding and self-discipline. The knowledge and personal development, which a child receives by participating in a RE curriculum, will complement all areas of learning.

Moral Education cannot be taught exclusively through Religious Education, although most religious traditions have an inherent moral code. In the same way moral education cannot provide for religious understanding.

Differentiation

At Holy Trinity CE Primary appropriate learning outcomes for each key stage ensure progression. Pupils may revisit content but there are clear expectations of progression at each Key Stage in line with level descriptors.

At the short term planning stage care is taken to ensure that learning activities with clear objectives are matched to the ability of individual pupils, whether they be more able or those with learning difficulties and special needs.

Inclusion

As an Inclusive School ALL pupils, irrespective of social background, culture, race, gender, differences in ability and disabilities have access to a balanced and broadly based curriculum which includes Religious Education. We aim to meet the needs of the children in our care by: setting suitable learning challenges; responding to pupils diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Equal Opportunities

In line with the Equal Opportunities Policy we respect and value the right of all children to express their own beliefs and understand that some will be nurtured in a faith other than Christian. Children will be taught always to show respect and sensitivity for the beliefs of others. When studying key religious figures staff will be aware of the need to select both male and female contemporary figures as historically male figures predominate in the founding and development of most faiths.

Monitoring

Monitoring of teaching and learning in Religious Education is in line with school policy. It includes voluntary lesson observations, worksampling and pupil interviews.

Assessment and Recording

In accordance with the School Policy for Assessment, Recording and Reporting attainment in Religious Education is recorded on the school tracking format annually and individual pupil reports.

Right to Withdraw

Parents may withdraw their children from Religious Education and /or Worship. However, in choosing to send their children to a Church school the Governors expect that parents are thereby committing to their child's full participation in the Christian life of the school, including RE and worship.

To be reviewed July 2018

Attitudes in Religious Education

While the **knowledge, skills and understanding** are central to the Diocesan Syllabus, it is also vital that religious education encourages pupils to develop positive attitudes to their learning and to the beliefs and values of others. The following four attitudes are essential for good learning in religious education and should be developed at each stage or phase of religious education:

- Self-awareness
- Respect for all
- Open-mindedness
- Appreciation and wonder

Self-awareness in religious education includes pupils:

- Feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule
- Developing a realistic and positive sense of their own religious, moral and spiritual ideas
- Recognising their own uniqueness as human beings and affirming their self-worth
- Becoming increasingly sensitive to the impact of their ideas and behaviour on other people

Respect for all in religious education includes pupils:

- Developing skills of listening and a willingness to learn from others, even when others' views are different from their own
- Being ready to value difference and diversity for the common good
- Appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society
- Being prepared to recognise and acknowledge their own bias
- Being sensitive to the feelings and ideas of others

Open-mindedness in religious education includes pupils:

- Being willing to learn and gain new understanding
- Engaging in argument or disagreeing reasonably and respectfully (without belittling or abusing others) about religious, moral and spiritual questions
- Being willing to go beyond surface impressions
- Distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith

Appreciation and wonder in religious education includes pupils:

- Developing their imagination and curiosity
- Recognising that knowledge is bounded by mystery
- Appreciating the sense of wonder at the world in which they live
- Developing their capacity to respond to questions of meaning and purpose