



Holy Trinity Church of England (Aided) Primary School

Policy Statement

RELIGIOUS EDUCATION (RE) Policy

The Best for Every Child - a Unique Child of God

At Cookridge Holy Trinity Church of England (A) Primary School we serve the community by providing a happy, secure and caring Christian environment where all are valued and respected. We pride ourselves on being friendly and welcoming. We believe in the uniqueness of the individual as a child of God and recognise the range of contributions that each can make.

We provide for the spiritual, emotional, physical, mental and social development of the whole child, as a child of God. We seek to foster self-esteem and instil a sense of responsibility to others and the world around them through the teaching of our Christian Values.

We are committed to the pursuit of excellence, and the school curriculum aims to offer all children a broad and balanced, relevant and differentiated curriculum which provides consistency and continuity of teaching throughout the school, enabling every child to maximise their potential.

We work in partnership with parents, the local church, the wider community and other schools to provide an education of the highest quality.

Policy Approved by: Governors and staff 2019

Date: February 2019

To be reviewed: July 2020

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Policy Statement

RELIGIOUS EDUCATION (RE)

Cookridge Holy Trinity, pupils and their families can expect a high quality Religious Education (RE) curriculum that is challenging, rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views. As a church school, the teaching of Christianity is at the heart of our RE curriculum. Through the Understanding Christianity resource, the use of an enquiry approach engages with significant theological concepts and the pupil's own understanding of the world as part of their wider religious literacy. Using the Leeds and York Diocesan Syllabus we learn about other religions and world views, ensuring that pupils develop mutual respect and tolerance of those with different faiths and beliefs. Links with our Christian values and vision, and support for pupil's spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on learners. We provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied.

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 Church and the wider Christian community
- The faith commitment of governors and staff
- The Christian foundation of the school

Aims

At Cookridge Holy Trinity, Religious Education is taught in accordance with the Dioceses of Leeds and York Syllabus and reflects the distinctive and inclusive ethos of our Christian foundation. 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. The purpose of Religious Education is to

- To provide a course of Religious Education in Christianity and other world faiths particularly Judaism and Islam, Sikhism and Hinduism 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

Religious Education Aims

As stated in the Church of England Religious Education Statement of Entitlement, a high quality Religious Education in our school aims:

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

As stated in the Church of England Religious Education Statement of Entitlement, the following objectives are age appropriate at the end of our pupils' education in school. The expectation is that all pupils are religiously literate and, as a minimum, pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and world views in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

Teaching and learning

RE has a high profile within our school curriculum and is comparable with other core curriculum areas. Quality teaching in RE helps generate respect for different views and interpretations where real dialogue takes place. Learners develop and use a wide range of higher level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion and world views as lived by believers. Key cross-curricular skills such as reading, writing, observation, and discussion are practised. Rigorous assessment based on knowledge and understanding of core religious concepts ensure that attainment is high and progress significant in developing an understanding of Christianity and a range of other world religions and on other world views as appropriate.

RE offers a wide variety of teaching and learning experiences, understanding that pupils learn best in different ways. Pupils will experience opportunities to learn and express themselves through an enquiry based style of learning by:

- Listening to the teacher and each other
- Ask and discuss 'big' questions
- Reading of texts
- Seeking information for themselves in libraries and on computers.
- Discussion and debate with the teacher and other pupils
- Pair and group work
- Using a range of media such as artefacts, pictures, photographs, music and drama.
- Visits and visitors
- Artwork
- Time for reflection

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 Leeds and York Diocesan Syllabus regarding Religious Education. All areas of the curriculum contribute to the spiritual development of our pupils. Sensitively taught 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.

Early Years Foundation Stage (EYFS)

The teaching and learning of RE enables our children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their own community. Children in EYFS will encounter religions and worldwide views through special people, books, times, places and objects. Our children

Key Stage One

The teaching and learning of RE in Key Stage One aims to develop children's knowledge and understanding of religious and non-religious worldviews, recognising their local, national and global contexts. They should use basic subject-specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

Following the Leeds and York Diocesan Syllabus, RE teaching and learning should enable pupils to: *Make sense of a range of religious and non-religious concepts and beliefs, Understand the impact and significance of religious and non-religious beliefs, Make connections between religious and non-religious concepts, beliefs, practices and ideas studied.*

During the key stage, pupils will be taught knowledge, skills and understanding through learning about Christianity, Islam and Judaism. Pupils may also encounter other religions and non-religious worldviews in thematic units, where appropriate.

Key Stage Two

The teaching and learning of RE in Key Stage Two aims to extend their knowledge and understanding of religious and non-religious worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject-specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

Following the Leeds and York Diocesan Syllabus, RE teaching and learning should enable pupils to:

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Make sense of a range of religious and non-religious concepts and beliefs, Understand the impact and significance of religious and non-religious beliefs, Make connections between religious and non-religious concepts, beliefs, practices and ideas studied.

During the key stage, pupils will study Christianity for approximately two thirds of study time, plus, Judaism, Islam, Hinduism and Sikhism. Pupils may also learn from other religions and non-religious worldviews in thematic units.

Planning

Long, medium and short term planning for Religious Education is in line with school policy. Within EYFS, KS1 and KS2 there are 6 units of work covered. Unit outlines can be found in Year group RE files and on the school server. The school RE planning document outlines the learning objectives (taken from the Leeds and York Diocesan Syllabus and Understanding Christianity resource), success criteria, individual/ group activities and assessment opportunities. Vulnerable groups and ability groups are indicated on the plans. Year group teachers plan together and consistency is established across year groups. This is regularly monitored by the RE Coordinator and feedback is provided to staff.

Differentiation

At Cookridge Holy Trinity 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.

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, book monitoring and pupil interviews. The RE Coordinator holds Staff Meetings to ensure consistency and high expectations are evident.

Assessment

In accordance with the School Policy for Assessment, Recording and Reporting attainment in Religious Education is recorded on the new RE school tracking format each half term. The new RE Syllabus and Understanding Christianity units provide learning outcomes on each key question will help teachers to assess this, and to devise appropriate learning activities to enable pupils to secure their understanding and skills. Marking in books will support ongoing assessment of each child. Parents are entitled to expect a pupil report which describes the progress and achievement of their child annually in their school report.

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 ethos and life of the school, including RE and Worship.

To be reviewed July 2020