

Policy for Religious Education



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In accordance with the legal requirements R.E. is provided at Holy Trinity Rosehill C.E. (VA) Primary School as part of each child's entitlement to a broad and balanced education contributing to their spiritual, social, cultural and moral development. As Holy Trinity Rosehill is a voluntary Aided Church School, R.E. is governed by the 1944 and 1988 Education Acts and by the Trust Deeds of the school. However the following sections do not apply to Voluntary Aided Schools i.e. Holy Trinity Rosehill.

“Those sections of the 1988 Education act which refer to the need for R.E. to reflect the fact that religious traditions in Great Britain are in the main Christian, whilst taking into account of the teaching practices of the other principle religions represented in “Great Britain” or for R.E. to be “non-denominational” do not apply to Aided Schools.

Durham Diocesan R.E. Syllabus.

The R.E. at Holy Trinity Rosehill Primary School is taught in accordance with the principles and practices of the Church of England as stated in Trust Deeds. The school follows the Dioceses of Durham and Newcastle Syllabus for RE which reflects the National Framework for RE, the National Society Statement of Entitlement and the requirements of SIAMS. R.E. is the foundation on which the curriculum here at Holy Trinity Rosehill built and is taught as one of the core subjects contributing to the ethos of the school.

The Aims of R.E. from the Durham Diocesan Syllabus

To provide for all pupils to learn and achieve.

To promote the spiritual, moral, social and cultural development of pupils and prepare them for the opportunities, responsibilities and experiences of life.

The Aims of R.E. at Holy Trinity Rosehill CE (VA)Primary School

- To introduce the children to ideas and experiences of religious beliefs and practices.
- To lay the foundation for future understanding of religious beliefs and practices.
- To develop an understanding of the beliefs, practices and institutions of Christianity and to give the children a knowledge of the Bible.

- To broaden and develop the child's knowledge and understanding of religious beliefs and practices in Great Britain today, with particular reference to Christianity.
- To allow pupils to explore their own beliefs and values in relation to those of others.
- To develop an awareness of the meaning of individuality and the value of people and relationships.
- To develop investigative, reflective and social skills.
- To foster positive attitudes towards others, their beliefs and values.
- To encourage the appreciation of the variety of experiences of life and how these may be interpreted.

Objectives

Holy Trinity Rosehill C.E. (VA) Primary School intends to:

1. Plan and implement schemes of work which will:
 - a) Reflect the aims of R.E.
 - b) Enable pupils to achieve according to ability
 - c) Enable pupils to make progress in terms of their knowledge and understanding of religious concepts, skills and attitudes.
 - d) Provide a variety of learning experiences and activities using materials and techniques appropriate to the age and ability of the pupils.
2. To maintain an appropriate system of assessment, record keeping and reporting, which is;
 - a) accessible and meaningful to pupils, parents, staff, governors and other interested agencies.
 - b) in line with the school policy.
3. To monitor and evaluate all schemes of work and R.E. policies in line with the Durham and Newcastle Diocesan Syllabus.

Allocation of Time

Religious Education in a Church School lies at the very heart of the curriculum at our school therefore:

- At least 5% of curriculum time is devoted to RE.
- Christianity plays a central role in RE, taking up between two thirds and three quarters of the time available.

- Appropriate teaching about other faiths and world views is included.

Organisation of R.E. within the School Curriculum

Religious Education forms the foundation of the curriculum at Holy Trinity Rosehill CE (VA) School. All staff follow the guidelines and suggestions in the Durham and Newcastle Diocesan syllabus.

It is essential that the Religious Education curriculum maintains a balanced approach of Learning about Religion (Attainment Target 1) and Learning from Religion (Attainment Target 2).

This can be expressed distinctively as -

Learning about Religion

We learn about:

- God who reveals the truth about himself and humanity through creation, the giving of the law, his action in history and through the prophets
- God who reveals himself ultimately in Jesus his Son, living among us and dying and rising for us
- God who reveals himself in his Spirit working in the living faith of the Church experienced through scripture, tradition and reason.

Learning from Religion

We learn from:

- An empathetic response to the Christian faith and a critical engagement with it.
- Responding personally to the stories and teachings of Jesus Christ.
- Examples of Christian living which give priority to the values of unconditional love, forgiveness, reconciliation, justice, compassion and faith.

The plan was developed so where possible, links can be made other areas of the curriculum being studied. However, these links must not be forced and R.E. is then taught as a separate subject. Strands of other world faiths are brought into units of work when appropriate, such as, in non-faith units about rules for living, sacred places, celebrations and places of worship.

Each department (EYFS, Key Stage 1 and Key Stage 2) has developed an overview for the teaching of R.E. for each academic year.

(See Appendix A)

RE in Church Schools should help pupils to:

- learn about other faiths, their beliefs, traditions and practices and from them through encounter and dialogue
- recognise and respect those of all faiths in their search for God
- recognise areas of common belief and practice between different faiths

- enrich and expand their understanding of truth while remaining faithful to their own tradition
- enrich their own faith through examples of holy living in other traditions.

The distinctive content of the R.E. curriculum in our school will provide:

- Opportunities to explore the experience of the Church's year
- A study of the story of the local Christian community with its saints and martyrs
- Visits to places of worship, especially the local parish Church and a Cathedral, to develop the understanding of the Church as a living community
- Visitors from the local parish to share their experience of Christian belief and life
- Skills to confidently use religious language to express knowledge and opinions.
- A well-used set of Bibles in language that can be understood by the learners.
- The facility to listen to Christian 'psalms, hymns and spiritual songs' from a wide variety of traditions
- Access to Christian artefacts that are used with care, respect and confidence
- A time/place that can be used as a focus for prayer and silent reflection

The R.E. at Holy Trinity Rosehill C.E. (VA) Primary School should therefore enable:

- Pupils and teachers to talk openly and freely about their own personal beliefs and practice without fear of ridicule
- Pupils to make excellent and appropriate progress in their knowledge and understanding of Christianity
- Pupils from Christian families to talk openly about their beliefs and values in lessons and to grow in their faith
- Pupils from other faith backgrounds to understand and be encouraged in their faith
- Pupils with no religious background to be given an insight into what it means to be a person of faith
- Pupils of all backgrounds to have a safe place to explore the ultimate questions and challenges of life in today's society.

Spiritual, Moral Social and Cultural development.

RE makes a significant contribution to pupils' Spiritual, Moral Social and Cultural development.

Spiritual development within RE at our school enriches and encourages the pupils' discovery of God the creator, of their 'inmost being' and of the wonder of the environment.

Moral development is based on the teachings of Jesus Christ, which offer pupils a secure foundation stone on which to make decisions and build their lives.

Social development enriches pupils' understanding of what it means to live in a Christian community where Jesus' command to love one another is put into practice.

Cultural development provides opportunities to develop an understanding of Christianity as a worldwide, multi-cultural faith that has an impact on the lives of millions of people.

Resources

The resources available for R.E. are located in central places on both the Trinity and Rosehill sites. The school is building up a collection of artefacts, posters, books, tapes and videos to assist in the teaching of the topics in the scheme of work.

Teaching and Learning Styles

R.E. will normally be delivered in class-based groups through a variety of teaching methods. There will be opportunities for 'R.E. days' where two or more classes work together. The extent and nature of R.E. is multi-sensory and so the children at Holy Trinity Rosehill will be actively engaged in using all the senses: making, using artefacts, art, music, drama, speaking, listening and writing, smelling and tasting, being still, silent and reflecting. Work in R.E. is recorded in a number of ways; in pupil's individual R.E. books, in class scrap books, through classroom displays etc.

Equal Opportunities, Special Needs and Differentiation

R.E. is provided for all children at Holy Trinity Rosehill C.E. (VA) Primary School. Teachers plan work, which takes into account the differences in the abilities of their pupils in order to maximise their potential and extend their abilities and to allow all children access all parts of the R.E. curriculum. R.E. seeks to recognise the individual importance of all pupils and the entitlement of all pupils to learn and benefit from the R.E. curriculum in an environment where there is trust, fairness and respect. R.E. has a large part to play in helping to remove prejudice and misunderstanding and to combat stereotyping, discrimination, sexism and racism.

Assessment, Recording and Reporting

Assessment in Religious Education seeks to:

- Monitor pupil progress
- Monitor the effectiveness of teaching
- Provide feedback to pupils on the quality of their work.
- Enable pupils to reflect on their work
- Help pupils to acknowledge their achievements
- Provide a basis for giving parents an account of child's learning and development

Assessment is an integral part of the planning process. The form of assessment is chosen to ensure the fulfilling of the teaching objectives listed in the Diocesan

Syllabus. The teaching outcomes, together with the learning outcomes, which indicate what pupils might be able to do as a result of their work in R.E., form the basis of the assessment of the pupils.

Some aspects of R.E. are more easily assessed than others. These include:

- Whether pupils have gained the relevant knowledge.
- Whether pupils have understood the required concepts and ideas.
- Whether pupils can use the religious terminology accurately and appropriately.
- Whether pupils are beginning to be able to use religious and metaphorical language, and apply it to their own experience.
- Whether pupils are developing an interest in and positive attitudes towards religious and faith concerns and issues.

There are also aspects of R.E. which are more difficult to assess, but which should be attempted. These might include:

- The pupil's ability to show concern and understanding.
- The pupil's ability to be sensitive to the needs of others or their points of view.
- The pupil's respect for God's creation.
- The pupil's acceptance of values compatible with Christian beliefs.
- The pupil's own attitudes and beliefs.

Much of what is important in R.E. is even more difficult to assess, and in many cases it will be the experience, which is important, rather than any attempt to assess what the pupil gained from it. For instance, experiences of beauty, wonder or transcendence might be intensely private to the pupil, or the pupil may not possess the language skills necessary to articulate the experience. Similarly, asking the pupils to comment on a period of reflective silence might involve the invasion of privacy and there may be things the pupil wishes to keep private. A sensitive way to assess these sensitive areas might be through pupils' own self assessment as well as through the evaluation of creative responses and discussion.

At Holy Trinity Rosehill C.E. (VA) Primary School we are not testing every objective or learning outcome, we will concentrate assessment on learning which teacher or pupils treasure and value. We use the suggested activities, at the end of the units of work in the syllabus as a basis for our assessments.

A variety of assessment techniques are used including visual, oral, written and diagrammatic tasks. The pupils will undertake three assessments during each year. Each teacher will be responsible for keeping a record of progress made by pupils on an assessment grid, which is then uploaded onto the learning hub and monitored by the R.E. co-ordinator.

(See Appendix B)

Progress in R.E. is reported to parents on an annual basis in a written report.

Professional Development

Professional training needs for R.E. for all staff will be identified and met. The R.E. subject leaders will attend courses to keep abreast of recent developments in R.E. This information will be disseminated to the rest of the staff at team meetings, whole staff meetings or specific training meetings. Other staff will be encouraged to attend courses relevant to their own needs and interests.

The Role of the R.E. Subject Leader

The R.E. subject leader at Holy Trinity Rosehill C.E. (VA) Primary School is Mrs H Green.

The R.E. subject leader will be responsible for:

- Securing high quality teaching in RE
- Monitoring and securing high standards of learning and achievement in RE
- The effective provision and use of resources in RE
- Attending INSET courses and passing on information to staff.
- Promoting R.E. within school, upholding the Christian values and supporting other staff wherever possible.

Finance

Each year R.E. is given a share of the budget to buy resources. The amount varies each year.

Withdrawal

Parents have every right to withdraw their children from Religious Education. However, parents are encouraged to discuss the matter with the head teacher before a final decision on withdrawal is made. Parents should be left in no doubt that RE, in a Church school, as in any school, is concerned with the development of the whole person with proper respect for individual freedom.

“If the parent asks that a pupil should be wholly or partly excused from attending any Religious Education at the school, then the school must comply.”

E.R.A. 1988

If such a request is made, the parent should make alternative arrangements for Religious Education in consultation with the head teacher. The governors do, however, expect that in choosing a church school parents will support their children in taking a full part in all the religious activities including Religious Education.

Teacher's Rights

Teachers should be sympathetic to the Christian values and the aims of Holy Trinity Rosehill School and should therefore be willing to provide Religious Education for their class.

Mrs H. Green
May 2015

Appendix A - Planning Grids

Foundation Stage

Autumn Term Theme - Me, Others and the World Around Me			
<i>I am special</i>	<i>Harvest</i>	<i>Special People (Values)</i>	<i>Christmas</i>
We are unique children of God God as loving Father Feelings and Emotions My gifts and talents	Giving thanks for food and God's many gifts to us Story of Creation and exploring the wonders of our amazing world	People who love us and help us People we trust Significant role models Exploring Christian values through the actions of others	Theme: Births and Birthdays Nativity Story Festivals of Light - <i>Inc. Non-Christian Faith</i>
Spring Term Theme - Jesus			
<i>Stories Jesus Told</i>	<i>Stories Jesus Heard</i>	<i>Easter</i>	
Parables Inc: The Sower, The Lost Sheep, The Good Samaritan, The Great Feast, The Wise and Foolish Builders	The Bible Key Old Testament Stories Inc: Daniel, Jonah, Joseph, Moses	Theme : Love Palm Sunday Good Friday Easter Sunday Emotions	
Summer Term Theme - Special places, times and objects			
<i>Prayer</i>	<i>Special places</i>	<i>Special Times</i>	<i>Friendship</i>
What is prayer? How do we pray? Why do people pray? <i>Prayer in other faiths</i>	My special places The Church including a visit Christian Artefacts <i>Non-Christian Faith places of Worship</i>	Baptism Weddings Family celebrations <i>Links with Non-Christian Faith celebrations</i>	Qualities of friendship Jesus is our friend Friends of Jesus


Key Stage 1

R.E. Grid			
Key Stage 1 M = Must do C = Choice S= Supplementary			
	Autumn	Spring	Summer
Year 1	<p>My World Jesus World (S - 4hrs)</p> <p>Harvest (C - 3hrs)</p> <p>Christmas Gifts and Gift Bringers (C - 4hrs)</p>	<p>Jesus was Special (M - 6Hhrs)</p> <p>Holy Week (S - 4hrs)</p> <p>Easter- Celebrating new life (C - 5hrs)</p>	<p>God and Creation (M - 5hrs)</p> <p>Saints and Followers (C - 4hrs)</p>
Year 2	<p>Joseph (S - 4hrs)</p> <p>Multi-cultural Christianity (S - 4hrs)</p> <p>Christmas - The Journey to Bethlehem (C - 4hrs)</p>	<p>The Bible (M - 6 hrs)</p> <p>Holy Week (S - 4hours)</p> <p>Easter - Symbols (C 5hrs)</p>	<p>Ascension and Pentecost (C - 4hrs)</p> <p>The Church (M - 5hrs)</p>

Key Stage 2

Year 3/4/5/6 grid			
Key Stage 2 M = Must do C = Choice S= Supplementary			
	Autumn	Spring	Summer
Year 3	<p>Rules for Living (M - 6hrs)</p> <p>Expressing Christian Faith Through Art (S - $\frac{3}{4}$ hrs)</p> <p>Christmas - God with Us (C - 4hrs)</p>	<p>Non-Christian faith unit- Rules for Living (6 hrs)</p> <p>The Lord's Prayer (S - 4hrs)</p> <p>Holy Week (S - 3-4 hrs)</p> <p>Easter - Joy, Sadness, Joy (C 5 hours)</p>	<p>What Matters Most? (S - 4hours)</p> <p>Jesus, the man who changed lives. (C - 6 hrs)</p> <p>The Old Testament - called by God. (C - 6 hrs)</p>
Year 4	<p>The Church (M - 6hrs)</p> <p>Christmas - Light (C - 6hrs)</p>	<p>Non-Christian Faith Unit - Sacred Places. (M - 6 hrs)</p> <p>Lent (S - 3-4 hrs)</p> <p>Holy Week (S - 4)</p> <p>Easter - Betrayal and Trust (C- 5hrs)</p>	<p>Jesus - The Man of God (C - 7hrs)</p> <p>God, David and the Psalms (C - 6hrs)</p>
Year 5	<p>The Bible (M - 6hrs)</p> <p>Daniel (C - 6 hrs)</p> <p>Christmas Around the World (C - 4hrs)</p>	<p>Jesus - The Teacher (M - 6 Hours)</p> <p>Holy Week (S - 4 hrs)</p> <p>Easter - Victory (C - 4hrs)</p>	<p>Pentecost and what happened next. (C - 6 hrs)</p> <p>Women in the Old Testament (C - 7 hrs)</p>
Year 6	<p>Life as a Journey (M - 6hrs)</p> <p>What Matters most? (S - 4 hrs)</p> <p>Christmas - Advent (C 4hrs)</p>	<p>People of Faith (6)</p> <p>Lent (S - 4hrs)</p> <p>Eucharist (M - 3hrs)</p> <p>Holy week (S - 4hrs)</p> <p>Easter - Who was Jesus? (C - 4hrs)</p>	<p>Ascension and Pentecost (C - 4hrs)</p> <p>Ideas about God (C - 6hrs)</p> <p>Change the World (S - 4hrs)</p>

Appendix B - Assessment Record Sheet

		
Holy Trinity Rosehill C.E. (VA) Primary School - R.E. Assessment		
Class:	Term:	Topic:
Activity:		
Children should be able to:		
Attainment Target:	Attainment Target:	Attainment Target:
Level: 3	Level: 4	Level: 5