

Trent CE Primary School Governing Body

Religious Education Policy

Inspired by Christ



Kindness Thankfulness Perseverance

“A new command I give you: love one another. As I have loved you, so you must love one another” Inspired by Jesus’ example, the Trent school community aims to serve one another in love.

We show **kindness** to others because God has shown us great kindness.

We live **thankful** lives, because every good thing comes from God.

We **persevere**, not giving up, because God is our helper.

Approved by committee/GB	Vision and Values Committee
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Religious Education Policy

Religious Education should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together

*Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.
(Religious Education Statement of Entitlement February 2019)*

RE allows us time in every week to study a world religion. As a Church of England school we spend the majority of this time studying Christianity. Through the study of Christianity, we allow children to build up a religious literacy and confidence with the bible as a reliable source for finding out about who God is and what he's done. We explore how Jesus is at the centre of Christian faith and what that means for our lives today. We also study other religions because in a multi-cultural and multi-faith world it is vital to develop tools to understand and respect other world faiths.

Introduction:

This policy is intended to assist staff and pupils in developing a knowledge and understanding of Religious Education and is set within the context of the Church of England Vision for Education, the Church of England Statement of Entitlement for Religious Education and the school's theologically rooted vision and associated Christian values.

We have high expectations of all our pupils and deliver a curriculum that is rich and varied, enabling children to become religiously literate within an inclusive and safe space that promotes critical thinking and celebrates and respects difference.

What is RE?

RE is a core academic subject in church schools that enables pupils to develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. The subject provides all pupils with the opportunity to ask questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

Taken from the Religious Education in Church of England Schools - A Statement of Entitlement, the aims and objectives of Religious Education in Church schools are:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.

- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways of living, believing and thinking.

Curriculum balance and time:

Reflecting the school's trust deed or academy funding agreement, parents and pupils are entitled to expect that, in Church schools, Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. Please see curriculum map in appendix

Every class ensures that they teach RE, 1/1.5 hours a week and this is protected from regular interventions. We also ensure that a dedicated RE day is taught once an academic year.

Collective worship does not make up part of this protected time.

Legal requirements:

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over).

(DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28)

The law relating to Religious Education for pupils who are not yet in key stage 1 is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to 'all registered pupils at the school', it includes pupils in reception classes.

The school will comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. However, in view of the distinctively Christian vision of the school, we would hope that all children admitted will participate fully in RE, and that anyone wishing to withdraw their child would discuss this with the Headteacher before making this decision.

Provision for children whose parents request a child to be withdrawn from RE, will be made in consultation with the parents and with the resources that are available to the school.

How we teach RE:

RE at Trent is seen as a core academic subject and as such, is given the same status as other core subjects within the National Curriculum and the school's theologically rooted vision.

The intent of the LDBS syllabus:

- To enable all children to become religiously literate.
- To ensure RE enables all children to live life in all its fullness – vision for Education (Church of England)
- To offer a systematic enquiry- based approach to the teaching of RE so that the following skills in children can be developed:
 - Ability to be critical thinkers
 - Ability to engage critically with texts
 - Ability to ask deep and meaningful questions
 - Ability to make connections within and across religions and worldviews
 - Ability to reflect, respond and express their own religious, spiritual and/or philosophical convictions
 - Ability to make their own choices and decisions concerning religion and belief based on a deep knowledge and understanding of religions and worldviews, belief systems, values and practices.

To offer units of learning that:

- Are rooted in theological concepts, strong subject knowledge and content.
- Offer a balanced curriculum which enquires into religions and worldviews through theology, philosophy and the human and social sciences.
- Offer sequential learning both in terms of knowledge and skills across the primary age range.
- Offer motivating, engaging and creative lessons for all children.
- Provide opportunities for children to develop empathy towards people of similar or differing religious or worldviews to their own.

To ensure the teaching of RE supports and enhances:

- The Christian vision of the school.
- Contributes significantly to the spiritual, moral, social and cultural development of children.
- Takes note of the Religious Education Church of England Schools – Statement of Entitlement.
- The Church of England’s vision for Education – every person deserves to live a ‘life in all its fullness.’

Implementation of the LDBS syllabus:

Within every unit of learning the following steps take place as part of the learning process:

Enquire: Engage with a big question and subsidiary questions. All questions will be rooted in one of the disciplines of RE: Theology, philosophy or human/social science.

Investigate/explore: What is the religious content and context being explored? How deep can we go? This 'explore' stage of the enquiry is where children will be primarily learning about religion and belief. In order for this to be effective there are some strategies that can be used to 'deepen' learning:

- Interpreting and analysing sacred texts
- Using challenging and controversial questions
- Extended pieces of writing
- Discussion which continually asks 'Have we gone deep enough yet?'
- Children engage with authentic religious believers (face to face, via webcams, podcasts, video, skype etc)
- Grapple with complex theological concepts, questions and issues

Evaluate/communicate: What is our understanding of the concept? What impact does the concept have on the lives of believers? What difference does this belief/practice make? The aim of this part of the enquiry is to encourage dialogue about the learning. Children should use skills of analysis and evaluation. The focus should be on the impact of the belief or practice on the religious or belief community being studied.

Reflect on/express: What is our understanding and response to the enquiry question when considered from the perspective of the faith and belief traditions that have been encountered? What is our personal response? It should be always based on knowledge and understanding, not values or SMSC development.

Early Years Foundation Stage:

We follow the LDBS EYFS curriculum for reception which explores Christianity only. This is done through the six key questions which provides the key concepts that the children will learn more about as they go through the school. RE is a discrete subject taught in Reception. We use children's bibles to read the relevant bible stories a base for understanding and a springboard in to practical activities that enhance their learning. We often use music and song to enhance learning and understanding. Evidence of children's understanding and development is collected into the class big book, to which all children contribute.

Religious Education in key stage one:

By the end of Key Stage One, we aim to ensure that all children have an understanding of the main beliefs and teachings of Christianity, Judaism and one other world faith at an age-appropriate level. Children will have begun to recognise similarities and differences within

and between religions and have an awareness of what it means to have a religious or non-religious worldview. Children will have a religious vocabulary appropriate to their age and be able to ask important questions about life. They will be able to recognise that others may have a different viewpoint to their own. Some children working at greater depth will have begun to make connections and be able to describe what things are different and the same for religious people.

Religious Education in key stage two:

In key stage two, we aim to enhance children's previous learning and enable them to develop a greater understanding of core beliefs and theological concepts of Christianity. Children will be given the opportunity to study three further world faiths.

By the end of key stage two, our aim is that children will be religiously literate at an age-appropriate level. That they will be able to confidently use a wide range of religious and philosophical vocabulary. That they will have a solid understanding of Christianity as a diverse and global living faith and other world faiths studied, and know what the impact of belonging to a faith has on a believers' life. We also want our children to have a solid understanding of what it means to have a religious or non-religious worldview. Our aim for the children by the end of Key Stage Two, to be able to express and justify their own views with confidence. We aim for them to be critical thinkers and be able to engage critically with Biblical and other sacred texts. We want our children to be able to draw on their religious and worldview knowledge in order to formulate their own opinion and understanding of the world in which they inhabit.

Access to the curriculum:

We recognise, through our adaptive planning system, that children have a variety of learning needs and therefore these are reflected in the activities that are planned. We take each child as an individual and with sensitivity, in order to minimise any barriers to learning. Our aim is that this will enable them to develop new skills, concepts and knowledge and to flourish.

All children are treated with equal respect, worth and value regardless of race, colour, background, gender, sexuality, learning need or learning ability.

Impact of the LDBS syllabus:

- Children will be able to hold a balanced and well-informed conversation about religion and worldviews. (Religious literacy)
- Children will make good or better academic progress from their starting points as a result of a rich and engaging RE curriculum.
- Children will be able to reflect, respond and express their own religious, spiritual and/or philosophical convictions.

- Children will be able to make their own choices and decisions concerning religion and belief based on a deep knowledge and understanding of religions and worldviews, belief systems, values and practices.
- Children will have developed a deeper understanding of what it means to live life in all its fullness.

Curriculum Map:

Our RE Curriculum Map is included at the end of this policy.

Environment and Resources:

We ensure that Religious education provides children with the opportunity to engage and use a range of resources on different religions, such as books, posters, CDs, DVDs and artefacts. The school makes use of guidance material produced by the Diocese. We also ensure that where possible, visits to different places of worship take place and that throughout their time at Trent, children will visit a different place of worship. All resources will be listed, stored, be easily accessible and kept in good condition.

We aim to provide a rich, stimulating and engaging environment in which Religious Education can take place, that fosters deep questioning and thinking.

We plan and organise the environment, with a range of tasks and activities that are adapted accordingly, to ensure that all children can access the curriculum, whatever their stage of development and learning need. We promote both independent and collaborative working. All tasks have equal status in our planning and delivery of the curriculum.

We enable children to know how to handle a range of artefacts. We value the importance of hands-on experience with a rich variety of real-life resources, including class trips and visitors. We are developing links with local places of worship to allow for a diverse experience of other religions and exposure to other 'types' of Christianity.

We pride ourselves on the working relationship we have with our parish and work collaboratively with the church and wider community.

Planning, assessment, recording, monitoring and evaluation:

Teachers use the LDBS units of learning and adapt them so that lessons are tailored to the needs of the specific cohort. The LDBS syllabus is designed to have content that is two thirds Christian and one third other major world faiths.

We assess the children at the end of each unit by completing a 'blue bubble challenge'. This allows the teacher to see how much the children have remembered as well as if they have been able to use what they have learnt to ask bigger questions.

Each term every child is placed on our school system for assessment. Each class also completes a case study of 4 children to develop next steps and planning for the class.

Standards and the quality of teaching and learning are monitored and evaluated in the following way:

We monitor and evaluate the quality of teaching and learning in the following ways:

- termly book looks
- -learning walks
- -lesson observation
- -pupil voice
- -Governor visits and pupil discussions

Continued professional development:

The RE lead attends once a term central training led by the LDBS focused on RE teaching. This is then disseminated to other staff as appropriate in staff meetings and INSET.

The RE lead also works termly with teachers to help their planning, making suggestions on what they teach and how.

In addition, the RE lead, leads training through model lessons, team teaching and feedback.

Parents and Carers:

As a school we recognise that partnership with parents/carers is essential to help children flourish.

As such, we ensure that parents/carers are kept up to date with curriculum, through termly curriculum letters and teacher led meetings. As well as this, parents come into school three times a year to look at the children's books. RE is also reported on in the end of year school reports.

Role of the RE subject leader:

The subject leader will:

- ensure that all pupils receive their legal entitlement of Religious Education.
- ensure RE provision reflects the Church of England Statement of Entitlement.
- keep up to date with developments in the area of Religious Education through reading, attending LDBS RE network meetings and training and by forming links with other Church of England schools.
- monitor and evaluate the planning, teaching and assessment of Religious Education across the school in collaboration with the leadership team.
- support staff in the teaching of Religious Education across the school through team planning, teaching and moderation.
- lead the review of the policies and impact of the syllabus on raising standards.
- plan and lead INSET and CPD to build on the staff's knowledge and practice of effective Religious Education teaching.
- work closely with the senior leadership team to identify CPD needs of individuals, teams and the whole school.

- regularly review and keep up to date the school's self-evaluation document for RE that forms part of the SIAMS ongoing self-evaluation document.
- oversee the RE budget and monitor RE resources to ensure they are kept and stored respectfully and replaced where necessary.
- ensure there is a school protocol, that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.

Evaluation/Review:

This policy is reviewed regularly by the RE leader in consultation with the Headteacher and ratified every two years by the Governing Body.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2		
Foundation.	Who made the wonderful world and why? <u>GOD</u>	Why is Christmas special for Christians? <u>Incarnation</u>	How did Jesus rescue people? <u>Salvation</u>	What is so special about Easter? <u>Gospel</u>	Who cares for this special world?	Why do Christians believe Jesus is special?		
Year 1	What responsibility has God given people about taking care of Creation? <u>Creation</u>	Why are saints important to Christianity/ Why is our local church called Christ Church? <u>Kingdom of God</u>	Nativity character: which character are you? Why are you important? <u>Incarnation</u>	What is it like to live as a Jewish person? J1 <u>Visit from Jewish person</u>	What are God's rules for living- the 10 commandments? <u>Fall/ People of God</u>	Why is Easter the most important festival for Christians? <u>Salvation</u>	Why is it good to listen to and remember the stories Jesus told? The parables of Jesus <u>Gospel</u>	Why do Christians make and keep promises before God? (marriage) Why do Christians make and keep promises before God? (baptism) <u>Salvation</u>
Year 2	Why did Jesus teach the Lord's prayer as the way to pray? <u>Gospel</u>	Why is remembrance important? <u>Kingdom of God</u>	Where is the light of Christmas? <u>Incarnation</u>	Why are they having a Jewish party? J2 <u>Visit to synagogue</u>	What is the story of Noah really about? <u>People of God</u>	How do Easter symbols help us to understand the true meaning of Easter? <u>Salvation</u>	What does it mean to be a Muslim? M1	What is God like (unit from understanding Christianity) <u>God</u>
Year 3	What is the Bible's big story? <u>All concepts!</u>	How do Advent and Epiphany show us what Christmas is really about? <u>Incarnation</u>	What does it mean to be a Jewish? J3	Who is the most important person in the Easter story? <u>Salvation</u>	What is the best way for Muslims show commitment to God? M2 <u>Visit to Mosque</u>	Who is Jesus? <u>Gospel</u>		
Year 4	How did belief in God effect the actions of people from the old testament? <u>People of God</u>	What do Christians mean by peace at Christmas? <u>Incarnation</u>	How do the first five Gurus shape Sikhi? S1	Easter: What is Holy Communion and how does it build a Christian Community? <u>Salvation</u>	How do Hindus worship? H1 <u>Visit to Mandir</u>	NEW UNIT FROM LDBS <u>Creation</u>		

<p>Year 5</p>	<p>What do the miracles of Jesus teach?</p> <p><u>incarnation</u></p>	<p>How do art and music convey Christmas?</p> <p><u>Incarnation</u></p>	<p>How did the final five human Sikh Gurus shape Sikhi?</p> <p>S2 Visit to Gurdwara (Nb the 2023/24 cohort visit gurdwara in early 2023 – but could revisit another)</p>	<p>What happens in Churches during Lent, Holy Week and Easter Sunday?</p> <p><u>Salvation/ Gospel</u></p>	<p>What did the Buddha teach his followers about life?</p> <p>B1 (6 sessions)</p>	<p>Understanding faith in... (what can we discover about the faiths in our school and our community)</p> <p>Visit to vita a pax (catholic church) Visit from Greek orthodox minister Jewish visitor</p>
<p>Year 6</p>	<p>How has the Christian message survived for over 2000 years? (see summer 1 of LDBS?)</p> <p><u>Kingdom of God</u></p>	<p>How would Christians advertise Christmas? What does Christmas mean today?</p> <p><u>Incarnation</u></p>	<p>What does it mean to be a Buddhist?</p> <p>B2 (6 sessions) Visit to Buddhist temple</p>	<p>How does the Christian festival of Easter offer hope?</p> <p><u>Salvation/ Gospel</u></p>	<p>What does it mean to be a Hindu?</p> <p>H2</p>	<p>Journey of life and death (see LDBS yr 6 autumn1)</p> <p><u>Kingdom of God</u></p>