

Trent CE Primary School Governing Body

Inspired by Christ



kindness thankfulness perseverance

Religious Education

Teaching and Learning Policy

*Reviewed by CSW Governors
October 2019*

Next review: October 2022

To be read in conjunction with The Collective Worship Policy

Introduction

As a Church of England Primary School, the staff and Governors recognise the importance of RE as a core subject. Accordingly, the subject has a high profile throughout the school.

As a voluntary aided school the religious education at Trent C of E Primary School is required by law to be determined by the foundation governors' school's trust deed. The trust deed states that the religious instruction is in accordance with the doctrines, rites and practices of the Church of England.

Some of the children at Trent CofE will come from a background of no particular faith, and Religious Education should help these children have an understanding of World wide faiths both in this country, and other countries. As a church school we see our R.E. policy as an important and integral part of our school life.

The core emphasis in the teaching and learning in RE is based on 2 assessment foci:

AT1- Learning *about* religion

AT2- Learning *from* religion.

Aims and Objectives

- To learn about (explicit) and from (implicit) religion.
- To promote spiritual, moral, social, cultural and mental development.
- To teach children about Christianity and provide them with a working knowledge of the Bible and the life and teachings of Jesus
- To develop the ability to think about the questions of belief and value, to foster spiritual awareness and a sense of wonder.
- To provide opportunities for or experiences of a living faith.
- To provide a clear understanding of Christian festivals, rites of passage and symbols.
- To investigate the variety of denominations within the Christian faith.
- To promote tolerance and a sensitivity towards those with beliefs different from Christianity.
- To develop skills and attitudes such as investigation, interpretation, reflection and empathy.
- To enable pupils to encounter Christianity as the religion that shaped British culture and heritage and influences the lives of millions of people today
- To enable pupils to learn about the other major religions, their impact on culture and politics, art and history, and on the lives of their adherents
- To develop understanding of religious faith as the search for the expression of truth
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own faith and beliefs.
- To encourage all pupils to take part in Religious Education, noting that parents have the right to withdraw their children from this part of the curriculum. (Parents with a concern in this area should discuss the matter with the Headteacher.)

Foundation Stage

Our syllabus gives an enquiry-based focus, with 6 units of work, one for each half term

- RE is taught as a discrete subject in the EYFS. Importance is placed on learning Bible stories and discussion on what these stories mean.

- No formal written RE lessons take place in the EYFS but Christianity and our school values are incorporated into the whole of the foundation stage curriculum.

Key stage 1

- RE is taught for one hour a week.
- Two thirds of the curriculum is based on Christianity
- Judaism and Hinduism are the two world faiths taught at KS1 .

Key Stage 2

- RE is taught for 90 minutes a week with a focus on learning about other major world religions in addition to Christianity
- To encourage sensitivity and tolerance towards those whose beliefs differ from one's own.
- An opportunity to reflect and respond to what they have learnt.

Schemes of work

In line with the SIAMS Evaluation Schedule Guidelines we acknowledge that; *'Church schools have a duty to foster an accurate and increasing understanding of world religions and world views. As a result, pupils will gain greater insight into the world in which they are growing up. They will also be able to appreciate the faith of others and develop a deeper understanding of their own beliefs and practices. These outcomes must contribute to harmonious relationships within and between communities, promoting social inclusion and combating prejudice'*. We are committed to ensuring these insights and outcomes.

Each Year group has a unit of work (appendix 1) and each unit has a key question to form the basis of the enquiry (see appendix 2). This approach encourages engagement and deeper learning. Our scheme of work is based on the LDBS RE scheme of work, to support planning for KS1 and KS2 for the following reasons:

- It provides a good balance between the teaching of Christianity and other faiths.
- It provides a good basis of information allowing staff to teach all areas with sensitivity and knowledge.
- The format provides for continuity and progression and allows staff to focus in on aims and objectives.
- We believe it gives children the skills, knowledge and experience to make informed choices in their own exploration of life and faith.
- It gives children an understanding of the debates surrounding religion.

Withdrawal

- We firmly believe that RE is an important subject in children's learning.
- We fully recognise the legal right of parents to withdraw their children from all or any part of RE on the grounds of conscience.
- We do encourage parents to contact the Headteacher if they have any concerns about RE provision and practice at the school.

Entitlement, Equal Opportunities and Inclusion

Every child is entitled to:

- A curriculum that reflects and values the life and history of all the children at the school.

- Not feel excluded from taking part in lessons because of gender, culture or class.
- To be able to take part in all aspects of the lessons and in as wide a range of activities as possible.
- To have equal access to the Religious Education curriculum.

What makes an outstanding RE lesson

An outstanding RE lesson is one where:

- There is a clear LI rooted in the skills of RE rather than activity driven.
- Children learn something about religion and are given an opportunity to explore what they have learnt from religion.
- Clear differentiation to challenge and support at every level.
- Marking and feedback both oral and written to extend the children's understanding (in accordance with whole school marking and feedback).
- An emphasis and importance of high levels of literacy throughout the RE lesson and in our books to emphasise literacy across the curriculum.

Assessment

Assessment is based on the LDBS recommended attainment statement ladders, one for each year group. Teachers match each lesson's Learning Intention to these criteria. Judgements of progress are made by comparing students to the exemplification standard for the end of each unit. Each unit is a half term. Pupils are assessed in comparison to the expectation for the unit: did they achieve? Were they above this standard or below?

Please see the attached document detailing the assessment grid.

This data is analysed by the leader, compared to other subjects as a whole staff. Challenges to individual teachers are made in pupil progress meetings, just as in every other core subject.

Governor Monitoring

Each half term, RE is discussed by the 'Curriculum, Parents' and Pupil Welfare' committee to the Governing Body. The first half term meeting considers how the Christian ethos permeates throughout the life of the school. The second half term meeting evaluates the impact of RE leadership and the quality of the curriculum to ensure the policy is practice.

Beyond the RE lesson

The strong impact of religious learning on pupils' personal, health, social and cultural well-being is tangible at Trent. Please ensure that all opportunities are taken, whatever the context, to prepare our children for life in modern Britain. This will include taking opportunities to promote Christian values in all we do.

Appendix 1: Curriculum Map

	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?	Why is Christmas special for Christians?		How did Jesus rescue people?	What is so special about Easter?		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?	Why are saints important to Christianity?	Nativity character: which character are you? Why are you important?	What is it like to live as a Jew?	What are God's rules for living- the 10 commandments	Why is Easter the most important festival for Christians?	Why is it good to listen to and remember the stories Jesus told? The parables of Jesus	Why do Christians make and keep promises before God? (marriage)
Year 2	Why did Jesus teach the Lord's prayer as the way to pray?	Why is our local church called Christ Church?	Where is the light of Christmas?	Why are they having a Jewish party?	What is the story of Noah really about?	How do Easter symbols help us to understand the true meaning of Easter?	What does it mean to be a Muslim?	Why do Christians make and keep promises before God? (baptism)
Year 3	What is the Bible's big story and what does it reveal about having faith in God?	Why is remembrance important?	How do Advent and Epiphany show us what Christmas is really about?	What does it mean to be a Jew?	Following Jesus' commandments	Who is the most important person in the Easter story?	What is the best way for Muslims show commitment to God?	Who is Jesus?
Year 4	How did belief in God effect the actions of people from the old testament?	What are the beatitudes and what do they mean to Christians?	What do Christians mean by peace at Christmas?	What do Sikhs believe?	Do faith and Christian faith go together?	How does Holy Communion build a Christian community?	What is the importance and symbolism, beliefs and teaching in Hinduism?	Why is liturgy important to Christians? (WWJD?)
Year 5	What do the miracles of Jesus teach?	What can we learn from wisdom?	How do art and music convey Christmas?	What does it mean to be a Hindu?	The contemporary Anglican church? (comparison)	What happens in churches at Easter?	The 5 pillars of Islam	Understanding faith in... (what can we discover about the faiths in our school and our community)
Year 6	How has the Christian message survived for over 2000 years?	Should every Christians go on a pilgrimage?	How would Christians advertise Christmas? What does Christmas mean today?	?	What do the monastic traditions within Christianity show us about living in... community?	Easter hope.	What does it mean to be a Sikh? ??? Maybe a comparison of world religions?	???

Appendix 2: Key Questions for an example Unit of Work

	Topic
Reception	Special people
Year 1	What's it like to live as a Jew?
Year 2	What does it mean to be a Hindu?
Year 3	What is Buddhism?
Year 4	What do Sikhs believe?
Year 5	What are the 5 pillars of Islam and why are they important to Muslims?
Year 6	Understanding faith in... (what can we discover about the faiths in our school and our community)

