

HOLY TRINITY C of E SCHOOL, East Finchley



High Standards Together

Our vision is to create a family rooted in love for one another where children and adults can flourish and achieve their potential to reach their own spiritual, academic and personal goals.

“Love one another. As I have loved you, so you must love one another” John 13:34

Title	Religious Education Policy
Governor Committee	RE & Worship
Target Audience	All staff and parents
Curriculum / non curricular	Curricular
Associated Policies / Documents	Church of England Statement of Entitlement
New Policy or Review of existing policy.	Review (significant changes)
Date of Submission	September 2019
Date for Review	September 2020
Date ratified by Governors	September 2019

Introduction

At Holy Trinity CE Primary School, we believe that children need to learn about, and from religion. As a Church of England School, our Religious Education is predominately Christian but includes the study of other religions, traditions and beliefs. As our Christian Vision states, we strive to ensure pupils flourish to reach their academic goals, which includes developing a secure understanding of Religious Education and empowering them to ask the big questions about the concepts each religion explores. In line with the Statement of Entitlement (2019), we aim to 'educate for dignity and respect encouraging all to live well together.'

As a voluntary aided school the religious education at Holy Trinity 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.

Many of the children at Holy Trinity C of E School will come from a background of no particular faith, and Religious Education should help these children have an understanding of traditions 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.

Aims and Objectives

- To develop religious literacy in pupils.
- To learn about (explicit) and from (implicit) religion.
- To promote spiritual, moral, social, cultural and mental development.

- 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 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 with the Christian faith.
- To promote tolerance and a sensitivity towards those with beliefs different from Christianity.
- To develop skills and attitudes such as enquiry, analysis, , interpretation, evaluation, 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 gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- 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.)

Outcomes

The outcomes for pupils at the end of their education in church schools are that they are able to:

- Acquire a rich, deep knowledge and understanding of Christian belief and practice, including how it is unique and diverse
- Think theologically and explore ultimate questions
- Reflect critically on the truth claims of Christian belief
- Develop the skills to analyse, interpret and apply the Bible text
- Recognise that faith is a particular way of understanding and responding to God and the world
- Analyse and explain the varied nature and traditions of the Christian community
- Make a well informed response to Christianity
- Respect those of all faiths in their search for God
- Reflect critically on areas of shared belief and practice between different faiths
- Enrich and expand their understanding of truth
- Reflect critically and express their views on the human quest and destiny

Equal Opportunities

R.E. will be taught in Holy Trinity C of E Primary School in a way that promotes the schools equal opportunities policy and as such will:

- Allow all children to see their cultures and traditions represented in a sensitive way.
- Ensure the representation of Christianity as a world-wide faith embracing all races.
- Ensure learning activities fully provide for the needs of all pupils.
- Ensure that when presenting faiths other than our own to the children we will work from a basis of knowledge.
- Children should have opportunities to meet with members of other faith communities and hear them speak about their faith and traditions.

Planning and Organisation

In line with our Teaching and Learning Policy, the staff at Holy Trinity C of E will address the following when teaching RE:

- Each lesson is to be planned thoroughly and taught confidently with defined aims.
- Present activities and information in an imaginative way relating this to the children's own lives and experiences.
- Develop the content of the scheme of work through developing links with other curriculum areas.
- Develop the understanding of religious language, concepts and symbolism. Use appropriate artefacts and other resources, which will be used to enhance good teaching and learning.
- Religious Education will be taught as part of the curriculum each week. In the Foundation Stage, RE will be taught through bible stories and religious festivals. They also cover the strands identified in the Solihull Scheme of Work.
- The LDBS and LA advisors will be invited to contribute to school based Inset and classroom support.
- The coordinator will develop and maintain resource boxes for different religious topics.
- Teachers will maintain the strong links between the school and the Church through class visits and experience of worship.

Teaching and learning about other faiths and world views

In line with the Statement of Entitlement from the Church of England Education Office, we understand that;

'Pupils can expect that a Church school RE curriculum will engage and challenge them through an exploration of core concepts and questions. They can expect Church schools to provide meaningful and informed dialogue with a range of religions and worldviews. There should be opportunities for them to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews. Pupils should explore how these may change in different times, places and cultures. RE will go beyond a sociological study of religious phenomena and will introduce pupils to a range of relevant disciplines including theology, philosophy and the human and social sciences. In all Church schools progress in RE should be significant and attainment high enabling pupils to develop confident religious literacy.'

Curriculum Balance

As a Church of England School at least 2/3rds of our syllabus focuses on Christianity following the LDBS scheme of work. Other world faiths are also specifically taught with a balance across the curriculum from EYFS to KS2.

Curriculum Time

The time allocation for R.E. is:

- KS1 - 50 minutes minimum per week
- KS2 - 60 minutes minimum per week
- 3 RE Days across the year (1 each term) to ensure the hours spent on RE is at least 5% of curriculum time over the term (1 per term)

It should be a priority in church schools to build up staff expertise in RE

- RE has an equal status with other core subjects in staffing, responsibility and resourcing
- At least one member of staff is to have specialist RE qualifications or be receiving specialist training
- All teachers teaching RE to receive appropriate professional development
- All staff teaching RE ensure academic rigour is balanced with respect for different personal beliefs and identities
- All teaching staff and governors understand the distinctive role and purpose of RE within our church school
- At Holy Trinity, we have a sub-committee on the governing body for RE, to ensure standards in RE are monitored effectively

Schemes of work

In line with the SIAMS Evaluation Schedule Guidelines we acknowledge that, as a church school, we ensure pupils flourish through the provision of high quality religious education, which also reflects the Church of England Statement of Entitlement. This includes ensuring RE:

- helps pupils to know about and understand Christianity as a living world faith through the exploration of the core theological concepts using an approach that critically engages with text
- helps pupils consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide
- enables all pupils to develop knowledge and understanding of other major world religions and world views and their impact on society and culture
- provides a safe space to critically reflect on their own religious, spiritual and/or philosophical conviction
(SIAMS Strand 7: The effectiveness of religious education)

We are committed to ensuring these insights and outcomes.

The year group planning overview for RE is published on our website. Each unit has a 'big question' to form the basis of the enquiry, supplemented with subsidiary questions which focus on theology for each lesson in the unit. This approach encourages engagement and deeper thinking and learning.

Holy Trinity follow the LDBS Syllabus for Religious Education to support planning for KS1 and KS2 for the following reasons:

- It provides a good balance between the teaching of Christianity and other faiths, meeting the expectations of the Statement of Entitlement with at least 50% Christianity.
- 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.

The 'Aims and Pedagogy for the LDBS Syllabus for RE' can be found on the LDBS website: <https://www.ldbs.co.uk/re-worship/re/re-units-learning/>

(See appendix 1 for an overview of our scheme of work)

We use the Christian Values website www.christianvalues4schools.co.uk to support the values and teachings in RE and Worship.

Ways of Working

A variety of teaching methods should be used such as:

- Whole class teaching
- Small and larger group work
- Visits to places of worship
- Visitors to the school
- Examining artefacts and pictures
- Role play and drama
- Using music and prose to inspire the imagination and contemplation.

Resources

Resources should cover two aspects:

- Support for the teachers
- Resources for the children to use

A variety of resources should be used including;

- Scriptures
- Books of prayers
- Written texts including, plays, poems, stories, biographies of significant religious leaders and reformers
- Pictures, photographs, slides and videos
- Music
- Artefacts from the Christian religion and other world faiths
- Computer programs

Cross Curricular Links

Religious Education may be integrated into other subjects of the National Curriculum but not at the expense of its distinctive contribution to the spiritual and moral development of the child. Whenever possible, use ICT links which would enhance the RE topic that is being studied.

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.

Teachers should:

- Be aware that children come to Holy Trinity C of E School with many different experiences which stems from their home backgrounds and cultures.
- Always value the child's experiences which stem from their home background and culture.
- Consider cultural and religious issues when planning topics.
- Always provide positive images of different cultures in the resources that are used.

Assessment

We assess children's work in Religious Education by making teacher judgements as we observe them during lessons across units of work. We mark a piece of work once it has been completed and we comment as necessary. On completion of a unit of work, we make a summary judgement about the work of each pupil in relation to the expectations of the unit.

To support teacher judgement, we use the focused assessment criteria for units of learning, provided by the LDBS. Assessment is ongoing throughout the teaching of the units of work. Summative judgements are made termly to ensure pupils are track for expected progress and attainment by the end of the academic year. The school uses the LDBS tracking system to monitor pupil progress and attainment against the core areas of enquiry:

- Beliefs, Teachings, Sources of Wisdom and Authority
- Ways of Living
- Ways of Expressing Meaning
- Questions of Identity, Diversity and Belonging
- Questions of Meaning, Purpose and Truth
- Questions of Values and Commitments

(See appendix 2 for an example of the LDBS tracking system)

Assessment is demonstrated through a variety of ways including:

- Children's individual books
- Class portfolios – big book of questions
- Photographs
- Records of class discussions/debates (flip charts)
- Group outcomes
- Class displays
- Teacher's evaluations of their planning

Church Involvement

1. Members of the church to visit.
2. Members of the church take collective worship as appropriate.
3. Attend Christian festivals.
4. All classes to attend church for praise assemblies.

Every class to visit Holy Trinity C of E Church on a pre-arranged visit at least once a year.

Governors

The Governors', through the RE & Worship sub-committee, take a special interest in the provision of RE within the school and aim to ensure that this is of the highest possible quality. The governors acknowledge their responsibilities under The School Standards and Framework Act 1998.

The School maintains links with the LDBS, and specifically with the LDBS Primary Adviser for Barnet & Enfield.

Appendix 1: Our RE Curriculum Map – based on units of learning from LDBS

	Aut 1	Aut 2a	Aut 2b	Spring 1	Spring 2a	Spring 2b	Summer 1	Summer 2
	Christianity	Christianity	Christianity	World faith	Christianity	Christianity	World faith	Christianity
Reception	Who made the wonderful world and why?	Why is Christmas special for Christians?		Why do Christians believe Jesus is special?	What is so special about Easter?		Who cares for this special world?	How did Jesus rescue people?
1	What responsibility has God given people about taking care of Creation? (6 sessions)	Why are saints important to Christians? (2 sessions)	Nativity Characters: Which character are you? Why are you important? (4 sessions)	Judaism What is it like to live as a Jew? (6 sessions)	What are God's rules for living – The 10 commandments (2 sessions)	Why is Easter the most important festival for Christians? (4 sessions)	Islam What does it mean to be a Muslim? (6 sessions)	Why is it good to listen to and remember the stories Jesus told? The parables of Jesus (6 sessions)
2	Why did Jesus teach the Lord's prayer as the way to pray? (6 sessions)	Who Is the Saint of Our School? / What's the Story of Our School Na me? (2 sessions)	Where is the light of Christmas? (4 sessions)	Judaism Why are they having a party? (6 sessions)	What is the story of Noah really all about? (2 sessions)	How do Easter symbols help us to understand the meaning of Easter for Christians? (4 sessions)	Islam What is the best way for a Muslim to show commitment to God? (6 sessions)	Why do Christians make and keep promises before God? (6 sessions)
3	What is the Bible's 'big story' and what does it reveal about having in God? (6 sessions)	Why is Remembrance important? (2 sessions)	How did advent and Epiphany show us what Christmas is really like? (4 sessions)	Judaism What does it mean to be a Jew? (6 sessions)	How do Christians believe following Jesus' new commandments and his 2 greatest commandments make a difference? (2 sessions)	Who is the most important person in the Easter story? (4 sessions)	Buddhism What is Buddhism? (6 sessions)	Who is Jesus (I amstatements) (6 sessions)
4	How did belief in God affect the actions of people from the Old Testament (6 sessions)	What are the beatitudes and what do they mean to Christians? (2 sessions)	What do Christians mean by peace at Christmas? (4 sessions)	Hinduism What is the importance of symbolism, beliefs and teaching in Hinduism? (6 sessions)	Do fame and Christian faith go together? (2 sessions)	How does Holy Communion build a Christian community? (4 sessions)	Hinduism What does it mean to be a Hindu? (6 sessions)	Liturgy Why is liturgy important to many Christians? (6 sessions)
5	What do the miracles of Jesus teach? (6 sessions)	What can we learn from wisdom? (2 sessions)	How do art and music convey Christmas? (4 sessions)	Sikhism What do Sikhs believe? (3 sessions)	The contemporary Anglican Church (2 sessions) Do fame and Christian faith go together? (2 sessions)	What happens in church at Easter? (4 sessions)	Sikhism What does it mean to be a Sikh? (5 sessions)	Understanding faith in.... (6 sessions)
6	The journey of life and death (6 sessions)	What can we learn from wisdom? (2 sessions) (Original unit replaced to avoid repetition)	How would Christians advertise Christmas to show what Christmas means today? (4 sessions)	Buddhism What does it mean to be a Buddhist? (6 sessions)	What do the monastic traditions within Christianity show us about living in community? (2 sessions)	Easter Hope (4 sessions)	Christianity How has the Christian message survived for over 2000 years? (6 sessions)	Who decides Version a or b? (6 sessions)

Appendix 2. Tracking system for teacher assessments

	A	B	C	D	E	F	G	H	I	
1			Year 2			None	None	None		
2	Area of Enquiry	Key Question	Working Towards Expected	Expected	Greater Depth					
3	Beliefs, Teachings, Sources of Wisdom & Authority	How do religions and philosophies understand and develop beliefs and teachings within their traditions?	Retell a religious (eg Christian, Hindu etc) story and talk about it.	Retell a religious story and suggest meanings to some religious and moral stories.	Begin to describe what a believer might learn from a religious story.	1	2	3		
4	Ways of Living	How do people keep in touch with their faith/philosophy?	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life.	Ask and respond to questions about why religious communities do different things.	Begin to describe some of the things that are the same and different for religious people.					
5	Ways of Expressing Meaning	How do people communicate their beliefs and values to others?	Recognise religious art, symbols and words and talk about them.	Recognise that religious symbols, words and actions express a community way of living.	Use religious vocabulary to describe some of the different ways in which people show their beliefs.					
6	Questions of Identity, Diversity and Belonging	What do people say about human nature?	Begin to ask questions about the faith communities in their school.	Notice and respond sensitively to some similarities between different religious and worldviews.	Begin to make connections between their own experiences of belonging and those of others.					
7	Questions of Meaning, Purpose and Truth	How do people tackle the big questions of life?	Think about the special things that happen to them and others.	Explore questions about meaning and truth. Discuss sacred writings and sources of wisdom.	Begin to ask important questions about life. Begin to compare their ideas with those of others.					
8	Questions of Values and Commitments	What is the best possible use of life?	Think about what is important to them and to other people.	Begin to express their ideas and opinions and to recognise there could be more than one answer.	Begin to make links that are important to them and other people with the way they think and behave.					
9			Overall grade for RE - Autumn:							
10			Overall grade for RE - Spring:							
11			Overall grade for RE - Summer:							
12					As a rough guide:	But remember, your professional judgement is the most important.				
13				1 = Working Towards Expected	If 5 or more statements are 1 or above = Working Towards Expected					
14				2 = Expected	If 5 or more statements are 2 or above = Expected					
15				3 = Greater Depth	If 5 or more statements are 3 and the other statement is 2 = Greater Depth					
16										

The ladder of skills in RE: A basic tool – more complex skills as you move up the ladder

Interpret...	<i>Express insights...</i>
Explain (why, similarities and differences)...	<i>Express their views (in the light of religious teaching)...</i>
Show understanding...	<i>Apply ideas...</i>
Describe...	<i>Make links...</i>
Identify, Retell...	<i>Recognise, respond sensitively...</i>
Recall, Name...	<i>Talk about...</i>

End of Key Stage age-related expectations

Summary

Attainment related to end of KS statements	A. Know about and understand a range of religions and worldviews	B. Express ideas and insights about the nature, significance and impact of religions and worldviews.	C. Gain and deploy the skills needed to engage seriously with religions and worldviews.
End of K.S 1 Year 2 (Age 7)	Retell , recognise and find meaning	Explore and respond sensitively	Begin to express ideas and opinions
End of lower K.S 2 Year 4 (Age 9)	Describe , discover more and respond thoughtfully Make connections between ideas	Observe and suggest reasons.	Suggest reasons and respond thoughtfully
End of K.S 2 Year 6 (Age 11)	Show understanding and explain	Consider, compare and contrast Similarities/differences	Apply and express own ideas and views clearly

Useful Websites: Please note that some links may no longer be valid

* Andy Bird's RE Resource Centre	http://www.ajbird.co.uk
Anglican Church	http://www.anglicancommunion.org/
BBC	http://www.bbc.co.uk/education/schools
Buddhism	http://www.home.earthlink.net/~srama/index.html
* Catholic Church	http://www.tasc.ac.uk/cc/index/htm
* Channel 4	http://www.schools.channel4.com
Church Schools	http://www.churchschools.co.uk
Culham Institute	http://www.culham.ac.uk
DfES	http://www.open.gov.uk/dfes/dfeshome.htm
* Hinduism	http://www.hinduismtoday.kauai.hi.uk/ashram/htoday.html
Humanism	http://www.humanism.org.uk
Islam	http://www.ummah.org.uk
* Judaism	http://www.samash.org/trb/judaism.html
The National Society	http://www.natsoc.org.uk
* Newspapers	http://www.potter.net/mediasite/international.htm#euro
OFSTED	http://www.ofsted.gov.uk/
OFSTED	http://www.ofsted.gov.uk/classes.htm
RE NET	http://education.cant.ac.uk/renet/
The RE Site	http://www.theresite.org.uk
RE Quest	www.request.org.uk
RE-XS	http://re-xs.ucsm.ac.uk
Schoolzone	http://www.schoolzone.co.uk
Sikhism	http://www.sikhnet.com
TTA	http://www.teach.gov.uk/
UK Parliament	http://www.parliament.uk/
United Nations	http://www.undcp.org/unlinks.html