



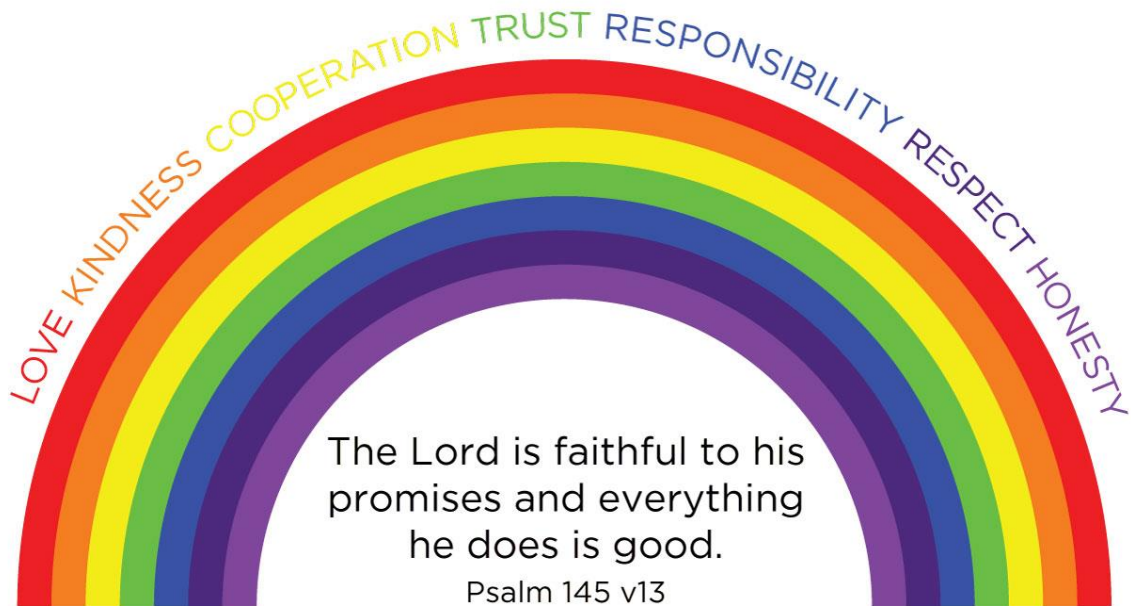
HOLY TRINITY

A BATH AND WELLS ACADEMY

Learning, Achieving and Flourishing Together in God's Promises, Goodness and Love.

Religious Education

Learning, Achieving and Flourishing Together
in God's Promises, Goodness and Love.



Approved by:	Ethos Committee	Date: [Date]
	Local Governing Body	[Date]
Last reviewed on:	[Date]	
Next review due by:	[Date]	

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Purpose

This policy should be taken and used as part of Holy Trinity Church School’s overall strategy and implemented within the context of our vision, instrument of government and values as a Church of England school. Our RE curriculum is one of seven components that forms our wider curriculum approach. For additional details see our Curriculum policy.

This policy statement has been formally approved and adopted by the Governing Body, in consultation with the Head Teacher. It will be reviewed every year as part of the School Development plan.

It is consistent with the overall vision of the school in line with the Christian Foundation of the school as expressed in the Trust Deed.

Intent

Learning

- To enable all our children to have a deeper understanding of Christianity and different faiths.

Achieving

- To listen to and respect others’ opinions and values, building a positive and accepting mind set.

Flourishing

- To provide a caring, respectful environment, linking into our ‘Rainbow Values’ in which every child feels empowered to explore, reflect on and question their own beliefs and those of others.

Together in God’s Promises, Goodness and Love

- To encourage the experience of Christian life and worship, providing a foundation in, and understanding of, Christianity.

Coverage, Content, Sequence and Structure

RE is taught weekly across the school (Key Stage 1 – 1 hour and Key Stage 2 – 1 ¼ hours). In addition, there is one Spirituality Day per term.

There is a whole school overview of the topics to be covered for each year group. “Understanding Christianity” (see Implementation section) will be taught for two-thirds of the year and another faith will be taught for the remaining one-third. There are four main world religions that are taught between years 1-6, with some of the religions repeated in later year groups.

Year 1 – Judaism
 Year 2 – Islam
 Year 3 – Hinduism
 Year 4 – Judaism
 Year 5 – Sikhism
 Year 6 – Islam

Half-termly unit overviews have been created which (i) provide the coverage, content and sequence and (ii) detail the learning objectives, skill and resources.

Whole School RE Overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	God/Creation Why is the word 'God' so important to Christians? Also: Learning School prayers. Harvest	Incarnation Why do Christians perform Nativity plays at Christmas? Also: Festivals and Celebrations	Why is Jesus important to Christians? Also: Festivals and Celebrations	Salvation Why do Christians put a cross in an Easter Garden?	Why are some times special? Also: comparison of Christian and Jewish wedding	Why are some times special?
1	Creation Who made the World? Core Learning & possibly Digging Deeper.	Incarnation Why does Christmas matter to Christians? Core Learning	Judaism Unit Shabbat Is Shabbat important to Jewish Children?	Salvation Why does Easter matter to Christians? Core Learning	Judaism Unit Rosh Hashanah and Yom Kippur Are Rosh Hashanah and Yom Kippur important to Jewish Children?	Gospel What is the Good News Jesus brings? Core Learning
2	Islam Unit Prayer at home Does praying at regular intervals help a Muslim in his/her everyday life?	Incarnation Why does Christmas matter to Christians? Digging Deeper	God What do Christians believe God is like? Core Learning	Salvation Why does Easter matter to Christians? Digging Deeper	Islam Unit Hajj Does completing a Hajj make a person a better Muslim?	Gospel What is the Good News Jesus brings? Digging Deeper
3	Creation What do Christians learn from the Creation Story? Core Learning & possibly Digging Deeper.	Hinduism Unit Divali Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	People of God What is it like to follow God? Core Learning & possibly Digging Deeper.	Salvation Why do Christians call the day Jesus died 'Good Friday'? Core Learning	Kingdom of God When Jesus left, what was the impact of Pentecost? Core Learning	Hinduism Unit Pilgrimage to the River Ganges Would visiting the River Ganges feel special to a non-Hindu?
4	Gospel What kind of world did Jesus want? Core Learning & possibly Digging Deeper.	Incarnation/God What is the Trinity? Core Learning & possibly Digging Deeper.	Judaism Unit Beliefs and Practices How special is the relationship Jews have with God?	Salvation Why do Christians call the day Jesus died 'Good Friday'? Digging Deeper	Kingdom of God When Jesus left, what was the impact of Pentecost? Digging Deeper	Judaism Unit Passover How important is it for Jewish people to do what God asks them to do?
5	People of God How can following God bring freedom & justice? Core Learning & possibly Digging Deeper.	Incarnation/God Was Jesus the Messiah? Core Learning & possibly Digging Deeper.	Sikhism Unit Belief into Action How far would a Sikh go for his/her religion?	Salvation What did Jesus do to save human beings? Core Learning & possibly Digging Deeper.	God What does it mean if God is loving and holy? Core Learning & possibly Digging Deeper.	Sikhism Unit Prayer and Worship What is the best way for a Sikh to show commitment to God?
6	Kingdom of God What kind of King is Jesus? Core Learning & possibly Digging Deeper.	Islam Unit Beliefs and Practices What is the best way for a Muslim to show commitment to God?	Creation/Fall Creation and Science: conflicting or complimentary? Core Learning & possibly Digging Deeper.	Salvation What difference does the resurrection make for Christians? Core Learning & possibly Digging Deeper.	Gospel What would Jesus do? Core Learning & possibly Digging Deeper.	Islam Unit Beliefs and Moral Values Does belief in Akhira (life after death) help Muslims lead good lives?

Resources and Planning

“*Understanding Christianity*” provides us with a medium-term plan that teachers can adapt to suit the needs of their class. From this individual lesson plans are created. In addition, “*Discovery RE*” is used for the teaching of other faiths, alongside other online and published resources, including “*Picturing Christianity*”. The school has a range of resources to support the teaching of other religions.

Implementation

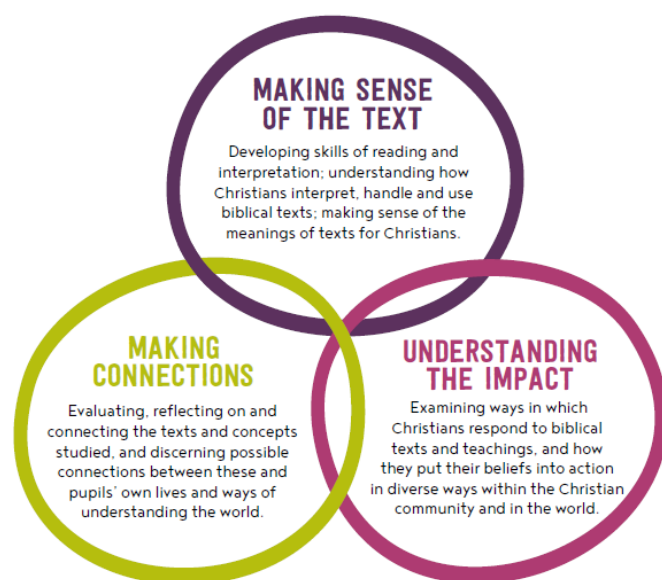
Teachers endeavour to make RE lessons as engaging and interesting as possible through the use of exciting resources, visits out and visitors in, opportunities for speaking and listening, drama, art and other curricular links.

Work is recorded in either individual RE books or the class RE floor book.

Understanding Christianity

This uses three main components; Making Sense of the Text, Understanding the Impact, Making Connections.

Teachers choose a range of activities from those provided and unit overviews provide more details of these. Essential background information is also given to ensure teacher’s subject knowledge is secure.



Discovery RE

This provides a set of detailed medium term plans for the teaching of world religions. It adopts an enquiry-based approach to teaching and learning. This includes:

- **engagement** – explore the core concept/underpinning experience within the child’s own world
- **investigation** – step into the world of religion and learn about it and the application of beliefs
- **evaluation** – apply critical and evaluative thinking skills to the key questions
- **expression** – express personal impact and opinions

Impact

Throughout their time at Holy Trinity, pupils will be given opportunities to:

- name and describe the functions of key objects, symbols, people, places and events

- identify the key points in life stories of important religious figures
- talk and write about religions
- show an understanding of what it means to be a person of faith in terms of beliefs, practices and values
- explain some of the interpretations of symbols, stories and language used by believers
- recognise that different religions share similar features
- make comparisons based on key features
- understand the significance of the key teaching of the religions they have studied
- make comparisons between significant experiences of key religious figures and their own feelings and experiences
- understand why certain things are right or wrong and how moral values may be embodied in religions

RE helps pupils become *successful learners* by enabling them to:

- develop important skills, knowledge and understanding in RE
- build progression from simple skills, such as naming recognising and recalling, to complex and demanding skills, such as synthesis and critical evaluation
- develop understanding of both learning about and from religion and belief
- access lively, challenging and compelling learning experiences which stimulate their mental, emotional and social development
- engage with powerful and important questions of meaning and complex, demanding ethical issues
- understand both conflict and collaboration within and between religions and the importance of inter-faith dialogue
- reflect upon and evaluate the role of religion and belief in the world today
- mature in their spiritual moral, social and cultural development
- build effective links between their learning in RE and other subjects
- know how well they are doing in RE and how to improve their learning

RE helps pupils become **confident individuals** by enabling them to:

- develop important attitudes such as sensitivity, open-mindedness, self-esteem and appreciation / wonder
- share their own views, ideas and experiences in a supportive learning environment, without fear or embarrassment
- develop the ability to produce reasoned, thoughtful arguments and well-substantiated conclusions, especially when engaging with questions of meaning and ethical issues
- develop both dependant and inter-dependant learning in RE
- express their own ideas and responses in a variety of ways such as creative writing, oral work, the use of ICT, drama, story and music
- engage with and reflect upon key beliefs and teachings in religion regarding the purpose, value and dignity of human beings

RE helps pupils become **responsible citizens** by enabling them to:

- develop both respect and sensitivity to other people's beliefs and values
- learn about and from the contribution of religion and belief to Community Cohesion through engaging with school, local, British and global communities
- actively contribute to RE lessons through group and class discussions
- learn about and from the diversity of faith and beliefs in their local, wider, British and global communities
- analyse how and why religion and belief are portrayed in the media
- critically evaluate the role and place of religion in the world
- enrich their learning through visits and visitors
- investigate and reflect upon their rights and responsibilities

- develop the key attitude of open mindedness, sustaining their own views, agreeing and disagreeing respectfully and listening carefully to others

Monitoring, Evaluation, Assessment, Recording, Reporting

Monitoring the whole school delivery of Religious Education will be the responsibility of the RE coordinator and SLT and this is evaluated by the Ethos Committee. RE will be monitored as part of the School Development plan on a rolling programme and in line with school monitoring procedures.

Assessment of Religious Education can be a sensitive issue because of the personal nature of the beliefs of each individual. All children are given opportunities to explore and question their own beliefs and those of others. It is, however, possible to assess children's knowledge and understanding and this is recorded at the end of each unit on an assessment grid and made available for subsequent teachers.

Children's progress in RE is regularly monitored and standards attained are compared to those in other curriculum areas.

All children receive an annual Religious Education attainment grade as a component of the full school report to parents at the end of the academic year.

The school uses the SIAMS school self-assessment toolkit to evaluate the RE curriculum, progress and standards.

Parents/Governors/Diocesan Liaison and Local Community Issues

Under School's Standards and Framework Act (1998) Parents have a right to withdraw their child from R.E. and should speak with the Head Teacher to consider this decision. See link to AMV website for further guidance:

<http://amvsomerset.org.uk/requirements/the-right-to-withdraw-from-re/>

There is an appointed R.E. governor who meets with the co-ordinator on a regular basis. Through the school monitoring cycle, more detailed meetings and evaluations are carried out in partnership when R.E. is a focus for monitoring.