

Holy Trinity Rosehill CofE VA Primary School



R.E. Policy

Date: September 2017

Review Date: September 2019

MISSION STATEMENT

At Holy Trinity Rosehill COFE VAPrimary School:

- Love God
- Love Learning
- Love Each Other

SCHOOL ETHOS STATEMENT

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian and British values through the experience it offers to all its pupils.

INTRODUCTION AND RATIONALE

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.

SCHOOL AIMS

- Give high priority to the spiritual development of pupils, enabling them to develop attitudes of mutual respect and responsibility and to realise their full potential.
- Foster a sympathetic understanding of the Christian faith whilst exerting no pressure to believe.
- Encourage strong links between school, home and church and prepare pupils for life in the wider community.
- Encourage respect for other people's property, the school and the local surroundings.
- Provide an intellectually stimulating environment where children will develop a positive attitude to learning.
- Make learning fun.
- Create a strong ethos where children can achieve their potential.
- Develop pupil's self-confidence and raise their self-esteem so they will learn to work with independence and self-discipline.
- Provide a warm friendly atmosphere where children gain respect and tolerance of, and show a caring attitude for others.
- Show a caring attitude towards all children and adults concerned with the school.

POLICY 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.

R.E. 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)

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.

PLANNING

Following the Durham and Newcastle Diocesan syllabus, teachers plan lessons using the units of work linked to the topics outlined in the whole school long-term planning grid. (See Appendix A) 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 SMSC books, through classroom displays etc.

ASSESSMENT AND MONITORING

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.

TIMETABLING

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 worldviews is included.

E-LEARNING

E-Learning extends beyond the computing curriculum at Holy Trinity Rosehill C.E. (VA) Primary School and we use technology across all subjects. We believe that children should be equipped with the skills to access an ever-changing world and the use of technology across the curriculum aims to develop them to do this. E-Safety guidelines and principles should also be embedded in any use of technology which uses the internet and children should be taught responsible and safe use digital technologies.

INCLUSION

R.E. is provided for all children at Holy Trinity Rosehill C.E. (VA) School. Staff plan work, which takes into account the differences in the range of abilities of the pupils in order to maximise their potential and extend their abilities and to allow children access to 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.

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 such a request is made, the class teacher will make alternative arrangements for Religious Education in consultation with the Head Teacher and the parents. 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.

HEALTH AND SAFETY ISSUES

The school is committed to pay due regard to the health and safety issues of pupils when carrying out learning activities as set out in relevant policies such as Health and Safety, Safeguarding and Educational Visits.

COMMUNICATION WITH PARENTS

Progress in R.E. is reported to parents on an annual basis in a written report. Parents are welcome to discuss any part of the R.E. curriculum with the Head Teacher, the R.E. co-ordinator, the governors or the class teacher at any time.

ROLE OF COORDINATOR

- Prepare guidance and provide support for assessment within each subject.
- Organise, review, order and evaluate resources (assessment).
- Take a proactive role in curriculum leadership and assessment through keeping up to date with research and findings.
- Consult with colleagues and moderate assessments to ensure accuracy of assessment information.
- Systematically monitor each subject as it is essential for the improvement of each subject/area.

Appendix A – Planning Grids

Foundation Stage

Autumn Term Theme – Me, Others and the World Around Me			
I am special	Harvest	Special People (Values)	Christmas
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 – Inc. Non-Christian Faith
Spring Term Theme – Jesus			
Stories Jesus Told	Stories Jesus Heard	Easter	
Parables Inc: The Sower, The Lost Sheep, The	The Bible Key Old Testament Stories	Theme : Love Palm Sunday Good Friday	

Good Samaritan, The Great Feast, The Wise and Foolish Builders	Inc: Daniel, Jonah, Joseph, Moses	Easter Sunday Emotions	
Summer Term Theme – Special places, times and objects			
Prayer	Special places	Special Times	Friendship
What is prayer? How do we pray? Why do people pray? Prayer in other faiths	My special places The Church including a visit Christian Artefacts Non-Christian Faith places of Worship	Baptism Weddings Family celebrations Links with Non- Christian Faith celebrations	Qualities of friendship Jesus is our friend Friends of Jesus

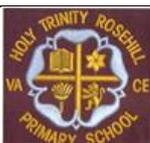
Key Stage 1

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

Key Stage 2

M = Must do C = Choice S= Supplementary			
	Autumn	Spring	Summer
Year 3	Rules for Living (M – 6hrs) Expressing Christian Faith Through Art (S – ¾ hrs) Christmas – God with Us (C – 4hrs)	Non-Christian faith unit- Rules for Living (6 hrs) The Lord's Prayer (S – 4hrs) Holy Week (S – 3-4 hrs) Easter – Joy, Sadness, Joy (C 5 hours)	What Matters Most? (S – 4hours) Jesus, the man who changed lives. (C – 6 hrs) The Old Testament – called by God. (C – 6 hrs)
Year 4	Prayer (M – 4 hrs) The Church (M – 6hrs) Christmas – Light (C – 6hrs)	Non-Christian Faith Unit – Sacred Places. (M – 6 hrs) Lent (S – 3-4 hrs) Holy Week (S – 4) Easter – Betrayal and Trust (C- 5hrs)	Jesus – The Man of God (C – 7hrs) God, David and the Psalms (C – 6hrs)
Year 5	The Bible (M – 6hrs) Daniel (C – 6 hrs) Christmas Around the World (C – 4hrs)	Jesus – The Teacher (M – 6 Hours) Holy Week (S – 4 hrs) Easter – Victory (C – 4hrs)	Pentecost and what happened next. (C – 6 hrs) Women in the Old Testament (C – 7 hrs)
Year 6	Life as a Journey (M – 6hrs) What Matters most? (S – 4 hrs) Christmas – Advent (C 4hrs)	People of Faith (6) Lent (S - 4hrs) Eucharist (M – 3hrs) Holy week (S – 4hrs) Easter – Who was Jesus? (C – 4hrs)	Ascension and Pentecost (C – 4hrs) Ideas about God (C – 6hrs) Change the World (S – 4hrs)

Appendix B

		
Holy Trinity Rosehill V.A C.E. Primary School – R.E. Assessment		
Class:	Term:	Topic:
Activity:		
Children should be able to:		
Attainment Target:	Attainment Target:	Attainment Target:
Level:	Level:	Level:

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