

# Holy Trinity Rosehill CofE VA Primary School



## RE Policy

Status	Date
Date Issued:	September 2019
Prepared by:	Mrs Helen Green
Review date:	September 2022
School Name:	Holy Trinity Rosehill CE VA Primary School
Date Adopted by Governing Body:	5 <sup>th</sup> December 2019
Reviewed by Governing Body:	

### 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.

### 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.

Providing an education of the highest quality within the context of Christian belief and practice

## **AIMS AND 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 RE.
- 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
- e) Allow all pupils to develop religious literacy.

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 Christian 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 and the Understanding Christianity scheme.
- It is essential that the Religious Education curriculum maintains a balanced approach of Learning about Religion and Learning from Religion.
- 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 phase (EYFS, Key Stage 1 and Key Stage 2) has developed an overview for the teaching of RE for each academic year.
- (See Appendix A)

**The distinctive content of the RE 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 RE 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) RE will normally be delivered in class-based groups through a variety of teaching methods. There will be opportunities for 'RE 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 RE 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 RE, form the basis of the assessment of the pupils.

Some aspects of RE 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 RE 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 RE 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 RE leader.

(See Appendix B)

Progress in RE 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:

- There is curriculum time is devoted to RE in each key stage:  
Early Years – 50 minutes per week.  
Key Stage 1 – 1 hour per week.  
Key Stage 2 – 1 hour 15 minutes per week.
- 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 world views 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**

RE 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 RE curriculum. RE seeks to recognise the individual importance of all pupils and the entitlement of all pupils to learn and benefit from the RE 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 RE is reported to parents on an annual basis in a written report. Parents are welcome to discuss any part of the RE 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.
- Arrange walk-throughs, observations and pupil voice around the teaching of RE.
- Report to the RE governor on the planning, quality of teaching and assessment of RE.

Governors will monitor the performance of this policy. This will be achieved via the Head Teacher's reports to governors and by governors observing and recording its implementation when they visit the school.

**Appendix A – Planning overviews.**

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EY 1 (N) Key Question	Incarnation  Where do we belong?	Nativity  Why do Christians perform a Nativity?	Salvation  Which stories are special and why?	Easter  Why do Christians put a cross in an Easter garden?	God and Creation  Why is the word God so important to Christians?  Which places are special and why?	

EY 2 (R) Key Question	Where do we belong? (Unit F4)	Incarnation (Unit F2)  Why do Christians perform a Nativity?	Salvation Which stories are special and why?	Salvation  Why do Christians put a cross in an Easter garden?	God and Creation  Why is the word God so important to Christians? (Unit F1)  Which places are special and why?	
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Key Stage 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Key Question	1.2 Who do Christians say made the world? (Creation)	1.3 Why does Christmas matter to Christians? (Incarnation)	1.10 How should we care for the world and for others, and why does it matter? (Thematic)	1.5 Why does Easter matter to Christians? (Salvation)	1.6 Who is a Muslim and what do they believe?	1.8 Who am I? What does it mean to belong? (Thematic)

Year 2 Key Question	1.1 What do Christians believe God is like? (God)	1.3 Why does Christmas matter to Christians? (Incarnation)	1.9 What makes some places sacred to believers? (Thematic)	1.5 Why does Easter matter to Christians? (Salvation)	1.6 Who is a Jew and how do they live?	1.4 What is the 'good news' Christians believe Jesus brings? (Gospel)
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Lower Key Stage 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 Key Question	L2.4 What kind of world did Jesus want?	Advent L2.9 What are the deeper meanings of festivals?	L2.8 What does it mean to be Sikh in Britain today?	L2.5 Why do Christians call the day Jesus died Good Friday?	L2.6 When Jesus left, what was the impact of Pentecost?	L2.1 What do Christians learn from the creation story?

Year 4 Key Question	L2.2 What is it like to follow God?	Advent L2.9 What are the deeper meanings of festivals?	L2.8 What does it mean to be Hindu in Britain today?	L2.5 Why do Christians call the day Jesus died Good Friday?	L2.10 How and why do believers show their commitments during the journey of life?	L2.3 What is the Trinity?
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Upper Key Stage 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5 Key Question	(2.2)Creation and Science: conflicting or complementary?  (2.14)How do religions help people live through good and bad times?	(2.4)Was Jesus the Messiah?	(2.9)What does it mean for Jews to follow God?	2.6What did Jesus do to save human beings?	2.3How can following God bring freedom and justice?	2.12What will make our city, town, village a more respectful place?

Year 6 Key Question	2.8What kind of king is Jesus?  2.13Why is pilgrimage important to some religious believers	2.5Would what Jesus do?	What does it mean for Muslims to follow God?	2.7What difference does the resurrection make for Christians?	2.1What does it mean if God is holy and loving?	2.11Why do some people believe in God and some people not?
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## Appendix B Assessment

### Autumn Term Assessments

EYFS	Why do Christians perform a Nativity?
Y1	Why does Christmas matter to Christians?
Y2	Why does Christmas matter to Christians? (Digging deeper)
Y3	What are the deeper meanings of festivals? (Presence)
Y4	What are the deeper meanings of festivals? (Light)
Y5	Was Jesus the Messiah?
Y6	What would Jesus do?

### Spring Term Assessments

EYFS	Why do Christians put a cross in an Easter garden?
Y1	Why does Easter matter to Christians?
Y2	Why does Easter matter to Christians?
Y3	Why do Christians call the day Jesus died Good Friday?
Y4	Why do Christians call the day Jesus died Good Friday?
Y5	What did Jesus do to save human beings?
Y6	What difference does the resurrection make for Christians?

### Summer Term Assessments

EYFS	Which places are special and why?
Y1	Who am I? What does it mean to belong?
Y2	What is the 'good news' Christians believe Jesus brings?
Y3	What do Christians learn from the creation story?
Y4	What is the Trinity?
Y5	What will make our city, town, village a more respectful place?
Y6	Why do some people believe in God and some people not?



## Holy Trinity Rosehill CofE V.A Primary School – R.E. Assessment

Class:	Term:	Topic:
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Activity:
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Below expected (Little concept of )	Expected (A good understanding of )	Greater Depth (A deeper understanding of )