



**Religious Education Policy**

# Holy Trinity and S. Silas Our Mission Statement

Holy Trinity and S. Silas School was founded by the Church in 1847 to serve the community and to provide an education for every child in the area.

We offer all our children an education of the highest quality taught through the arts and lived through the principles and practice of the Christian faith. We provide a place where all children and adults know their contribution is valued and where they can develop their own faith in God and in one another.

We aim to help every child develop to their full potential, to achieve highly, succeed, and grow in confidence and abilities. Our inspiring curriculum provides all the skills every child will need for life, it develops their self-confidence, awakens their imagination and encourages them to think independently.

We value the diversity of backgrounds and cultures which enrich our life and help our school become the unique place it is. The life of our school is integral to that of the Parish: we both contribute to our local community and benefit from it in our achievements.

It is with this unity that we fulfil our school motto:

‘Fortis in Fide’



‘Strong in the Faith’

## **BACKGROUND**

In accordance with the spirit of our Trust Deed the school follows the statement given by the National Society with regard to the role of a Church of England school; that RE is to be taught according to the faith and tenets of the Church of England.

Our school is situated within a multi racial and multi faith community and we recognise and value this. The school aims to reflect the local community while ensuring that the Christian foundations are still maintained.

The words of Robert Runcie are very significant with regard to the position of Church of England schools;

A Church School:

“nourishes Christians in their faith  
encourages those of other faiths  
and challenges those with no faith”

## **AIMS FOR RELIGIOUS EDUCATION**

Our overarching priorities are:

- To stimulate an interest and curiosity for learning about different religions
- To ensure all children have a good understanding of the school’s key Christian values which in turn inform their spiritual development
- To offer opportunities for children to learn from religions to support their spiritual development

## **OBJECTIVES**

Teachers must make sure all lessons cover both AT1 and AT2 objectives.

### AT1: To learn about religion

Pupils should develop a knowledge and understanding of religious beliefs, values and practices. This may be achieved by being introduced to specific aspects of belief such as Sacred texts and teachings, expressing core beliefs about God, human beings and the natural world. It may include experience of rites and practices, symbols and signs of faith.

### AT2: To learn from religion

Pupils should develop a sense and understanding of right and wrong, fair and unfair, good and evil: their self awareness and self knowledge as individuals living in a multi-cultural society should grow: further, they should develop a sense of responsibility to themselves and to other members of the community. It is hoped that as pupils learn more from religion, they will be able to make the connection between this and their own lives. In learning from religion they should be provided with a basic moral and spiritual framework to help them develop as members of society. Further, in teaching religious

Education, pupils should be given opportunities to develop attitudes of respect, fairness, commitment and understanding of themselves and others.

## LEGAL FRAMEWORK

It is a legal requirement that Religious Education be taught to all pupils. In this school the Governing body is responsible for the syllabus of Religious Education. The Head teacher and the staff work with and under the direction of the Governors. It is the Governors' responsibility to ensure that Religious Education is provided for all pupils in accordance with the Trust Deeds. Where these are missing, the Religious Education provided should be in harmony with the teaching and practice of the Church of England.

The law contains a 'conscience clause' which gives parents the right to withdraw their children from Religious Education. This applies both to community and voluntary schools.

## RELIGIOUS EDUCATION AND THE SCHOOL CURRICULUM

Religious Education flourishes in school when it is given equal status with other subjects of the National Curriculum.

In voluntary schools the time allocated to R.E. and the content is determined by the Governors. In law, R.E. is a fundamental entitlement of all pupils and should therefore be given its place as part of the 'basic curriculum'.

## TIME ALLOCATION

- At Key Stage 1 R.E. is taught for 1 hour per week.
- At Key Stage 2 R.E. is taught for 1 hour and 20 minutes per week.

When KS2 have a class mass, teachers plan a 30-minute follow up to the mass in class. Teachers must communicate with Father Graeme about this in enough time so they know what to plan for a follow up. Mass and the follow up session are instead of an R.E. lesson that week. Every time a class has a junior mass, there is a homework activity to follow up.

## PLANNING

Planning will take place at three connected levels: short term, medium term and long term. We meet the requirements of the RE non-statutory guidance<sup>1</sup> and follow the LDBS RE scheme of work.

Long term planning sets out a brief summary on the long-term curriculum map, stating the main theme for each half term by year group.

R.E. Curriculum Map 2017-18

Year Group	Autumn			Spring		Summer	
Reception	1 week	6 weeks	6 weeks	6 weeks	6 weeks	6 weeks	6 weeks
	Creating class prayer book	Christianity Who made the wonderful world and why?	Christmas Why is Christmas special for Christians?	Christianity Why do Christians believe Jesus is special?	Easter The Easter Story	Christianity How did Jesus rescue people?	Christianity Who cares for this special world?

<sup>1</sup> Religious Education in English schools: Non-statutory guidance 2010, DCSF Publications

Medium term planning for RE takes the format as that of other subjects with the purpose and outcome developed by teachers to ensure they are clear as to why and what we want children to learn through our RE teaching. Each week's learning intention/s and activities are planned. Differentiation is evident in children's books and in observations e.g. word banks, visuals, drama. Each lesson should cover both AT1 (learning about religion) and AT2 (learning from religion).

Planning and resources are found on the LDBS website at <https://www.lpbs.co.uk/policies-downloads/>.

### Year 3 RE Medium Term Plan

R.E.	Class Prayer Book and mind map about what children know about Buddhism.	<p><b>AT1</b> LI: To retell the key events of the religious story of Siddhartha and describe what it might mean for a Buddhist.</p> <p><b>AT2</b> LI: To make a link between the religious story of Siddhartha and my own life.</p>	<p><b>AT1</b> LI: To describe the 4 noble truths of Buddhism recognise different types of suffering in the world.</p> <p><b>AT2</b> LI: To ask questions about suffering in the world and my own life.</p>	DISPLAY	<p><b>AT1 and AT2</b> LI: To describe the moral of a Buddhist story.</p>	<p><b>AT1</b> LI: To make links between a Buddhist story and a Christian story.</p> <p><b>AT2</b> LI: To reflect on how Buddhist story might impact on my life.</p>
Task		<p>Chn draw a story map that shows the four sights Siddhartha saw on his journey. Challenge some chn to annotate their story map with words/phrases they associate with each stage.</p> <p>Carpet discussion about what Buddhists would learn from this story. Sentence starters to help children explain their thoughts and listen to others.</p> <p>I think this story teaches Buddhists....</p> <p>I agree with....</p>	<p>Chn work in mixed ability pairs to create an A3 about suffering split into two sections: cause of suffering/kinds of suffering.</p> <p>Discuss as a class the different ways we can 'cure' suffering. Chn create individual mind maps of ways in which we can stop suffering. They pick one, draw a symbol and explain how it can stop suffering.</p> <p>They will write up and illustrate this next week for Display.</p> <p>Class reflection – ask questions about</p>	Children write their display work from last week up in neat.	<p>Role-play the story of The Monkey King. Use freeze frame to reflect on how different characters are feeling at different points in the story.</p> <p>Class discussion about what they think the moral of the story is. Then record in books.</p>	<p>Chn hear the story of Siddhartha and the Swan</p> <p>Chn make origami swans with ways they can show kindness in their own life.</p>

Teachers use the skills ladder to ensure that their planning is pitched to the correct level e.g. Year 6 children start the year working on level 4 skills and then move onto level 5 skills. The LDBS scheme of work must be adapted to suit the needs of the class it is being taught in.

### CHRISTIAN VALUES

Teachers refer to the Christian Values throughout the course of the week, particularly in class assemblies on a Thursday. They praise children who are showing different Christian Values in every day school life and discuss how things could have been done differently next time if children have made mistakes.

Every class creates an attractive boarder for their R.E. display made up of our key Christian Values (this will stay up for the whole year) and be referred to regularly:

- Koinonia
- Wisdom
- Endurance
- Forgiveness
- Compassion
- Service

## **PROFESSIONAL RESPONSIBILITY**

Teachers should be honest about their own ideas and at the same time ensure that they understand what their role is in the teaching of Religious Education. If they do not know the answer to a question, they can feel confident in saying to the children “we don’t know” and look for answers together. Children should be helped to gain confidence in asking questions and seeking answers.

## **PRACTICAL IMPLICATIONS**

### R.E. and Collective Worship

Religious Education and Collective Worship are separate areas of the Curriculum. When planning for the curriculum, collective worship cannot be regarded as RE. time. However, in requiring pupils to attend worship, we seek to develop and underpin the Religious Education they receive in the classroom. The Governors have agreed that visits to Church may be considered as part of the teaching of Religious Education as well as the act of worship for that day. Visits to Church are always followed up in class with a connected activity which supports children to reflect on their experience of worship and to deepen their understanding of it.

### Learning Environment & Resources

Every class has a R.E. display to offer a permanent space for children to interact with engaging artefacts and articles of faith. Every class has the following items in their RE display:

- an age appropriate Bible
- a candle
- a cross
- class book of prayers
- a copy of the Lord’s Prayer.
- log book with children’s questions and comments
- a display that celebrates the children’s work and is linked to the topic (displays are changed termly)
- a boarder that celebrates the key Christian Values of the school
- Reference to the current Christian value (This half term we are focusing on...)

### Differentiation

Differentiation is evident in children’s books and in observations e.g. word banks, visuals, drama.

### Homework

Make sure Class Masses and Junior Masses are in your diary and you keep on top of these dates so you can ask Father Graeme about the content of the mass in advance.

He will also be able to help you with possible follow-ups (both in class or for homework). Possible follow ups are: diary entries, newspaper articles, personal reflections using sentence starters, hot-seating and answering interview questions in role, designing symbols and explaining their significance.

#### Assessment

Classes complete a mind-map of their understanding of a topic before it starts and then add to this mind-map at the end of the topic. Teachers use this to assess children's understanding of key objectives.

#### **SCHEMES OF WORK**

The scheme of work adopted by our school is based on that LDBS scheme of work, and is amended to give opportunities to follow up on class or key stage Mass to ensure children have a clear understanding of their experiences of worship.

Each class teacher will be responsible for teaching Religious Education though, where appropriate, the local priests or members of other faith communities may be invited to speak or assist with specific topics.

Policy updated by Louise Bergin July 2017

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