

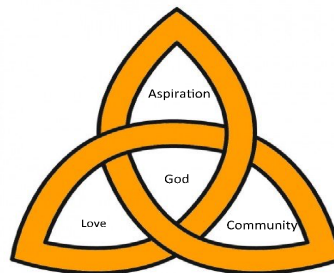
R.E Policy

Vision

Our vision is that children are nurtured to love learning, love one another and love God.

'Love learning, love one another, love God.'

Love the Lord your God with all your heart, soul, mind and strength and love your neighbour as yourself
(Mark 12)



Pupils' Voice

'RE is very interesting with lots of activities like drama and art.'

'RE is as important as any other subject in school.'

'You learn RE to help you with relationships and behaviour.'

'You don't have to have the same belief because you share your views.'

'You learn RE to help you to understand other people better.'

'We are a Church school so RE is really important.'

Policy drafted by: Jenny Trought

Date: September 2019

Review: Autumn 2020

The Education Reform Act (1988) requires that Religious Education be taught to all registered pupils. Classes must be of a predominantly Christian nature. Parents have the right to withdraw their children from Religious Education lessons, assemblies and church services. Parents should notify the Head teacher if they wish to do so.

Holy Trinity School is a Church of England Primary and Nursery School, with Holy Trinity Church, Sheen Park, as the foundation church. Religious Education and worship are in accordance with the teaching of the Church of England.

Christianity is central to the school's R.E. teaching and to collective worship. These enable the children to develop an understanding of the nature of Christian beliefs and practices, and to experience an awareness of God. We present opportunities for each child to see himself/herself as unique in God's sight and to feel that a relationship between God and child is possible.

We encourage children to relate Christianity to contemporary life and to their own experience as they develop their personal beliefs, values and judgments.

The fulfilment of these aims is reflected in the following objectives, which will have been introduced by the end of KS2.

AIMS

- To encourage a reflective attitude to life and to elicit a response to the feelings of awe, wonder, joy and mystery
- To enable children of all faiths in our school to be encouraged and supported
- To introduce children to the story of Jesus and his continuing influence in the world
- To introduce children to stories in the Bible
- To recognise the importance of prayer
- To explore the religious life of the parish church and the local community
- To provide opportunities for children to hear about significant people who have influenced Christian practice and worship
- To enable children to learn about Christianity and other major world religions as living faiths, through text, stories, beliefs and values, rituals and practices, people, places and communities, signs and symbols of faith
- To lay foundations of knowledge about other world faiths and world views
- To understand the importance of religious festivals

- To foster spiritual awareness and to encourage pupils to become increasingly aware of themselves as individuals
- To enable pupils to reflect on their own experience and to develop their own sense of identity and spiritual worth
- To develop skills which enable pupils to explore and respond to religious questions and sensitive issues

NATURE AND PURPOSE OF RELIGIOUS EDUCATION

Religious Education consists of learning about and learning from religion, with an emphasis on Christianity. There are three main areas:

- Religious belief and practices
- Relating knowledge and understanding gained from a study of religion to experiences of life
- Developing children's spiritual and moral understanding

There are two Attainment Targets:

AT 1 Knowledge and Understanding of Religion

AT2 Reflection on Experience, Beliefs and Values

SCHEME OF WORK

The scheme of work for Religious Education is based on the guidelines issued by the Southwark Diocesan Board of Education. In the Foundation Stage, pupils learn in RE from a broadly Christian perspective. From Year 1 onwards, the pupils learn about Christianity for two thirds of their time (equivalent to two term's learning) and one or more other faiths for the remaining third of their time (equivalent to one term's learning).

The themes of Christmas and Easter are revisited in increasing depth and complexity as the pupils mature.

PLANNING

- The Long Term planning grid is set in place across the school.

- Medium Term planning for each half term topic is saved on the school computer network. This takes the form of SDBE schemes of work that are adapted to meet the needs of each class.
- The class teacher, taking account of the learning skills of investigation, interpretation, reflection, empathy and self-expression, completes short Term planning and /or Smartboard slides. This planning and/ or these slides are also saved on the school computer network each week.

PRACTICE

- RE is taught for a minimum of forty five minutes per week in Key Stage One and one hour per week in Key Stage Two. Additional time is also given to RE learning through visits to places of worship and through people visiting the school to enhance and support RE lessons. This means that over the year, RE amounts to a minimum of 5% of the school's teaching time.
- Children are encouraged to show attitudes of respect, enquiry, fairness and openness.
- Children are given opportunities to learn using a variety of methods, such as whole class or group discussion, use of artifacts, pictures and images, role play and drama, visits to places of worship and visitors to school from different faith communities.
- When appropriate links are made to other areas of the curriculum.

ASSESSMENT, TRACKING AND RECORD KEEPING

- Information about children's learning in RE is included in the each pupil's end of year report
- Assessment in RE is based on teacher judgements. Teacher assessment is recorded on a grid at the end of topics in Autumn 2, Spring 2 and Summer 2. In Reception, this assessment only takes place in the Summer term. Assessment grids indicate children's attainment within their year group's scheme of work. Attainment is recorded as Emerging (working towards the expected standard in their year group) Meeting (working at the expected standard in their year group) and Exceeding (working above the expected standard in their year group). Copies of Teacher assessment are given to the Subject Leader and saved on the server. Teachers use the school's own assessment statements to support their judgements about each child's attainment.
- Each year group's attainment is recorded on a whole school grid and progress is tracked across the school. Individual children's progress can also be tracked using the teacher's assessment records.

SCHOOL AND CLASSROOM ENVIRONMENT

- To promote the importance of RE within school, all classrooms have a display showing examples of RE work or activities throughout the year. Class books, showing the learning during RE topics, are also displayed within the classroom.

- Every classroom also has a dedicated prayer and reflection area and / or display, to support opportunities for whole class prayer and quiet times (See Collective worship Policy).

RESOURCES

- RE resources are kept on the mezzanine floor and in the school library. Godly Play resources are stored in the Year 3/4 shared area's Blue Room.
- The SDBE schemes of work are available online and are also saved on the school computer network.
- Richmond-upon-Thames' SACRE has produced a handbook of resources for RE within the borough.

CONTINUAL PROFESSIONAL DEVELOPMENT

- The Subject Leader attends the biannual RE Conferences organised by the SDBE, to keep updated on good practice in RE and developments in the teaching of the subject
- Staff meeting time is allocated to introduce and later evaluate RE initiatives
- Staff are given the opportunity to attend RE courses run by the SDBE, particularly those who are new to teaching in a Church School

INCLUSION AND EQUAL OPPORTUNITIES

- All pupils, irrespective of their faith background, are encouraged to take a full and active part in all activities
- Children with special educational needs are supported according to their individual needs, and are catered for either by the class teacher or assistant teachers
- There are opportunities for able pupils to develop and extend their understanding of the different themes

PARENTAL RIGHT TO WITHDRAW

Parents have the right to withdraw their children from Religious Education and collective worship as identified in the Education Act 1944 and in subsequent legislation. Holy Trinity C E is a Church of England Voluntary Aided primary School where Christian values and principles underpin the whole curriculum. In order to preserve the distinctiveness of this church school community, we encourage everyone to be involved in the Religious Education and collective worship. Parents who have concerns about this should discuss them with the Chair of Governors and the Head teacher before their children are admitted to the school.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Spiritual development is seen as *“the development of the awareness that there is something more to life than meets the eye, something more than the material, something more than the obvious, something to wonder, something to respond to”*. (Terence Copley, 1989)

At Holy Trinity we provide opportunities:

- to develop the skill of being physically still, yet alert
- to develop the skill of being mentally still, and to be able to concentrate on the present moment
- to develop the ability to use all one's senses
- to promote an awareness of and enjoyment in using one's imaginative potential
- to encourage quiet reflection during a lesson
- to develop individual self-confidence in expressing inner thoughts in a variety of ways
- to find an inner peace
- to appreciate that we arrive at some of our deepest insights through stillness and silence, whatever our religious background
- to appreciate that silence can be a means of communication

Moral development relates to the children's knowledge, understanding, attitudes and behaviour relating to right and wrong.

Social development relates to the children's acquisition of knowledge and understanding, which enables them to act responsibly and to play a positive role within their own social world.

Cultural development relates to children's increasing understanding of the beliefs, knowledge and skills, which together form their identity and the cultures of others. Cultural diversity within the school community at Holy Trinity School is recognised and celebrated where appropriate.

See appendix 1 for opportunities for spiritual, moral, social and cultural development across other curriculum subjects.

APPENDIX 1

OPPORTUNITIES FOR SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT.

English

| Spiritual | Moral | Social | Cultural |
|---|--|--|--|
| Awe & wonder of literature | Develop respect & care for books | Develop social skills through speaking & listening; in pairs, small groups and class | Show an awareness of the variety and range of literature and art seen in books |
| Joy of listening to stories & story telling | Begin to realise that stories explore moral issues | Extend & deepen pupils' listening, talk, & response | Develop interaction through role play, drama and movement |
| Delight at becoming an author | Respond to moral issues told in stories & drama | Value each others contributions within a group task | Develop an awareness of literature from a range of cultures |
| | Appreciate the contributions of others | Realise that everyone has a contribution to make | |

Maths

| Spiritual | Moral | Social | Cultural |
|---|-------------------------------------|---|--|
| Being amazed at the symmetry of nature | Taking turns when playing a game | Show respect for the achievements of others | Participate in traditional number games & rhymes |
| Being aware of patterns in number and shape | Play a Maths game fairly & honestly | Work co-operatively on a task | Appreciate shape & pattern in fabric, structures, building, decorations etc. |

Science

| Spiritual | Moral | Social | Cultural |
|---|---|----------------------------------|--|
| Awe & wonder of natural world & the variety of life | Need to respect safety rules & resources | Follow instructions carefully | Explore scientific ideas through literature & dance |
| Observe life | Develop an awareness of the need to care for pets/animals | Work in a small group | Explore sound through music |
| "Why" do things happen? | Discuss environmental issues, e.g. global warming | Valuing predictions & hypotheses | Extend knowledge of scientific issues through research |

DT

| Spiritual | Moral | Social | Cultural |
|--|---|---|--|
| Delight & pride in own work | Take care of the work of others | Co-operate & work in pairs | Range of stories linked to different foods |
| Awareness of the effort involved in achieving a task | Begin to understand the impact of technological inventions on the world's natural resources | Respect for ideas & work of others | Different musical instruments & sounds |
| | | Co-operate to achieve a shared goal | |
| | | Use tools safely, responsibly & independently | |

RE

| Spiritual | Moral | Social | Cultural |
|---|---|--|--|
| Awe & wonder at the beauty & variety of nature | Develop an understanding of right & wrong | Respect & care for the property of others | Explore different lifestyles & stories from other faiths |
| Begin to identify that some questions about life are puzzling | Develop sense of empathy through listening & participating in stories | Develop co-operative skills in range of contexts | Explore different faith cultures |
| | | Be involved in charity fund raising | Show respect for lifestyles & practices for people from different faiths |

PE

| Spiritual | Moral | Social | Cultural |
|--|--------------------------------|--------------------------------------|--|
| Pride in agility of the human body | Be able to follow instructions | Appreciate the performance of others | Realise the importance of exercise |
| Increasing pride in the gymnastic achievements of pupils | | | Develop appreciation of movement/dance in other cultures |

Music

| Spiritual | Moral | Social | Cultural |
|--------------------|-----------------------------------|-----------------------------|---|
| Delight in singing | Looking after musical instruments | Sharing musical instruments | Develop an awareness of the variety of musical traditions |

| | | | |
|--|------------|---|---|
| Develop listening skills through a range of musical appreciation | Take turns | Work in pairs or groups to create a composition | Appreciate the diversity of music from other cultures |
| Joy of making music | | | |

ICT

| Spiritual | Moral | Social | Cultural |
|------------------------------|--|-----------------------------|--|
| Awe & wonder of range of ICT | Increasing responsibility when using ICT equipment | Co-operation with a partner | Being able to write for a variety of purposes |
| | | Helping peers | Using ICT for a range of picture & pattern making from a range of cultures |

History

| Spiritual | Moral | Social | Cultural |
|---|---|-----------------------|------------------------------------|
| Developing awareness of changes over time | Develop positive attitudes through historical stories | Respect for artefacts | Study history from other countries |
| Appreciation of how artefacts inform about past civilisations | Notice cause and effect | How societies develop | |

Geography

| Spiritual | Moral | Social | Cultural |
|--------------------------------|--------------------------|----------------------|---------------------------------|
| Awe & wonder at the variety of | Care for the environment | Realise the range of | See a range of curriculum links |

| | | | |
|-------------------------------|--|--|--|
| landscapes & natural features | | social customs across the world | through art, literature, music, drama, dance |
| | | Understand how the society of different peoples varies | |

Art

| Spiritual | Moral | Social | Cultural |
|---------------------------------------|--|---|--|
| Awe & wonder at individual creativity | Respect & value for the work of others | Share resources | Develop appreciation of work of different artists & illustrators |
| Delight in act of creating art | Respect resources & artefacts | Work collaboratively | Understand how art can help to define a place or period of time |
| Enjoy the work of painters | | Realise why galleries & museums are important | |