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**HOLY TRINITY**

**Church of England Academy**

Religious Education Policy

***“Let the children come to me and do not stop them. Because the Kingdom of Heaven belongs to such as these.”***

***Matthew 19:14***

**Introduction**

This document is a statement of the aims for the teaching of Religious Education in Holy Trinity CE Academy.

Holy Trinity CEVA Primary School was founded in September 2008, following the closure of St Mary’s CEVA and All Saints’ CEVC Primary Schools. Holy Trinity CEVA Primary School became an academy August 2014.

Holy Trinity Church of England Academy seeks to build a strong educational foundation in accordance with Christian principles and values, in partnership with the Church at local, Deanery and Diocesan levels, developing a Christ-centred community where each person can fulfil the potential God has given them.

It seeks to encourage understanding of the meaning and significance of faith, and to promote Christian values through the experience it offers, while respecting the diversity of background and values within our school and wider communities.

The Christian ethos is implicit throughout the life and work of the school and explicit through planned activities that have continuity and progression and allow for the individuality of each child and their parents. The whole curriculum is informed by the Christian faith. As a church school, it promotes quality worship and Religious Education, seeking to build a lasting relationship between the school, church and community.

Religious Education at Holy Trinity CE Academy involves general, moral and spiritual education (the development of a zest for life and love of life, an ethos of caring, patience and forgiveness, the forming of relationships between children, staff and parents); specific Church of England tradition(particular assemblies and worship, church visits and clergy involvement), and the broader classroom Religious Education which the school offers.

The Religious Education teaching is determined by the Governors in accordance with the Durham Agreed Syllabus (Questful RE Creative and Challenging Blackburn Diocesan Board of Education 2013)

**Aims of the Policy**

Through the teaching of Religious Education at Holy Trinity CE Academy we aim to improve the quality of education received by all pupils, in that they have the opportunity to develop morally, spiritually, socially and culturally. In Religious Education lessons, as well as PSHE and our Collective Worship, children are invited to reflect on their personal responses to issues, consider other people’s responses, and appreciate that for some people, belief in spiritual dimensions is important.

The particular ways in which this is achieved are as follows:

1. through acquiring some understanding of the nature of religion, and in particular the Christian religion, as expressed by the Church of England
2. having the opportunity to reflect on themselves and their own thoughts, feelings, emotions and attitudes
3. through developing self-awareness and an appreciation of order and sequence in the world
4. developing skills of reflecting, celebrating and questioning
5. having opportunities for short periods of quiet reflection developing sensitivity, co-operation and sharing
6. feeling a sense of belonging within the school
7. developing a sense of community beyond the school and having some experience of a worshipping community
8. through having some understanding of religious concepts and symbolism
9. developing skills in using correct technical terms to describe belief and the practice of faith
10. beginning to appreciate that religious belief can give guidance and motivation in ethical considerations
11. helping pupils form their own views of religious issues
12. through having an understanding that religious belief involves corporate celebration and individual affirmation of faith
13. enabling growth in understanding or moral and religious issues, and for pupils to appreciate the Christian teaching related to them
14. developing a sense of empathy with those from a religious tradition
15. handling a range of artefacts, considering their significance to a faith
16. learning about life experiences e.g. rites of passage
17. developing an understanding of what Religious Education is about
18. promoting the fundamental British values of democracy, the rule of law and individual liberty
19. expecting mutual respect and tolerance for those with different faiths and beliefs,
20. encouraging students to respect other people

**Pupil Entitlement**

Religious Education in a Church School lies at the very heart of the curriculum. At least 5% of teaching time within Key Stage One and Two is devoted to the teaching of Religious Education.

The Agreed Durham Syllabus is taught throughout the school, including Early Years Foundation Stage. 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. Underlying all the teaching of Religious Education is the expectation of fostering mutual respect and tolerance for those with other beliefs and faiths.

**Approaches to teaching R.E.**

In order to make RE a lively, active subject we employ a variety of cross-curricular teaching methods including: Art, DT, Computing, Music, Drama and encourage visitors and visits, discussion, the use of artefacts, pictures and stories. We also encourage the use of periods of stillness and reflection. To support this, we endeavour to draw on the varied experiences and backgrounds of our pupils and staff in order to make RE relevant and interesting to our pupils.

**The Role of the Subject Leader**

The role of the subject leader involves the following:

1. having an in-depth knowledge of the area
2. supporting and advising other members of staff
3. auditing resources within school
4. ordering and organising resources in a way in which they are easy to use and accessible to all members of staff
5. ensuring that there is progression and continuity in Religious Education across both Key Stages
6. working alongside teachers to ensure that there is good practice, and to gain an overview of practice in both Key Stages
7. continuing to develop record keeping and assessment procedures for Religious Education
8. providing in-service training as and when required
9. keeping up to date with changes in the Durham Agreed Syllabus
10. developing and implementing a scheme of work
11. evaluating the teaching of RE within school

**The Role of the Teacher**

The role of the teacher involves the following:

1. ensuring that Religious Education is incorporated into their medium and short term planning
2. discussing the children’s work and make appropriate interventions to improve their skills and knowledge
3. encouraging children to share, discuss and reflect on their work with others
4. helping children draw on skills and knowledge they have learnt in other areas of the curriculum
5. helping children assess and evaluate their own work and the work of others
6. being aware of any Health and Safety issues connected with visits off site.

**Religious Education and the Durham Agreed 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

1. God who reveals the truth about himself and humanity through creation, the giving of the law, his action in history and through the prophets
2. God who reveals himself ultimately in Jesus his Son, living among us and dying and rising for us
3. 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

1. an empathetic response to the Christian faith and a critical engagement with it
2. responding personally to the stories and teachings of Jesus Christ
3. examples of Christian living which give priority to the values of unconditional love, forgiveness, reconciliation, justice, compassion and faith.

It is entirely appropriate and necessary in today’s world that children should be encouraged to foster a respect for the followers of the other world faiths. It is essential that this respect is based on an accurate and sympathetic understanding of those faiths.

**Therefore RE in Church Schools should also help pupils to:**

1. learn *about* other faiths, their beliefs, traditions and practices and *from* them through encounter and dialogue
2. recognise and respect those of all faiths in their search for God
3. recognise areas of common belief and practice between different faiths
4. enrich and expand their understanding of truth while remaining faithful to their own tradition
5. enrich their own faith through examples of holy living in other traditions.

**Religious Education in Church Schools should enable:**

1. pupils and teachers to talk openly and freely about their own personal beliefs and practice without fear of ridicule
2. pupils to make excellent and appropriate progress in their knowledge and understanding of Christianity
3. pupils from Christian families to talk openly about their beliefs and values in lessons and to grow in their faith
4. pupils from other faith backgrounds to understand and be encouraged in their faith
5. pupils with no religious background to be given an insight into what it means to be a person of faith
6. pupils of all backgrounds to have a safe place to explore the ultimate questions and challenges of life in today’s society

**Spiritual, Moral, Social and Cultural development.**

Spiritual development within RE in a Church School enriches and encourages the pupils’ discovery of God the creator, of their ‘inmost being’ and of the wonder of the environment. Moral development is based on the teachings of Jesus Christ, which offer pupils a secure foundation stone on which to make decisions and build their lives.

Social development enriches pupils’ understanding of what it means to live in a Christian community where Jesus’ command to love one another is put into practice. Cultural development provides opportunities to develop an understanding of Christianity as a worldwide, multi-cultural faith that has an impact on the lives of millions of people. Pupils are expected to demonstrate respect and tolerance for people of all religions and beliefs.

**Organisation of Religious Education**

Religious Education is well planned and utilises a range of approaches. The Durham Agreed Syllabus(Questful RE) is used as a planning tool, with long term plans constructed by the

co-ordinator. Inclusion and differentiation for children with SEN and EAL are taken into account in our planning and teaching. Resources are bought when needed and staff are encouraged to provide requests for any outstanding resources. Resources are stored in the resources cupboard. These resources are organised and audited by the subject leader.

**Assessment and Reporting**

RE Assessments are designed so that pupils have the opportunity to show what they understand. The process of assessment is conducted in line with the whole school assessment policy. Assessments should be built into teachers’ planning. A class RE scrapbook should be kept to provide evidence that is not recorded in pupil books. Opportunities for assessment are noted in the unit plans. Staff should use these activities in order to assess whether pupils are working below, at or above age-related expectations.

When marking pupils’ written work, staff should ensure comments made reflect the RE skills and attitudes being taught as well as commenting on basic skills in line with the school’s Marking and Presentation policy. The co-ordinator will carry out a termly work scrutiny providing feedback and improvement points for teaching staff. In addition the RE coordinator will evaluate the assessment grids at the end of each term and provide staff with points for development.

At the end of each school year, a comment will be included in each child’s school report, stating the pupil strengths and attitudes towards Religious Education.

**Right of Withdrawal**

Holy Trinity CE Academy is aware that some children and staff may belong to other religious denominations and care is taken to ensure that all staff and children, whatever their religious conviction, are made to feel comfortable with Religious Education. It is therefore hoped few parents will choose to withdraw their children from religious education lessons. Parents are asked to contact the headteacher to discuss any concerns at the earliest opportunity.

RE Co-ordinator – R Scott

Headteacher – T Murphy

Date of policy – October 2014

Review Date – Spring 2016