



# Trinity Oaks

## CofE Primary School

### Religious Education Policy

<u>Person responsible:</u>	<u>Mrs Elizabeth Woods</u>
<u>Committee responsible:</u>	<u>Children and Learning</u>
<u>Status:</u>	<u>Recommended</u>
<u>Review cycle:</u>	<u>Annual</u>
<u>Date adopted:</u>	<u>Summer 2023</u>
<u>Date of next review:</u>	<u>Summer 2024</u>
<u>Published on website</u>	<u>Yes</u>

**Vision:** Where acorns flourish into mighty oaks. (Isaiah 61:3 – They will be oaks of righteousness)

**Mission:** Rooted in God’s love and Christian values, we are a school who treasure each individual, enabling them to flourish and achieve.

**Values Statement:** *We are **thankful** for the uniqueness of everyone in our community, created in God’s image, fostering relationships with integrity rooted in God’s love. We value and **respect** all people in our community. Our pupils, staff and families work together with **kindness** and **compassion**. to support each other. We are **resilient** learners who recognise that perseverance and risk-taking is the key to our **aspirational** goals and successes.*

**Values:**

Rooted in love, we are.....

**Respectful** – interactions with others (Matthew 7:12)

**Kind** and **Compassionate** – displaying integrity towards others (Galatians 5:22-23) / interactions with the world around us and the community in which we live (Ephesians 4:32)

**Thankful** – being grateful for what we have the privileges that we are afforded (1 Thessalonians 5:16-18)

**Resilient** – risk takers, perseverance (Philippians 4:13)

**Aspirational** – aiming high, being the best we can be (Ecclesiastes 10:7)



## **RELIGIOUS EDUCATION POLICY**

### **Introduction**

This policy is intended to assist staff and pupils in developing a knowledge and understanding of Religious Education and is set within the aims of the RE Syllabus. Support and guidance has been given by the Southwark Diocesan Board of Education.

### **Ethos and Mission Statement**

Trinity Oaks Church of England Primary School, established upon Christian foundations, and living out the Christian faith, is committed to providing every child with an excellent education.

Our Christian values and faith lead us to fulfil this by:

- Creating a secure, caring and forgiving environment;
- Providing excellence in teaching and learning to enable each child to realise their full potential;
- Valuing and respecting each and every individual;
- Fostering a sense of curiosity and excitement about the world in which we live;
- Equipping every child with the life skills and confidence to make a positive contribution and to exercise their gifts and talents;
- Nurturing respect for other faiths and those of no faith;
- Working in partnership with home, Church and the wider community;
- Experiencing worship, thankfulness and celebration at the heart of school life.

As a school community we recognise that in today's multi-faith society there is a need to ensure that pupils develop a knowledge, mutual respect and tolerance of other faiths and so this is achieved through an informative study of agreed different faiths through cross curricular links and the revised SDBE RE Syllabus. We also recognise the need to show how the teaching of RE has an impact and connection to the cultural heritage of Great Britain and others across the world.

### **Aims for Religious Education**

Religious Education is a distinct area of the curriculum at our school. It is regarded as a core subject and so we aim through our Religious Education to enable pupils:

- To acquire and develop a knowledge and understanding of the Christian faith in EYFS, Key Stage 1 and Key Stage 2.

To develop an understanding of other faiths and relating this understanding to their knowledge of Christianity.

- To develop the ability to make reasoned and informed responses to religious and moral issues with reference to the teachings of Christianity;
- To develop an understanding of the influence of beliefs, values and traditions on individuals and the wider community and to reflect upon their beliefs, values and experiences;
- To develop a positive attitude towards all people, through laying foundations of knowledge about world faiths;
- To develop an understanding of individuals' impact on society and culture.

- To develop a greater awareness of the cross-curricular links with as many of the Articles as possible during the child's time at school (as set out in the UN Convention on the Rights of the Child: Unicef).

These aims are achieved through daily acts of Collective Worship, classroom debate and discussion and developing cross-curricular links and the teaching of the agreed syllabus for Religious Education.

### **Legal Requirements**

Under the terms of the 1944 Education Act and subsequent legislation, parents have the right to withdraw their children from Religious Education or Collective Worship. However, in light of our admissions policy, it is our hope that this should not be necessary and parents who have specifically chosen our school will wish their children to participate fully in Religious Education and Collective Worship.

### **Organisation of Subject**

- The school has a RE Curriculum Plan for EYFS, Key Stage 1 and Key Stage 2 which has been carefully considered and planned by the Head Teacher and Subject Leader
- The pupils are taught in groups and as a whole class as is appropriate for the lesson.
- A variety of teaching methods are used in order to engage pupils with a variety of learning styles.
- Representatives of the clergy also support the teaching of Religious Education.
- Visits are made to places of worship and members of The Horley Team Ministry and representatives of some of the other churches in Horley come in on a regular basis to lead collective worship.

### **Time Allocation**

Time allocation for Religious Education averages out at least one hour per week in each of the Key Stages (this includes the lesson prayers/quiet reflection time at the end of the am/pm session.)

### **Classroom and School Environment**

In line with whole school policy and practice we celebrate and value the work of the pupils, creating a stimulating and an attractive environment is of paramount importance and so the following procedures are in place:

In different parts of the school there are areas for reflection and prayer emphasising the importance of prayer in our daily lives as Christians although it is not compulsory or forced. Resources, activities and texts are displayed which promote thought and develop prayers. There are also examples of prayers written by children as well as the traditional prayers the children have studied.

The classrooms have regular displays of the pupils work in this curriculum area.

Religious Education has a major curriculum focus within the general curriculum event cycle where displays and additional events are planned for (example RE Focus Days, Harvest, Christmas, Lent and Easter).

### **The Religious Education Scheme of Work**

As a Church School we have adopted the Southwark Diocesan Board of Education (SDBE) revised and updated syllabus for Christianity, Judaism and Islam. We also refer to the Agreed Syllabus for RE in Surrey.

### **Planning and Record-Keeping**

The planning for the teaching of Religious Education is in line with all curriculum subjects.

- Teachers plan on a half-termly basis on the Medium-Term planning sheets and these incorporate the weekly focus for each lesson.
- Work is marked and the comments made in line with the Learning Objective for each lesson. The end of year Summer Term report to parents outlines the units taught including pupils progress in acquiring knowledge and understanding and developing skills such as reflection.

### **Responsibilities for the Teaching of Religious Education**

- Class teachers deliver lessons using the scheme of work.
- The Religious Education Subject Leader is available to give advice and to monitor coverage of the themes, sampling books and observing lessons.
- Training and development is also provided through links with other local Church schools and the SDBE.

### **Assessment**

The Assessment Record is based on a record system which is used for other subjects and includes the recording of both AT1 and AT2.

- Assessment in Religious Education is based upon the ability to which a child knows and understands religious ideas and is able to reflect and respond to these in a personal way.
- Pupils are assessed against the level descriptors for AT1 and AT2. Pupils are not assessed on the willingness to reveal personal beliefs.

### **Monitoring**

At Trinity Oaks we have a monitoring policy and timetable in place. RE is monitored in the same way as other core subjects and the subject leader and members of the Governing Body or SLT may monitor medium term plans, carry out observations of lessons taught and review the work carried out by the children. This enables the school to have an overview of the coverage and assess the standard of Religious Education being delivered across each year group. The assessment of the work of these children will enable the subject leader to address issues arising and make suggestions relating to necessary changes or adaptations. All monitoring is linked to initiatives in the SDP and provides evidence for the Church School Self-Evaluation.

**Equality and Diversity**

All members of our school community are committed to eliminating discrimination and promoting equality of opportunity; the Senior Member of staff who has special responsibility for equality matters is the Head teacher.

**Inclusion**

Our usual quality first wave teaching means that children with learning and Special Educational Needs are catered for by differentiated activities and outcomes organised by teachers. Work is differentiated in a variety of ways so that pupils with SEN can participate fully in RE lessons.

**Resources**

The subject leader is responsible for developing and updating the resources for Religious Education. A budget allocation is made annually and staff are requested to make known any resources they require in addition to what is already in school. Shared resources are held centrally in the staff room.

Links with other policies:

RSHE policy

Collective worship



**RE long-term planning Reception and KS1.**

	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Autumn Term 1 Unit(s)</b>	<i>Who made this Wonderful World?</i>	<i>Christian Baptism and Marriage</i>	<i>10 Commandments/ Why are they having a Jewish Party?*</i>
<b>Autumn Term 2 Unit(s)</b>	<i>Why is Christmas Special to Christians?</i>	<i>All Saints/Christmas Nativity</i>	<i>Hanukah/ The Light of Christmas</i>
<b>Spring Term 1 Unit(s)</b>	<i>Why do Christians believe that Jesus is Special?</i>	<i>Noah/What is it like to be a Jew? *</i>	<i>What does it mean to be a Sikh?</i>
<b>Spring Term 2 Unit(s)</b>	<i>The Easter Story</i>	<i>Easter symbols</i>	<i>School's Saints Day(s)/Easter-An Important Festival.</i>
<b>Summer Term 1</b>	<i>How did Jesus rescue</i>	<i>Creation</i>	<i>Parables</i>



<b>Unit(s)</b>	<i>people?</i>		
<b>Summer Term 2 Unit(s)</b>	<i>Who cares for this Wonderful World?</i>	<i>What do Sikhs believe?</i>	<i>The Lord's Prayer</i>
<b>Key skills</b>	<b><i>Discussion, recognition, identifying feelings, asking questions.</i></b>	<b><i>Discussion, identification, labelling, recall, discussion, self-reflection, identifying similarities and differences.</i></b>	<b><i>Discussion, identification, labelling, recall, self-reflection, identifying similarities and differences, inference, self-expression.</i></b>

\*This unit is to be continued after half-term.

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Autumn Term 1 Unit(s)</b>	<i>What does it mean to be a Muslim?</i>	<i>How Did Belief In God Affect The Actions of People In The Old Testament?</i>	<i>How Does Worship and Liturgy Enable a Christian To Grow and Express Their Faith?</i>	<i>How has the Christian message survived for over 2000 Years?</i>
<b>Autumn Term 2 Unit(s)</b>	<i>Do fame and a Christian Faith go together? / Christmas through Music and Art</i>	<i>Should Every Christian Go On a Pilgrimage?/ How Do Advent and Epiphany Show Us What Christmas Is REALLY About?</i>	<i>Why Is Remembrance Important? / Is Peace The Most Important Message of Christmas?</i>	<i>What can we learn from wisdom? /How would Christians Advertise Christmas to show what Christmas is about today?</i>
<b>Spring Term 1 Unit(s)</b>	<i>What's the Bible's big story?</i>	<i>Who is Jesus?</i>	<i>What Does It Mean To Be a Hindu?</i>	<i>Understanding faith in</i>
<b>Spring Term 2 Unit(s)</b>	<i>Jesus' New Commandments / Who is the most important person in the Easter Story?</i>	<i>What Happens in Churches during Lent and at Easter?/ What Does It Mean To Be A Jew?*</i>	<i>What Are The Beatitudes And What Do They Mean For Christians? / How Does the Christian Festival of Easter Offer Hope?</i>	<i>What do the Monastic traditions within Christianity show us about living in a community? / How does Holy Communion build a Christian Community?</i>
<b>Summer Term 1 Unit(s)</b>	<i>What are the miracles of Jesus?</i>	<i>What Does It Mean To Be A Jew?*/ How Do 'Bishops in Action' Help Lead The Anglican Church In The Christian Faith Today?</i>	<i>How and Why Do Muslims Uphold Their Faith by Giving Commitment To Allah?</i>	<i>... Bridging Unit: Who Decides?</i>
<b>Summer Term 2</b>	<i>What is Buddhism?</i>	<i>What Is The Importance of Symbols, Beliefs and Teachings In</i>	<i>The Journey of Life and Death</i>	<i>Understanding Christianity Unit</i>



Unit(s)		<i>Hinduism?</i>		
<b>Key skills</b>	<i>Discussion, identification, making links, description, inference, collaboration, self-reflection, prioritising.</i>	<i>Discussion, identification, making links and identifying connections, asking questions, description, self-reflection, prioritising, communication.</i>	<i>Discussion, identification, making clear links and identifying connections, inference, description, communication, prioritising, evaluation.</i>	<i>Discussion, identification, making clear links and identifying connections, inference, description, collaboration</i>

\*This unit is to be continued after half-term.