



C. E. PRIMARY ACADEMY
(HANDSWORTH)

R.E. Policy

Subject Champion: Abi Jobburns

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Holy Trinity CE Primary Academy Vision Statement

At Holy Trinity CE Primary Academy our distinctive Christian values are at the heart of all we do. Our children develop independent curiosity, acquire a life-long appetite for learning and become well-rounded individuals who achieve their full potential, both personally and academically.

“For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future.” – Jeremiah 29:11

1. Intent

1.1 Holy Trinity Curriculum

Our curriculum is about **bringing engagement, fun and enthusiasm** to learning so that our children develop independent curiosity, acquire a lifelong appetite for learning and become well-rounded individuals who achieve their full potential, both personally and academically. Our curriculum starts from the children in our academy and works out.

1.2 RE at Holy Trinity

Our aim at Holy Trinity is to provide a varied, representative curriculum that teaches children about the main world religions while embedding our Christian ethos as a Church school. Our school values of respect, community and friendship underpin the deliverance of a curriculum that teaches children about difference and how this creates the world that we live in. We believe that our R.E curriculum enables children to have a welcoming space in which they can discuss their religious beliefs and learn about beliefs that they do not hold.

1.3 Curriculum aims

The aims of the Birmingham agreed syllabus for Religion Education are for pupils to develop spiritually, morally, culturally, mentally and physically; and to prepare pupils for a future in society by:

1. Learning *from* faith.
2. Learning *about* religious traditions.

The development is focused on:

A. Pupils

In order to develop the whole child as a spiritual, moral, social and cultured being, the pupil needs:

- to be challenged intellectually.
- to have their feelings deepened.
- to be encouraged to act responsibly.
- to acquire relevant skills all in ways that are socially constructive.

B. Society

In order to develop and build society, the Religious Education curriculum requires an approach in which teachers, pupils and school communities are:

- working in partnership with parents, faith communities and the wider society.
- being responsive to the values, freedoms and creative needs of people living in Birmingham and elsewhere.
- cultivating social cohesion and solidarity, and creating social capital in the City.

The aims of this syllabus are to be pursued by working towards **two** attainment targets, which require the development of pupil dispositions, using and deploying the resources found within Christianity and the traditions of other religions. It is intended that by these means children will be prepared to live, flourish and work in a global community and that Birmingham will become an enriched and more harmonious society.

The **two** attainment targets of this syllabus are:

1. Learning from faith
2. Learning about religious traditions

2. Implementation

2.1 Curriculum delivery

R.E. at Holy Trinity is taught through progressive units. R.E. is taught weekly in 1 hour lessons.

R.E. in EYFS is taught weekly through Understanding the World. Pupils are provided with practical opportunities to investigate and develop their independent curiosity.

All children continue to develop their understanding of the Christian faith during whole school and class worship times.

2.2 Planning

To support the planning of R.E. at Holy Trinity we use the scheme, *Understanding Christianity*. *Understanding Christianity* has identified eight core concepts at the heart of mainstream Christian belief. It sets out some knowledge 'building blocks', to clarify what pupils should know and understand about these concepts at each school phase. It provides a teaching and learning approach to unpack these concepts and their impact in the lives of Christians in the UK and the world today, making connections with the world of the pupils and their wider understanding.

Understanding Christianity's approach to teaching about Christianity builds up pupils' encounters with these core concepts through biblical texts, placing the texts and concepts within the wider Bible story. Each unit addresses a concept, through some key questions, exploring core Bible texts, their impact for Christians, and possible implications for pupils. Each unit incorporates the three elements below:

- **Making sense of the text:** developing pupils' skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of the meanings of texts for Christians.
- **Understanding the impact:** examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world.
- **Making connections:** evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.

Pupils' achievement can be assessed against the knowledge building blocks and against end-of-phase outcomes related to the elements above.

This approach offers coherence and progression in terms of pupils' knowledge, skills and understanding. It supports pupils' abilities to handle texts, as well as understanding how and why Christians interpret biblical texts differently. It takes seriously the role of the pupil as reader, bringing their own world to the text whilst giving them the opportunity to allow the text to enlarge their understanding of the world.

Progression of units taught

SINGLE YEAR GROUP						
Year group/Term	1	2	3	4	5	6
EYFS	F4 Being Special: where do we belong?	F2 Why is Christmas special for Christians?	F6 What times/stories are special and why?	F3 Why is Easter special to Christians?	F1 Why is the word 'God' so important to Christians?	F5 What places are special and why?
1	1.2 Who do Christians say made the world? Harvest	1.10 What does it mean to belong to a faith community?	1.1 What do Christians believe God is like?	1.7 Who is Jewish and how do they live?		1.9 How should we care for the world and for others, and why does it matter?
2	1.6 Who is Muslim and how do they live? (PART 1)	1.3 Why does Christmas matter to Christians?	1.6 Who is Muslim and how do they live? (PART 2)	1.5 Why does Easter matter to Christians?	1.4 What is the 'good news' Christians believe Jesus brings?	1.8 What makes some places sacred to believers?
3	L2.1 What do Christians learn from the creation story?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.2 What is it like for someone to follow God?	L2.9 How do festivals and worship show what matters to a Muslim?	L2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place?
4	L2.7 What do Hindus believe God is like?	L2.3 What is the Trinity and why is it important for Christians? Christmas	L2.8 What does it mean to be a Hindu in Britain today?	L2.5 Why do Christians call the day Jesus died 'Good Friday'? Easter	L2.6 For Christians, when Jesus left what was the impact of Pentecost ?	L2.11 How and why do people mark the significant events of life?
5	U2.8 What does it mean to be a Muslim in Britain today?	U2.3 Why do Christians believe Jesus was the Messiah? Christmas	U2.1 What does it mean if Christians believe God is Holy and Loving?	U2.8 Why is the Torah so important to Jewish people?	U2.4 Christians and how to live: 'What would Jesus do?'	U2.11 Why do some people believe in God and some people not? OR U2.10 What matters most to Humanists and Christians?
6	U2.7 Why do Hindus want to be good?		U2.2 Creation & Science – Conflict or Complimentary?	U2.5 What do Christians believe Jesus did to 'save' people? Easter	U2.6 For Christians, what kind of king is Jesus?	U2.12 How does faith help people when life gets hard?

2.3 Teaching and Learning

Teachers use the lesson objectives from medium term planning to deliver weekly R.E. lessons.

Children record their learning in workbooks in a variety of ways including an assessment activity at the end of each unit.

Each unit begins with the children completing a KWL grid and then ends with children recording what they have learnt.

RE in EYFS

R.E. in the EYFS is planned to develop the children's understanding of their own faith and the faith of other children in the class. Units are planned to encourage children to develop their communication and language skills within their R.E. lessons.

Pupils leaving EYFS are prepared for Year 1 as the knowledge and skills taught within Reception are designed to provide children with the foundations that they need to be able to develop their understanding during the Year 1 units.

RE in KS1

1. Learning from faith

The dispositions of pupils will be developed using the **treasury of religious traditions** and, by having regard to **key questions** pupils at this Key Stage should grow intellectually, affectively/emotionally, and practically by being enabled to:

- consider reflectively matters that are of real and immediate concern to them and others, and to discuss these personal concerns.
- give attention to what is precious to them and to others in their home and school environment.
- begin to form the capacity to evaluate by learning to ask questions and to listen to others, empathising and thinking about whether they agree or disagree.
- consider and express those spontaneous feelings, which are related to, or may lead to, worship (and various other spiritual exercises), and to expressions of wonder, praise, thanks, concern, joy and sadness.
- develop dispositions that demonstrate their awareness of spiritual, moral and aesthetic values. (see Dispositions, page 11)
- using religious stories and teachings to learn how to share with others.
- appreciate the mutual dependence between young people and their family and/or carers.
- begin to recognise why people may reasonably differ and to work together to find ways of settling differences.

2. Learning about religious traditions

Pupils should be offered a holistic view of religious traditions, their beliefs, their expressions, and their practical actions. Thus pupils should be helped to develop their **knowledge**, their **affections**, their **dispositions**, their **abilities/skills** and **relationships with others in society** by using *key questions* and:

- *listening to, and thinking about, a range of religious stories and concepts, and discussing what they might mean.*
- considering their reactions, and the reactions of others, to the awesome complexity and beauty of the natural world.
- beginning to identify religious ideas and emotions expressed in and through the arts (e.g. in music, painting and dance).
- identifying and thinking about the main features of some prominent religious celebrations, rituals and forms of worship, including the use of silence (*It is strongly advised that Christmas and Easter are taught at this key stage*).
- *identifying some important religious symbols, beginning to think about what they might mean and developing their religious vocabulary.*
- learning how religious hopes and commitments practically affect personal and community life.
- considering what people from all parts of the world share and how animals may depend on what human beings do.

RE in KS2

1. Learning from faith

The dispositions of pupils will be developed using the **treasury of faith**. Drawing on **the beliefs, expressions and practical actions of religious traditions** and, by having regard to **key questions**, pupils at this Key Stage should grow intellectually, affectively/emotionally, and practically by being enabled to:

- *consider reflectively matters of deep concern, and discuss their source and nature.*
- attend to what many religious adherents treasure and consider to be inspiring, and begin to develop their own sense of what it is worth living by and for.
- begin to evaluate and start forming judgements by building on previous learning, listening carefully to others and thinking about whether they agree or not.
- consider and develop expressive and artistic capacities to convey those affections and emotions, which may lead to worship and prayer, and/or to expressions of wonder, praise, thanksgiving, concern, joy and sadness.
- develop dispositions that demonstrate their appreciation of spiritual, moral and aesthetic values, imaginatively developing empathy for friends and neighbours [see Dispositions, page 15].
- acquire some basic interpretative skills from reading and listening to religious stories and teachings.
- understand their dependence and reliance on various social institutions (family, community groups and organisations), together with a sense of the importance of contributing to them.
- using religious exemplars to inspire collaboration and to resolve differences.

2. Learning about religious traditions

Pupils should be offered a holistic view of religious traditions, their beliefs, their expressions, and their practical actions. Thus pupils should be helped to develop their **knowledge**, their **affections**, their **dispositions**, their **abilities/skills** and **relationships with others in society** by using *key questions* and:

- considering and using a range of narratives and ideas, considering the significance of key events from the religious past, and learning to appreciate the inspiration, origin, development and character of the Bible and other sacred texts (*It is strongly advised that some parables and stories about Jesus are taught at this key stage*).
- *beginning to discuss religious thoughts about, and attitudes to, the natural world and its scientific study.*

- beginning to explore, and think about, the religious ideas and emotions expressed in and through the arts.
- developing an awareness of the impact of religious calendars, especially the Christian calendar, on social and cultural life, and with this, a sense for the way religious life is practised with the celebration of various religious festivals, and the reasons for them, its rituals and forms of worship, including the use of silence (*It is strongly advised that the Lord's prayer and the narrative of Easter and the Eucharist are taught at this key stage*).
- *understanding key religious symbols, appreciating their significance and meaning, and developing key religious concepts and vocabulary.*
- learning why various religious organisations have been created and how they attempt to meet the needs of community life.
- considering religious teaching about human beings and the implications of a common humanity.

3. Impact

3.1 Assessment

- Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.
- **Assessment for learning** is used:
 - daily within class to identify children needing support and adapt teaching.
 - weekly in planning meetings to assess gaps and address these immediately.
 - during marking to highlight misconceptions and identify next steps.
- **Summative assessment** is used:
 - at the end of each unit to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the support that they need.
 - by the Senior Leadership Team and scrutinised through assessment trackers, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

Please read this policy in conjunction with our *Assessment Policy*.

3.2 Monitoring

The subject is led by the Subject Champion and supported by the Senior Leadership Team. Each year, time is set aside to review standards and monitor curriculum provision and ensure training and resources are up to date.

Monitoring takes place regularly by the Subject Champion and the Senior Leadership Team through sampling children's work, book scrutinies, learning walks, lesson observations and pupil voice.

3:3 Equal opportunities

This policy firmly supports the equal opportunities philosophy of the school. Every child, regardless of gender, ethnicity or ability is given equal access to all aspects of the curriculum and participates fully in all lessons.

At Holy Trinity we recognise protected characteristics from *The Equality Act 2010*.

The following characteristics are protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.