

# Ramsgate Holy Trinity C.E.(Aided) Primary School



## Religious Education Policy

<b>Approved by:</b>	Learning & Development Committee/FGB	<b>Date:</b> 12.12.2024
<b>Reviewed:</b>	November 2024	
<b>Next review due</b>	November 2026	

*Every day we gather as a community of learners and leaders, recognising and nurturing each individual and their gifts. Following Jesus' example, we aspire to be inclusive, compassionate and caring, valuing curiosity and embracing challenge to prepare our children for an ever-changing world. We are guided by our values of Love, Faith and Hope. From our first day, all and one are nourished: spiritually, emotionally, academically and physically.*

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*Three things will last forever—faith, hope, and love—and the greatest of these is love*

## Update Record

Update (Date)	Page	Signed

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## Church of England vision of Education

The Church of England's Vision for Education states is embodied by their statement 'life in all it's fullness'. As a Church of England school, it is essential that we educate and develop the whole child ensuring Social, Moral, Spiritual and Cultural development.

## Our School Vision

Every day we gather as a community of learners and leaders, recognising and nurturing each individual and their gifts. Following Jesus' example, we aspire to be inclusive, compassionate and caring, valuing curiosity and embracing challenge to prepare our children for an ever-changing world. We are guided by our values of Love, Faith and Hope. From our first day, all and one are nourished: spiritually, emotionally, academically and physically.

## Introduction.

As a Voluntary Aided Church of England school, Religious Education (RE) at Ramsgate Holy Trinity is determined by the Governing Body, which is responsible for fulfilling the school's Trust Deed and all other legal requirements. Our Governing Body has adopted the Kent Agreed Syllabus for Religious Education (2017) and has decided to deliver this through the Canterbury Diocesan Scheme of Work with the addition of the Understanding Christianity units. This includes aspects of Christianity appropriate to Primary Schools, as found in the Church of England's report on Re: 'Excellence and Distinctiveness' (2005).

At Ramsgate Holy Trinity, pupils and their families can expect a high quality religious education (RE) curriculum that is challenging, rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views.

As a church school, the teaching of Christianity is at the heart of our RE curriculum. Through the Understanding Christianity resource and the Kent agreed Syllabus the use of an enquiry approach engages with significant theological concepts and the pupil's own understanding of the world as part of their wider religious literacy. During RE Lessons Children will be encouraged to think about spiritual moments, Teachers will encourage this by supporting children through questioning to consider the school values of Love, Faith and Hope. When looking at the three values children will be able to connect them to:

- **Love** - 'We show **Love** towards ourselves, others and the world around us by opening a WINDOW to new opportunities, deepening our understanding of the world and those living in it'
- **Faith** - 'We have the **Faith** to look in the MIRROR and reflect on how the new knowledge and awareness makes us feel'
- **Hope**- 'We step through the DOOR to share Hope for a better world and those who live within it'

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Through the use of Golden threads Lessons we seek to provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied. We aim to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate

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way in order to encourage a positive attitude towards diversity. All questions, views, and opinions are treated with sensitivity and respect. Teachers establish clear links between elements of religious belief and practice and aspects of the children's own lives. Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives. Links with our Christian values and vision, and support for pupil's spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on learners.

## **Aims**

As stated in the Church of England Religious Education Statement of Entitlement, religious education in this school aims

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

## **Objectives**

As stated in the Church of England Religious Education Statement of Entitlement, the following objectives are age appropriate at the end of our pupils' education in school. The expectation is that all pupils are religiously literate and as a minimum pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and world views in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

## **Teaching and learning**

RE has a high profile within our school curriculum and is comparable with other core curriculum areas and as such must follow the school's presentation policy and reflect the English skills of the appropriate year group.

Children record their learning in their R.E. exercise books in KS2 and their class 'big book' in KS1/EYFS, which will move through the school with the class as the children progress as a record of their learning throughout EYFS and KS1. A sample of work will be collected and copied for the 'Big book'. The work will then be sent home for children to share with their parents and carers.)

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Quality teaching in RE helps generate respect for different views and interpretations where real dialogue takes place. Learners develop and use a wide range of higher level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion and world views as lived by believers. Key cross-curricular skills such as reading, writing, observation, and discussion are practised.

RE offers a wide variety of teaching and learning experiences, understanding that pupils learn best in different ways. Pupils will experience opportunities to learn and express themselves through an enquiry based style of learning by:

- Listening to the teacher and each other.
- Asking and discussing 'big' questions and challenging questions
- Reading and critically analysing texts
- Seeking information for themselves from a range of media's including the internet.
- Discussion with the teacher and other pupils.
- Pair and group work.
- Using a range of media such as artefacts, pictures, photographs, music and drama.
- Visits and visitors.
- Artwork.
- Outdoor learning.
- Time for reflection.

**Time Allocation:**

The Kent Agreed Syllabus requires a minimum of 5% curriculum time for RE (in addition to collective worship) which amounts:

Reception	36 hours of RE per year eg 50 minutes per week or some short sessions implemented through continuous provision.
KS 1	36 hours of RE per year eg an hour a week or less than an hour plus a series of RE days.
KS 2	45 hours of RE per year eg an hour a week or a series of RE days or weeks amounting to 45+ hours of RE.

As a Church school, where RE is treated as a core subject, we make sure that this is fulfilled.

**Early Years Foundation Stage**

RE is taught as a discrete lesson from Reception and is linked to the Foundation Stage curriculum through the Early Learning Goals.

The Agreed Syllabus for RE sets out experiences and opportunities and appropriate topics for children in the Foundation Stage. Children will not take part in formal recording for assessment but will be down to the discretion of the teacher, through discussion and observation.

**Differentiation and Special Educational Needs**

Policy and practice in religious education reflects whole school policy and encompasses the full range and ability of all pupils. All pupils' contributions are valued in RE as they draw on their own experiences

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and beliefs. A range of teaching and learning strategies to achieve differentiated learning are used including task, outcome, resource, support and pupil grouping. There is particular concern to ensure that all tasks are challenging and sufficiently demanding to stimulate and engage all pupils whilst extending the most able.

### **Breadth and balance**

Although work on Christianity will predominate, there will be in-depth work on the major world religions and on other world views as appropriate. Teaching will seek to bring about a deeper knowledge and understanding of religious traditions but also to develop a range of skills such as the ability to empathise and evaluate attitudes, and develop respect for diversity.

### **Equal Opportunities**

Religious education will challenge stereotypes, misinformation and misconceptions about race, gender and religion. It will seek to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. For instance, we make sure that we teach about customs, traditions, rituals and practices of Christians globally, not just in the UK.

All questions, views, and opinions will be treated with sensitivity and respect.

### **Relevance**

Teachers will establish clear links between elements of religious belief and practice and aspects of the children's own lives. Teaching will enable pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives. This will be done through engaging pupils in an enquiry based style of learning and by posing challenging questions to and by pupils.

### **Cross-curricular links**

Religious education supports the development of general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. RE also makes a major contribution to pupils' SMSC development. It addresses issues which arise in a range of subjects, such as English, drama and history, geography, computing, music as well as personal, social and emotional education and citizenship.

### **Health and Safety**

Health and safety issues may arise in religious education on a number of occasions for example, when pupils:

- Handle artefacts.
- Consume food.
- Visit places of worship.

Teachers will conform to guidelines in the school's health and safety policy in these circumstances.

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## **Monitoring:**

RE books are monitored by the RE coordinator and SLT as appropriate. We monitor standard of work, marking and curriculum coverage. We also take part in local authority monitoring at network meetings.

## **Assessment, Recording and Reporting**

Assessment in religious education will be completed termly through the use of Hexagons. The Hexagon activity will be completed in groups or individually depending on the needs of the children. Teachers will monitor this through good discussion with children and this will ensure Assessment in RE:

- Be directly related to the expectations of the Kent Agreed Syllabus updated in 2023.
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.
- Recognise the range of skills and attitudes which the subject seeks to develop.
- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's marking policy.
- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development.
- Enable effective reporting to parents during twice yearly parental consultations and a written comment where appropriate (Three ticks) on the end of year report.

Assessments will then be recorded in the whole school tracker. Which will move through the school with the children. Only names of children considered not to have gained an understanding of the topic will be recorded. Greater depth can be added at teacher discretion.

Assessment can also be carried out informally during lessons through the use of Hope-Door, Faith-mirror and Love-windows.

## **Role of the RE subject leader**

The subject leader will:

- Ensure that all pupils receive their legal entitlement of religious education. (Statement of Entitlement June 2016 The Church of England Education Office)  
<https://www.canterburydiocese.org/media/childrenandschools/re/statementofentitlement.pdf>
- Produce and regularly review a subject policy to ensure that it remains up to date
- Ensure all teachers are aware of what should be taught in religious education, what resources are available, and what standards of attainment are expected at the end of each Key Stage.
- Support colleagues and help develop their subject expertise.
- Monitor and review the implementation of policy, schemes of work, the quality and effectiveness of the delivery of RE, pupils' progress and standards.
- Liaise periodically with the HT and Governors.
- Seek opportunities for professional development for themselves and other staff.
- Order resources.
- Monitor end of term assessments.
- Monitor the teaching of RE in school, providing support and guidance for teachers.

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- Ensure there is a school protocol, that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.

### **Resources**

Religious education will be funded to enable a range of resources on different religions to be purchased, such as books for teachers, pupils and the library; posters, CDs, DVDs and artefacts. The school makes use of guidance material produced by the Diocese. Funding will also allow, where possible, visits to different places of worship and provide INSET for staff. All resources will be stored in a central location, be easily accessible and kept in good condition.

### **Legal Requirements**

From the time of the 1944 Education Act, parents have had the right to withdraw their children from religious education. The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. However, in view of the Christian ethos and distinctive Christian character of our school, we would hope that all children admitted will participate fully in RE, and that anyone wishing to withdraw their child would discuss this with the headteacher before making this decision.

The responsibility for the supervision of that pupil remains the duty of the school.

Signed..... Date.....

(Chair of Governors/Headteacher)

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